

**Bachelor of Applied Business
(E-Business)**

Consent Renewal Application

Ontario Colleges of Applied Arts and Technology

Date of Submission: December 2006



PART A

REPORT ON THE DELIVERY OF THE CURRENT CONSENT PROGRAM

E-Business Submission Checklist for Part A

Item Name and Binder Tab	Status
Submission Checklist for Part A	[✓] Attached
Appendix 1 College and Program Information	[✓] Attached
Appendix 2 Abstract of Proposed Program	[✓] Attached
Appendix 3 Delivery of Current Consent Program Checklist	[✓] Attached
Degree Level Standard	
Appendix 4.1 Degree Level Standard Summary	[✓] Attached
Program Content	
Appendix 6.1.1 Program Advisory Committee	[] Not required [✓] Attached
Appendix 6.2.1 Professional/Accreditation or Other Requirements	[✓] Not applicable [] Attached
Appendix 6.2.2 Letters of Support: Professional/Accreditation or Other Requirements	[✓] Not applicable [] Attached
Appendix 6.3.1 Program Level Learning Outcomes (Met)	[] Not required [✓] Attached
Appendix 6.3.1.1 Program Level Learning Outcomes (Not Met)	[✓] Not required [] Attached
Appendix 6.3.1.1 Program Hour/Credit Conversion Justification	[✓] Not required [] Attached
Appendix 6.3.3.2 Academic Course Schedule	[✓] Not required [] Attached
Appendix 6.4.A Explanation of Added or Dropped "P" Courses	[✓] Not required [] Attached
Appendix 6.4.A.1 Added "P" Course Outlines	[✓] Not required [] Attached
Appendix 6.4.B Explanation of Added "O" Courses	[✓] Not required [] Attached
Appendix 6.4.B.1 Added "O" Course Outlines	[✓] Not required [] Attached
Appendix 6.5.1 Program Structure Requirement	[✓] Not required [] Attached
Appendix 6.5.2 Support for Work Experience	[] Not required [✓] Attached

Appendix 6.5.3 Work Experience Outcomes and Evaluation	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 6.6 Summary of Program Changes	<input type="checkbox"/> Not required <input checked="" type="checkbox"/> Attached
Appendix 5.1.1 Admission Requirements Direct Entry	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 5.1.2 Admission Policies and Procedures for Mature Students	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 5.2.1 Credit Transfer/Recognition Policies and Procedures	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 5.2.2 Advanced Placement Policies	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 5.2.3 Degree Completion Arrangements	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 5.2.4 Gap Analysis	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 5.2.5 Bridging Courses	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 5.2.6 Admissions Information	<input checked="" type="checkbox"/> Attached
Appendix 5.3 Promotion and Graduation Requirements	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 5.3.1 Student Retention Information	<input checked="" type="checkbox"/> Attached
Program Delivery Standard	
Appendix 7.1.1 Quality Assurance Policies	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 7.1.2 Policy on Student Feedback	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 7.1.3 Student Feedback Instruments	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 7.2.1 On-line Learning Policies and Practices	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 7.2.2 Academic Community Policies	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 7.2.3 Expansion of On-line Learning	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 7.2.4 Introduction of On-line Learning Policies	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached

Capacity to Deliver Standard	
Appendix 8.2.1 Library Resources	<input checked="" type="checkbox"/> Attached
Appendix 8.2.2 Computer Access	<input checked="" type="checkbox"/> Attached
Appendix 8.2.3 Improvements/Expansion of Classroom Space	<input checked="" type="checkbox"/> Attached
Appendix 8.2.4 Laboratories/Equipment	<input checked="" type="checkbox"/> Attached
Appendix 8.3 Resource Renewal and Upgrading	<input checked="" type="checkbox"/> Attached
Appendix 8.4 Support Services	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 8.5 Policies on Faculty	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 8.6.2.A Exception Statements Approved by the President	<input type="checkbox"/> Not required <input checked="" type="checkbox"/> Attached
Appendix 8.6.2.B Faculty Qualifications: Discipline Related Courses	<input checked="" type="checkbox"/> Attached
Appendix 8.6.2.C Faculty Qualifications: Breadth Courses	<input checked="" type="checkbox"/> Attached
Appendix 8.7 Enrolment Projections and Staffing Implications	<input checked="" type="checkbox"/> Attached
Credential Recognition	
Appendix 10.1.1 Current Regulatory or Licensing Requirements	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Attached
Appendix 10.1.2 Letters of Support from Regulatory/Licensing Bodies	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Attached
Appendix 9.1.A Credential Recognition	<input type="checkbox"/> Not required <input checked="" type="checkbox"/> Attached
Appendix 9.1.B Credit Transfer Recognition	<input type="checkbox"/> Not required <input checked="" type="checkbox"/> Attached
Appendix 9.1.C Policy on Informing Students on Recognition	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Program Evaluation	
Appendix 11.1 Periodic Review Policy and Schedule	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 11.2 Update on Program Evaluation Measures	<input checked="" type="checkbox"/> Attached
Appendix 12.1 to 12.n Additional Information	<input checked="" type="checkbox"/> Not required

Appendix 1: College and Program Information

Full Legal Name of Organization: Humber College Institute of Technology and Advanced Learning	
Operating Name of Organization: Humber Institute of Technology and Advanced Learning	
Common Acronym of Organization (if applicable):	
URL for Organization Homepage (if applicable): www.humber.ca	
Degree Program for Which Consent Renewal is Being Sought: Bachelor of Applied Business (E-Business)	
Location (specific address) Where Program is Delivered: Humber Lakeshore Campus 3199 Lakeshore Boulevard West Toronto, ON M8V 1K8	
Date on which the program commenced: <u>08</u> day <u>09</u> month <u>2003</u> year Date when the initial class of students will complete the program: <u>20</u> day <u>04</u> month <u>2007</u> year	
Contact Information: Person Responsible for this Submission: Name/Title: Rick Embree Dean, Planning & Development Full Mailing Address: Humber Institute of Technology & Advanced Learning 205 Humber College Boulevard Toronto, ON M9W 5L7 Telephone: 416-675-6622, ext. 4553 Fax: 416-675-6681 E-mail: rick.embree@humber.ca	
Site Visit coordinator (if site visit is required and if different from above): Name/Title: Nancy Burt Director, Strategic Initiatives Full Mailing Address: Humber Institute of Technology & Advanced Learning 205 Humber College Boulevard Toronto, ON M9W 5L7 Telephone: 416-675-6622, ext. 5056 Fax: 416-675-6681 E-mail: nancy.burt@humber.ca	

Appendix 2: Abstract of Proposed Program

The Bachelor of Applied Business (E-Business) is a business degree that integrates e-business concepts and practices throughout the four years of the program. Students acquire a unique blend of e-business expertise that is built on a platform of traditional business studies. The program includes a range of liberal arts courses - the foundation of a strong undergraduate education.

In the majority of organizations, e-business is not a stand-alone function. It is integrated with tasks such as website operation, operations or supply chain management, change management, financial and accounting practices (taxation, currency, pricing), logistics, marketing and sales, and business consulting. For this reason, Humber's Business School has emphasized a wholly integrated approach, imbedding aspects of e-business within courses such as economics, marketing, finance and organizational behaviour. For example, in a business-to-consumer (B2C) case study on supply chain management, students design, create and simulate product delivery chains and other relevant business strategies.

By graduation, students have developed an array of competencies, including the ability to develop e-business marketing plans (product analysis, pricing strategies, distribution channels, promotional programs); employ project management and change management tools; analyze e-business financial issues and how these affect pricing, cost, and profit; and integrate effective e-business supply chain management strategies and detail how e-business can streamline business processes.

Recently, HSBC Bank Canada donated \$100,000 to establish the HSBC Bank Canada Scholarship Endowment Fund at Humber. This fund supports annual scholarships that provide financial assistance to B.A.B. in e-Business degree students, and is a solid measure of industry recognition of the program.

Appendix 3: Delivery of Current Consent Program Checklist

Achieving the Degree Level Standard: Appendix 4 Documents

<p>Degree Level Standard</p> <p>Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this qualification, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision making.</p> <p>Holders of this degree will have demonstrated:</p> <ol style="list-style-type: none"> a. knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed; b. ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context; c. knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study; d. an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. <p>Typically, holders of the qualification will be able to:</p> <ol style="list-style-type: none"> a. use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis; b. effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively; c. undertake further training, develop existing skills, and acquire new competencies that will enable them to assume significant responsibility within organizations; and will have: d. qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. <p><i>Benchmark for assessing degree level</i> The program meets or exceeds the learning outcome standards specified in this Degree Level Standard.</p>	
<p>Given that your institution has not offered the program for a full four-year cycle, is the institution confident that it is on track to meeting the intended learning and performance outcomes of the full program?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>If 'yes', attach as Appendix 4.1. Degree Level Standard Summary, a concise statement that explains how the institution is able to make this positive determination (e.g., use of internal progress assessments by the program advisory board or committee; external assessments; periodic faculty or program committee meetings examining student performance and progress; employer reports of the level of student preparedness for work placement</p>	<p><input checked="" type="checkbox"/> Attached</p>

<p>terms; et cetera)</p> <p>If “no”, attach as Appendix 4.1., (i) a detailed explanation of how this determination has been made; (ii) the reasons why this is the case; (iii) what measures the institution has/is/will be taking to correct this situation; (iv) why these measures are expected to correct the situation; and (v) what monitoring regime will be used to ensure that these are effective.</p>	<p>[] Attached</p>
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Program Content, Admissions Policies: Appendices 5 and 6 Documents

Program Content

- a. The content of the program, in both subject matter and outcome standards, meets the Applied Degree Level Standard.
- b. The program offers an education of sufficient breadth and rigour to be comparable to similar programs offered by institutions that meet recognized standards in Ontario and in other jurisdictions.
- c. The curriculum is current, reflecting the state of knowledge in the field and the needs of the field of practice.
- d. The program ensures an appropriate balance of theory and practice in the formal studies in the main field of concentration, in addition to a full-time, paid co-op work term (Round 2: educationally supervised, paid work placement) of no less than 14 consecutive weeks prior to graduation.
- e. The instructional program ensures an appropriate balance of professional and liberal studies in accordance with the following guidelines:
 - at least 70% (Round 2: at least 70% and no more than 80%) of the time in courses in the professional or main field of study (all required elements in theory, practice, and corollary disciplines); and
 - at least 20% of the time in courses (Round 2: at least 20% and no more than 30% of the program hours¹ in degree level courses) outside the professional or main field of study, of which some are free-electives, to ensure that students are aware (a) of the distinctive assumptions and modes of analysis of at least one discipline outside their main field of study, and (b) of the society and culture in which they live and work, (Round 2: specifically:
 - no less than 15% of the program hours in degree level courses in the humanities, social sciences and sciences unrelated to the main field of study; and
 - at the Applicant’s option, the remaining 5 to 15% of the program hours may be in complementary, degree level courses which may be linked to the main field of study (e.g., the history/ economics/ ethics of the main field of study). If the applicant does not choose this option, then the remaining 5 to 15% must be in the humanities, social sciences and sciences unrelated to the main field of study.

Benchmark for assessing program consent

1. Learning outcomes and standards for the program demonstrate how graduates will be

¹“Program hours” refers to all contact hours between instructor and student, or equivalent hours for distributed learning programs excluding work term components.

prepared with a sound basis in theory, as well as the intellectual, communications, and other skills necessary to be effective in the workplace upon graduation, and know how to remain current in their field, specifically including but not limited to evidence of the following outcomes:

- a. the learning outcomes and standards in the subjects/courses in the program meet the requirements of relevant regulatory bodies, and meet or exceed any related requirements or standards set by any relevant regulatory or licensing body, or where appropriate, a professional or accrediting body;
 - b. the learning outcomes and standards in the subjects/courses in the program (Round 2: including the breadth courses are at the degree level and) meet or exceed those required in the same subjects for similar applied degree programs in Ontario and in other jurisdictions;
 - c. the learning outcomes and standards for the program meet or exceed the requirements of the field of practice.
2. Courses in the program provide an increasingly complex exposure to theory at the degree level and the application of that theory to practice and the demands of practice in the field. Including (a) in-class laboratory or simulated work experiences, where appropriate; and (b) at least one required work experience component in a block of not less than 14 weeks, with clearly defined learning outcome standards and a method for joint employer/instructor assessment leading to the assignment of a grade.
 3. The time allotments to components in the program are appropriate to the stated learning outcomes.
 4. The design of the breadth requirement component of the instructional program is at least 20% and meets the standard for program content.
(Round 2: 4. The breadth requirement component meets the standard in time and content.)
 5. The type and frequency of assessments of student learning are commensurate with the stated learning outcomes and provide appropriate information to students about their achievement levels.
 6. Admission requirements and levels of student achievement for promotion and graduation are appropriate to the learning outcome goals and Degree Level Standard.
 7. Existence of an appropriately qualified and representative Program Advisory Committee (or Program Development Advisory Committee if more appropriate) to ensure that the curriculum is current, reflecting the state of knowledge in the field and the needs of the field of practice.

There is an appropriately qualified and representative Program Advisory Committee (or Program Development Advisory Committee if more appropriate) and it is ensuring that the curriculum is current, reflecting the state of knowledge in the field and the needs of the field of practice.

Yes
 No

If “no”, attach as **Appendix 6.1.1** Program Advisory Committee, a statement explaining why this has occurred, and what measures the institution took or is taking to remediate this situation.

Attached

The program has adhered to the requirements set by professional or accrediting bodies.

Not app.
 Yes
 No

If “no”, attach as **Appendix 6.2.1**, Professional/Accreditation or Other Requirements, an explanation of where there has been a shortfall, why this has occurred, and what measures the institution is taking to remediate this situation.

Attached

<p>If “yes”, attach as Appendix 6.2.2, Letters of Support: Professional/ Accreditation or Other Requirements, documentation to the effect that the program has received such accreditation, and, in the case where it has not, a description of its status in the accreditation process.</p>	<p><input type="checkbox"/> Attached</p>
<p>The intended learning outcomes of the individual courses in the program have been met (up to the current point of delivery).</p> <p>If ‘yes’, attach as Appendix 6.3.1, Program Level Learning Outcomes (Met), a concise statement that explains how the institution is able to make this positive determination (e.g., use of internal progress assessments by the program advisory board or committee; external assessments of particular courses; periodic faculty or program committee meetings examining student performance in specific courses, student performance on examinations; et cetera).</p> <p>If “no”, attach as Appendix 6.3.1.1, Program Level Learning Outcomes (Not Met): (i) a detailed explanation of how this determination has been made; (ii) the reasons why this is the case; (iii) what measures the institution has/is/will be taking to correct this situation; (iv) why these measures are expected to correct the situation; and (v) what monitoring regime will be used to ensure that these are effective.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Not req. <input checked="" type="checkbox"/> Attached</p> <p><input checked="" type="checkbox"/> Not req. <input type="checkbox"/> Attached</p>
<p>The Program Hour/Credit Conversion has remained the same.</p> <p>If “no”, attach as Appendix 6.3.3.1, the new Program/Hour Conversion, and an explanation of the changes and their reasons</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>The Academic Course Schedule has remained essentially the same.</p> <p>If “no”, attach as Appendix 6.3.3.2, the new Academic Course Schedule, and an explanation of the changes and their reasons.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>Have any “P” (“professional field of study”) courses been added or dropped from the program?</p> <p>If “yes”, attach as Appendix 6.4.A, Explanation of Added or Dropped “P” Courses, an explanation of why the course(s) was added <u>or</u> dropped, and a description of the process used to make the change, with particular reference to how the change(s) related to maintenance of program currency or to improvements as the result of formal program evaluation; and</p> <p>If there were additions, attach as Appendix 6.4.A.1, Added “P” Course Outlines, the outlines of all courses that were added.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p> <p><input type="checkbox"/> Attached</p>
<p>Have any “O” (outside field of study”) courses been added to the program that are not a part of the current program consent or that are not courses that were approved in consents for other programs?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

<p>If “yes”, attach as Appendix 6.4.B., Explanation of Added “O” Courses, an explanation of why the course(s) was added <u>or</u> dropped, and a description of the process used to make the change, with particular reference to how the change(s) related to maintenance of program currency or to improvements as the result of formal program evaluation; and</p>	<p>[] Attached</p>
<p>If there were additions, attach as Appendix 6.4.B.1, Added “O” Course Outlines, the outlines of the courses that were added.</p>	<p>[] Attached [✓] NR</p>
<p>The Program Structure has remained essentially the same.</p>	<p>[✓] Yes [] No</p>
<p>If “no”, attach as Appendix 6.5.1, the new Program Structure Requirement <u>with a description</u> of the changes and reasons.</p>	<p>[] Attached</p>
<p>Have there been instances when students were unable to secure a required work experience?</p>	<p>[✓] Yes [] No</p>
<p>If “yes”, attach Appendix 6.5.2 Support for Work Experience, an explanation of how many students were affected, and how you were able to meet the requirement.</p>	<p>[✓] Attached</p>
<p>Have there been any revisions, deletions, or additions to the work experience outcomes and /or the method of evaluating students during their placements?</p>	<p>[] Yes [✓] No</p>
<p>If “yes”, attach Appendix 6.5.3 Work Experience Outcomes and Evaluation, and a brief explanation of the change(s).</p>	<p>[] Attached</p>
<p>Have there been changes to the program since the original consent?</p>	<p>[✓] Yes [] No</p>
<p>Attach as Appendix 6.6, Summary of Program Changes, a brief summary of the changes in the program content from the time of the original consent to the present. Since specific details about any content changes that were made have been reported in various appendices under 6.3, 6.4 and 6.5.1, this summary should focus on the most salient of these and on the broader picture of how the program has changed to enhance its appropriateness, currency and quality.</p>	<p>[✓] Attached</p>
<p>The direct entry admission requirements approved under the current consent have been lowered.</p>	<p>[] Yes [✓] No</p>
<p>If “yes”, attach the changed requirements as Appendix 5.1.1 Admission Requirements Direct Entry, and an explanation of (i) why there was a change, (ii) when the change occurred and (iii) why the change was made without seeking a change of consent from the Minister.</p>	<p>[] Attached</p>
<p>The admissions policy or procedures for mature students approved under the current consent or under the consent for a subsequent program has been followed without material change.</p>	<p>[] Not app. [✓] Yes [] No</p>
<p>If “no”, attach the changed policy as Appendix 5.1.2 Admission Policies and Procedures for Mature Students, and an explanation of (i) what the change was,</p>	<p>[] Attached</p>

including the introduction of policies where none were previously approved (ii) why there was a change, (iii) when the change occurred and (iv) why the change was made without seeking a change of consent from the Minister.	
<p>The advanced standing admissions policy for “Credit Transfer/Recognition Policies and Procedures” relating to an individual student approved under the current consent or under the consent for a subsequent program has been followed without material change.</p> <p>If “no”, attach the changed policy as Appendix 5.2.1 Credit Transfer/Recognition Policies and Procedures, and an explanation of: (i) what the change was, including the introduction of policies where none were previously approved, (ii) why there was a change, (iii) when the change occurred, and (iv) why the change was made without seeking a change of consent from the Minister.</p>	<input type="checkbox"/> Not app. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Attached
<p>The advanced standing admissions policy for “Prior Learning Assessment” relating to an individual student approved under the current consent or under the consent for a subsequent program has been followed without material change.</p> <p>If “no”, attach the changed policy as Appendix 5.2.2, Advanced Placement Policies, Prior Learning Assessment, and an explanation of: (i) what the change was, including the introduction of policies where none were previously approved (ii) why there was a change, (iii) when the change occurred and (iv) why the change was made without seeking a change of consent from the Minister.</p>	<input type="checkbox"/> Not app. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Attached
<p>The advanced standing admissions policy for “Degree Completion Arrangements” on a “block” basis approved under the current consent has been followed without material change.²</p> <p>If “no”, attach the changed policy as Appendix 5.2.3 Degree Completion Arrangements, and an explanation of: (i) what the change was, including the introduction of policies where none were previously approved (ii) why there was a change, (iii) when the change occurred and (iv) why the change was made without seeking a change of consent from the Minister.</p>	<input checked="" type="checkbox"/> Not app. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Attached
<p>The advanced standing admissions policy for “Bridging Courses” approved under the current consent has been followed without material change.</p> <p>If “no”, attach the changed policy as Appendix 5.2.5 Bridging Courses, and an explanation of: (i) what the change was, including the introduction of policies where none were previously approved (ii) why there was a change, (iii) when the change occurred and (iv) why the change was made without seeking a change of consent from the Minister.</p>	<input checked="" type="checkbox"/> Not app. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Attached
Attach as Appendix 5.2.6 , Admissions Information (See Page 29)	<input checked="" type="checkbox"/> Attached

²“Advanced standing or credit recognition” policies relating to Degree Completion and Bridging Course are program specific, and they cannot be introduced into one consent program because they were accepted as part of a later consent.

The promotion and/or graduation requirements approved under the current consent have been lowered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If “yes”, attach the changed policy as Appendix 5.3 , Promotion and Graduation Requirements, and an explanation of (i) why there was a change, (ii) when the change occurred and (iii) why the change was made without seeking a change of consent from the Minister.	<input type="checkbox"/> Attached
Attach as Appendix 5.3.1 , Student Retention Information (See Page 30)	<input checked="" type="checkbox"/> Attached

Program Delivery: Appendix 7 Documents

Program Delivery Standard	
<p>The method of delivery will achieve the desired learning outcomes at an acceptable level of quality.</p> <p><i>Benchmarks for assessing program delivery</i></p> <ol style="list-style-type: none"> 1. Evidence demonstrating how achievement of the learning outcomes will be facilitated and/or enhanced by the selected method(s) of delivery. 2. Evidence demonstrating that the Applicant will regularly invite feedback from students of the quality of delivery methods. 	
<p>Have there been any revisions, deletions, or additions to the policies pertaining to program delivery quality assurance?</p> <p>If “yes”, attach Appendix 7.1.1, Quality Assurance Policies, and a brief explanation of the change(s).</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attached
<p>Have there been any revisions, deletions, or additions to the policies pertaining to student feedback?</p> <p>If “yes”, attach Appendix 7.1.2, Policy on Student Feedback, and a brief explanation of the change(s).</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attached
<p>Have there been any revisions, deletions, or additions to the student feedback instruments?</p> <p>If “yes”, attach Appendix 7.1.3, Student Feedback Instruments, and a brief explanation of the change(s).</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Attached
<ol style="list-style-type: none"> 1. Does your consent include the authority to offer parts of the program through internet, asynchronous, distance or distributed delivery? 2. If “yes” to 1, have there been any revisions, deletions, or additions to the On-line Learning Policies and Procedures? 3. If “yes” to 2, attach Appendix 7.2.1, On-line Learning Policies and Practices, an explanation of (i) why there was a change, (ii) when the change occurred and (iii) why the change was made without seeking a change of consent 	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Attached

from the Minister.	
4. If “yes” to 1, have there been any revisions, deletions, or additions to the Academic Community Policies?	[] Yes [] No
5. If “yes” to 4, attach as Appendix 7.2.2, Academic Community Policies, an explanation of (i) why there was a change, (ii) when the change occurred and (iii) why the change was made without seeking a change of consent from the Minister.	[] Attached
6. If “yes” to 1, has there been an increase that either (i) has more than doubled the number of courses using the alternate delivery methods, or (ii) has increased the number of alternate delivery courses that more than 50% of the program requirements can be taken in this manner?	[] Yes [] No
7. If “yes” to 6, attach as Appendix 7.2.3, Expansion of On-line Learning, an explanation of (i) why there was a change, (ii) when the change occurred and (iii) why the change was made without seeking a change of consent from the Minister.	[] Attached
8. If “no” to 1, have internet, asynchronous, distance or distributed delivery courses been introduced into the program?	[] Yes [✓] No
9. If “yes” to 8, attach as Appendix 7.2.4, Introduction of On-line Learning Policies: (i) a list of the course/s to which the alternate form of delivery has been added; (ii) an explanation of (a.) why there was a change, (b.) when the change occurred and (c.) why the change was made without seeking a change of consent from the Minister.	[] Attached

Capacity to Delivery: Appendix 8 Documents

Program Delivery Standard

The college has the capacity to deliver the quality of education necessary for students to attain the stated and necessary learning outcomes.

Benchmarks for assessing capacity to deliver

1. An Applicant record demonstrating capacity to deliver high-quality education as seen in Key Performance Indicators (KPI) and other appropriate measures.
2. Academic and other staff in sufficient numbers to develop and deliver the program and to meet the needs of the projected student enrolment.
3. The Applicant submits curriculum vitae of its faculty members demonstrating that faculty possess an appropriate mix of:
 - a. advanced academic credentials (normally the terminal academic credential in the field);
 - b. any required or desired professional credentials; and/or
 - c. related work experience of substantial depth and range.
4. Evidence of satisfactory policies relating to faculty (Round 2: to faculty teaching in a degree program), including:

<ul style="list-style-type: none"> a. a policy defining the academic/professional credentials required of faculty teaching all courses in the program; b. a policy requiring the college to have on file possession of evidence supplied direct to the college from the granting agency of the highest academic credential and any required professional credential claimed by faculty members; c. a policy requiring the regular review of faculty performance, including student evaluation of teaching; d. a policy identifying the means of ensuring the currency of faculty knowledge in the field; e. a policy promoting curricular and instructional innovation. <p>5. Evidence of reasonable student access to a comprehensive range of support services including but not limited to tutoring, academic advising, career and personal counselling, placement, and services for students with disabilities.</p> <p>6. Evidence of reasonable student and faculty access to information (Round 2: access to learning) resources (such as library, databases, computing, classroom equipment and laboratory facilities) sufficient in scope, quality, currency, and kind to support students and faculty in the program.</p> <p>7. Evidence of commitment to build necessary information (Round 2: information and learning) resources, to maintain their currency, and to supplement them as necessary.</p> <p>8. Evidence that the program is appropriate to the college's mission and goals, the college's capacity to fulfill its mission, and that the program is offered in areas where the college has demonstrated uncommon strength.</p>	
Attach as Appendix 8.2.1 Library Resources (See Page 31)	[√] Attached
Attach as Appendix 8.2.2 Computer Access (See Page 32)	[√] Attached
Attach as Appendix 8.2.3 Improvements/Expansion of Classroom Space (See Page 32)	[√] Attached
Attach as Appendix 8.2.4 Laboratories/Equipment (See Page 32)	[√] Attached
Attach as Appendix 8.3 Resource Renewal and Upgrading, a description of how the information in Appendices 8.2.1-4 relates to the Resource Renewal and Upgrading Plans that were submitted in your initial consent proposal.	[√] Attached
<p>Have there been any revisions, deletions, or additions to the support services available to students?</p> <p>If "yes", attach Appendix 8.4 Support Services, and a brief explanation of the change(s).</p>	<p>[] Yes [√] No</p> <p>[] Attached</p>
<p>Has there been a revision in the policy that was part of your original consent that resulted in a reduction in the qualifications of faculty?³</p> <p>If "yes", attach Appendix 8.5 Policies on Faculty, (i) the new policy and (ii) an explanation of (a.) why there was a change, (b.) when the change occurred and (c.) why the change was made without seeking a change of consent from the Minister.</p>	<p>[] Yes [√] No</p> <p>[] Attached</p>

³ See Section 7, 4 above for context.

Have faculty been hired for the program who do not have at least one degree higher in a related field than the degree level of the program for which the college is seeking renewal?	[] Yes [√] No
If “yes” attach as Appendix 8.6.2 A, all Exception Statements Approved by the President of the organization	[] Attached
Attach as Appendix 8.6.2 B Faculty Qualifications: Discipline Related Courses (See Page 33)	[√] Attached
Attach as Appendix 8.6.2 C Faculty Qualifications: Breadth Courses (See Page 34)	[√] Attached
Attach as Appendix 8.7 Enrolment Projections and Staffing Implications, a description of how the information in Appendices 5.2.6, 5.3.1, 8.6.2 B, and 8.6.2.C relates to the Enrolment Projections and Staffing Implications that were submitted in your initial consent proposal.	[√] Attached

Credential Recognition and Credit Transfer: Appendices 9 and 10 Documents

<p>Credential Recognition</p> <p>While meeting particular needs, programs are designed to maximize the graduates’ potential for promotion in their field as well as their life-long learning potential. Accordingly:</p> <ol style="list-style-type: none"> the program’s learning outcomes and standards are sufficiently clear and at a level that will facilitate appropriate recognition of the credential by other postsecondary institutions; and where appropriate, and without distorting the main purposes of the program, courses or curricular elements in it are designed to facilitate credit transfer recognition by other postsecondary institutions. <p><i>Benchmarks for assessing credential recognition</i></p> <p>The applicant submits an explanation of how the design of the program meets this standard.</p> <ol style="list-style-type: none"> Evidence of consultation with employers, relevant occupational groups and professional colleges with respect to their recognition of the credential and their assessment of whether the credential will contribute to the professional advancement of the graduate. Evidence of consultation with relevant regulatory bodies regarding those requirements for entry into practice that may be subject to government regulations and policies, e.g., the Regulated Health Professions Act, 1991 or the Ontario College of Teachers Act, 1996. Evidence that the Applicant will inform students of any provisions for credential recognition and credential transfer; that students have confirmed their understanding of these provisions in writing; and that the Applicant will advise students of changes to credential recognition or transfer in a timely manner. 	
Have there been any revisions or additions to the requirements set by regulatory bodies associated with this program?	[√] Not app. [] Yes [] No
If “yes”, attach: Appendix 10.1.1 Current Regulatory or Licensing Requirements, and a brief explanation of the change; and Appendix 10.1.2 Letters of Support from Regulatory/Licensing Bodies to the effect that either your program has been adapted to meet these requirements,	[] Attached [] Attached

or, if applicable, the program continues to be accredited.	
Have any additional provisions (formal or informal) been made for the credentials of the graduates of your program to be recognized by other postsecondary institutions?	[] Yes [✓] No
If “yes”, attach as Appendix 9.1.a, Credential Recognition, a description of the formal and informal arrangements.	[] Attached
If “no”, attach as Appendix 9.1.a, an explanation of the steps (and results) that you have taken to meet this benchmark.	[✓] Attached
Have any additional provisions (formal or informal) been made for the courses or curricular elements in the program to be recognized for credit transfer by other postsecondary institutions?	[] Yes [✓] No
If “yes”, attach as Appendix 9.1.b, Credit Transfer Recognition, a description of the formal and informal arrangements.	[] Attached
Have there been any revisions in your policy of informing students of any provisions for credential recognition and credential transfer; that students confirm their understanding of these provisions in writing; and that the Applicant will advise students of changes to credential recognition or transfer in a timely manner?	[] Yes [✓] No
If “yes”, attach Appendix 9.1.c Policy on Informing Students of any Provisions for Credential Recognition and Credential Transfer, and a brief explanation of the change(s).	[] Attached

Program Evaluation: Appendix 11 Documents

Program Evaluation

Evidence of a formal, institutionally-approved policy and procedure for the periodic review of programs in reasonable conformity with the program review elements identified in Appendix III of this Handbook.

Benchmarks for assessing program evaluation

1. Frequency

Degree-granting institutions formally commit themselves to undertake program reviews at regular intervals, normally not exceeding five to seven years. The results of such reviews and the conclusions to be drawn from them are shared with the Senate or an equivalent body and/or the governing board. The first such evaluation should occur before a request for renewal of ministerial consent.

2. Criteria

The criteria for program reviews include the following:

- a. continuing consistency of the program with the goals of the institution’s mission and long-range plan;
- b. assessment of the learning outcome achievements of students/graduates by comparison

with:

- i. the program's stated learning outcomes and standards;
 - ii. the Degree Level Standard;
 - iii. the opinions of employers, students/graduates; and
 - iv. the standards of any related regulatory, accrediting or professional association;
- c. assessment of graduate employment rates, (ii) graduate satisfaction level, (iii) employer satisfaction level, (iv) student satisfaction level, (v) graduation rate, and (vi) OSAP default rate;
 - d. continuing relevance of the program to the field of practice it serves, including evidence of revisions made to adapt to changes in the field of practice;
 - e. continuing appropriateness of the method of delivery and curriculum for the program's educational goals and standards;
 - f. continuing appropriateness of admission requirements (i.e. achievement level, subject preparation) for the program's educational goals and standards;
 - g. continuing appropriateness of the program's structure, method of delivery and curriculum for its educational goals and standards;
 - h. continuing adequacy of the methods used for evaluating student progress and achievement;
 - i. adequacy of, and efficient and effective utilization of existing human, physical, and financial resources;
 - j. indicators of faculty performance, including the quality of teaching and demonstrable currency in the field of specialization.

3. *Procedure* The procedure includes:

- a. **Self Study:** a study undertaken by faculty members and administrators of the program based on evidence relating to program performance against the criteria stated above, including strengths and weaknesses, desired improvements, and future directions.
- b. **Program Evaluation Committee:** a committee struck by the senior administration to evaluate the program based on (a) the Self-Study and (b) a Site Visit during which members of the committee normally meet with faculty members, students, graduates, employers, and administrators to gather information. A majority of the members should be peers from outside the organization and free of any conflict of interest.
- c. **Report of the Committee:** the overarching purpose of the report is to assess program quality and recommend any changes needed to strengthen that quality. As external audits of such processes include actions taken as a result of reviews, the report should be addressed to the senior administration and shared with the governing board, together with any consequent plan of action.
- d. **Other Evaluations:** program reviews required for licensing and regulatory bodies, or for accreditation by accrediting agencies recognized by the Board, may overlap to a greater or lesser degree with the standards of the program review process described above. Colleges may use such accreditation reviews to satisfy the program evaluation process to the extent that the accreditation reviews can be demonstrated to be consistent with the objective, structure and elements of the program review process outlined above. Where accreditation reviews are more focused than required by the program evaluation process, a college should supplement the accreditation review so that the broader requirements are met.

Have there been any revisions, deletions, or additions to the policies and/or procedures pertaining to program evaluation?

Yes
 No

If "yes", attach Appendix 11.1, Periodic Review Policy and Schedule, and a brief

Attached

explanation of the change(s).	
Attach as Appendix 11.2, Update on Program Evaluation Measures, a description of the measures that have already been taken to monitor the quality and appropriateness of the consent program.	[✓] Attached

The applicant hereby confirms and warrants that all information and representations provided by the applicant as part of Appendix 3 checklist and the accompanying appendices are true.



December 14, 2006

President's Signature

Date

Degree Level Standard

Appendix 4.1 – Degree Level Summary

The Bachelor of Applied Business – E-Business degree program is on track to meet the intended learning and performance outcomes of the full program. Through consultation with industry advisers, the curriculum is fine-tuned to meet the needs of employers. The increasing reliance on information systems in the operation of businesses is reflected in the delivery of course material with real work examples, and the teaching of software application skills by the program faculty. Through a partnership with SAP and Humber's membership in the SAP University Alliance program, faculty and students have access to current versions of SAP Enterprise software applications, and to educational materials.

The interaction between the full-time and part-time faculty ensures that there is a strong relationship between the classroom and the business workplace. The currency and relevance of the program is assured through continuous professional development by faculty members, and through the sharing of information concerning new developments in electronic business.

The first cohort of E-Business students completed their required Work Term in the summer of 2006. Employers were very satisfied with the work of the students, and commented on their combination of business and information systems knowledge and skills. In their Work Term reports, students also indicated that they were satisfied with the knowledge and skills acquired during their three years of program courses.

The Program Coordinator helps ensure that the degree level standard is met in this Bachelor of Applied Business program. Relevant duties include the development, quality, relevancy and currency of the curriculum for the program; undertaking with others the development of courses as each year of study is begun by recommending the selection, hiring, orientation, and coordination of part-time and full-time faculty in the program; assisting with assessment of student applicants to the program; enrolling and orienting new students; advising and counselling students on academic and career matters; and assisting students with work placements and full-time employment upon graduation.

In addition, where possible, courses are benchmarked against similar university courses. Several university programs have their course syllabus materials online and faculty have compared their course outlines against business programs at Ryerson University, York University, the University of Toronto and the University of Guelph-Humber and found them to be comparable.

Resources used in the program are current and at a level appropriate for a baccalaureate degree. Again these materials are compared to those used at other Ontario university business programs. Several textbooks used in this program are also used as teaching resources in comparable programs at other Ontario universities. For example, York University uses the textbook, *Consumer Behaviour* by Solomon, Zaichkowsy and Polegato; the University of Toronto uses *Human Resource Management* by Schwind, Das and Wagar; and the University of Guelph-Humber uses *Management Information Systems* by O'Brien and Montazemi in its Bachelor of Business Administration program.

Evaluation strategies are demanding and require both an increasing level of sophistication in critical analysis and greater independence as students progress through the program. Students in the first year of study, for example, rely to a great extent, on the textbook and readings from the course outlines for their evaluation. By fourth year, students carry out a great deal of independent research and prepare research essays and independent projects for a significant portion of the evaluation.

Humber follows a rigorous approval process for the course outlines utilized in the degree program. The course outlines are reviewed by the Planning and Development Department at Humber, and important input is derived from this form of consultation. This includes implementation of the Humber Ethics Policy, which governs primary research in class assignments. Following the consultation stage, the Degree Council at Humber formally reviews the course outlines, including the course content and learning objectives. The Degree Council is comprised of representatives from the University of Guelph-Humber and faculty who teach in degree programs at the Humber College Institute of Technology and Advanced Learning.

Program Content

Appendix 6.1.1 – Program Advisory Committee

When this degree program was initially granted consent, the college was not required to submit complete course outlines as part of the application. Since consent, the Business School has consulted on a year-by-year basis with industry advisors while completing the development of the curriculum. This was done individually and/or in small groups. Now that the program is in its fourth year of operation and the course outlines have been completed and approved by the Degree Council, the advisory committee met this fall to review the program and confirm that it was meeting the program goals as set out in the original proposal. The committee will continue to meet at least twice a year.

The committee was enthusiastic about the program and stated that they felt it was an excellent blend of theoretical and applied learning at the degree level. They are reviewing specific course outlines and will meet again in March to make recommendations. Membership of the advisory committee represents a range of potential career paths for program graduates, and ensures that students acquire the current knowledge and skills training that are required by businesses operating as electronic businesses or providing supporting services to those businesses.

Appendix 6.2.1 - Professional/Accreditation or Other Requirements

Not required

Appendix 6.2.2 – Letters of Support: Professional/Accreditation or Other Requirements

Not required

Appendix 6.3.1 – Program Level Learning Outcomes (Met)

Professional courses

The intended learning outcomes in the individual courses in the program have been met.

A. STUDENT PERFORMANCE

Ways in which student performance has been monitored and supported

- Evaluation strategies are demanding and require both an increasing level of sophistication in critical analysis and greater independence as students progress through the degree. Students in the first year of study, for example, rely to a great extent, on the textbook and readings from the course outlines for their evaluation. By fourth year, students carry out a great deal of independent research and prepare research essays and independent projects for a significant portion of the evaluation.
- Student work indicates that they excel in their written assignments, class presentations, and written exams and clearly demonstrate mastery of the course outcomes. As the assignments are designed for both group and individual completion, students develop strong teamwork skills and facility in independent work.
- The first cohort of E-Business students completed their program required summer Work Term in 2006. Employers were very satisfied with the work of the students, and commented positively on the balance of business and information systems knowledge and skills that students had acquired. The students in turn, in their Work Term reports, indicated that they were satisfied with the knowledge and skills acquired during their three years of program courses.

B. FACULTY PERFORMANCE

Ways in which high levels of teaching are established, maintained and supported

- Hiring depends on demonstrated excellence in teaching
- An extensive Professional Development Program – a two year program for new, full-time faculty, and class visits and teaching strategy seminars for both full-time and part-time faculty.
- Faculty members participate in departmental meetings where they share research interests and help to keep the curriculum up-to-date
- Many of the faculty members have experience teaching business courses at other universities. For example, one who teaches accounting and financial management courses for this program also teaches in Ryerson University's business program. The Human Resource Management professor also teaches in the Bachelor of Business Administration program at the University of Guelph-Humber. These professors use the same exacting standards in Humber's Bachelor of Applied Business (E-Business) program as they do at the other institutions in which they teach.
- The program coordinator and two full-time faculty members have attended five day SAP workshops offered through the SAP University Alliance program.

C. CURRICULUM DESIGN

Ways in which courses promote the specific insights and approaches of the discipline

- Both the full-time and part-time faculty consult with leaders in the E-Business community to determine key substantive developments that have an impact on the E-Business industry. This form of consultation is reinforced through the ongoing interaction with individual members of the program Advisory Committee, who are also principal players in the E--Business field.
- The courses being delivered have been improved with current electronic business information, current software used by electronic businesses, and up-to-date academic teaching materials. Through a partnership with SAP and Humber's membership in the SAP University Alliance program, faculty and students have access to current versions of SAP Enterprise software applications, and to educational materials.
- The interaction between the full-time and part-time faculty ensures that there is a strong relationship between the classroom and the business workplace. The currency and relevance of the program is assured through continuous professional development by faculty members, and through the sharing of information concerning new developments in electronic business.
- The emphasis on communication skills, analytical and research skills, and facility in technological applications meets the needs of employers in the business, and specifically, electronic business community.

D. EXTERNAL ASSESSMENT

- Courses are benchmarked against those in business programs at Ryerson University, York University, the University of Toronto and the University of Guelph-Humber.
- The Program Advisory Committee reviewed the curriculum, specifically the complete set of current course descriptions.

E. INTERNAL ASSESSMENT

- The Business School has a rigorous process for the yearly creation and updating of courses for the eight semesters of the program. The content of each course outline is peer reviewed to ensure it meets the standards as established by the Business School, and an extensive editing process ensures the final course outline is of the highest quality in support of course delivery by faculty and achievement of learning outcomes by students.
- All degree professional courses are vetted and approved by Humber College's Development Office and Degree Council.

Breadth Courses

A. STUDENT PERFORMANCE

Ways in which student performance is monitored and supported

- Students are assessed using a variety of instruments, but each course contains evaluation that requires sustained writing. These writing assignments test the ability to communicate, the ability to apply theory to a particular context, and the demonstration of an appropriate level of conceptual and analytic sophistication.

- Faculty within disciplines exchange tests and student papers to ensure a continuity of standard.
- The Awards Committee see the top-level work produced by students. Prize winners at Humber could be prize winner anywhere.
- Faculty are working on a rubric for essay assignments that will further aid in consistency and clarity of expectation.

B. FACULTY PERFORMANCE

Ways in which high levels of teaching are established, maintained and supported

- Hiring depends on demonstrating excellent teaching
- An extensive Professional Development Program – a two year program for full-time permanent faculty; class visits and teaching seminars for contract faculty
- Department meetings where teaching strategies and methodologies are shared
- Department meetings where faculty share research interests through frequent oral reports help to keep the curriculum up-to-date
- Department meetings where discussion among faculty teaching different disciplines or interdisciplinary courses encourages a sense of connection between the various disciplines.
- Faculty are encouraged and supported to participate in academic conferences
- Support for research and writing in refereed journals and the popular press.
- Support for faculty in finishing their doctoral degrees.

C. CURRICULUM DESIGN

Ways in which courses serve a dual function of promoting the specific insights and approaches of the discipline and in addition point to the enduring connections among different disciplines

- Courses such as *City Life*, *Sociology of Consumption*, *Power*, *Human Security and World Disorder*, *The Good Life*, *Breakthroughs in Scientific Achievement*, *Desire and Discontent*, and *Money, Markets and Democracy* are organized around a central problem or problems. The fundamental nature of these problems or questions means that each course not only provides a disciplinary focus, but also reflects on common concerns of contemporary life. In this manner, courses build on each other's insights, and students are encouraged to see the connections between disciplines.
- As well as addressing the philosophical problems at the center of the discipline, students learn the special practices and methodologies of specific disciplines.

D. EXTERNAL ASSESSMENT

These institutions have recognized the courses that follow as appropriate undergraduate level courses:

- The University of Guelph

City Life
Sociology of Consumption
Sociology of the Everyday
Principles of Sociology (Introductory Sociology)

Astronomy
Scientific Achievement (Breakthroughs in Scientific Achievement)
Human Security and World Disorder
Desire and Discontent
Betrayal in Contemporary Fiction
Money, Markets and Democracy

- University of New Brunswick

Sociology of Health
City Life
Sociology of Consumption
Scientific Achievement
Ethics and Moral Theory
Power 1 and 2
Human Security and World Disorder
Philosophy of Love and Sex
Desire and Discontent
Betrayal in Contemporary Fiction
Trauma and Memory in Fiction
The Good Life
Leadership

- York University

The Good Life
Human Security and World Disorder
Knowing and Believing
Ethics and Moral Theory
How is Society Possible?
Power 1 and 2
Trauma and Memory in Fiction
Betrayal in Contemporary Fiction
Introduction to Psychology
Social Psychology
City Life
Sociology of Consumption
Introduction to Sociology
Introduction to Politics

E. INTERNAL ASSESSMENT

All degree breadth courses are vetted and approved by Humber College's Degree Council.

Appendix 6.3.1.1 – Program Level Learning Outcomes (Not Met)

Not required

Appendix 6.3.3.1 – Program / Hour Conversion

Not required

Appendix 6.3.3.2 – Academic Course Schedule

Not required

Appendix 6.4.A – Explanation of Added or Dropped “P” Courses

Not required

Appendix 6.4.A.1 – Added “P” Course Outlines

Not required

Appendix 6.4.B – Explanation of Added “O” Courses

Not required

Appendix 6.4.B.1 – Added “O” Course Outlines

Not required

Appendix 6.5.1 – Program Structure Requirement

Not required

Appendix 6.5.2 – Support for Work Experience

The quality of the work placements has been very good, and all students except one have completed the required 14-week paid placement. One student, because of personal issues, was not able to complete the work placement for the E-Business degree within the scheduled summer time period. The School has accommodated this student by developing practices, such as special timetabling, that will allow completion of the placement before graduation.

Each E-Business student is required to submit the following three documents as part of their work term requirements:

- Work Term Information Sheet
- Employer's Work Term Feedback Form
- Student's Work Term Feedback Form

Feedback from both students and work placement employers indicate that the experience has been very positive.

The Business School will increase support for work placements by hiring an additional Placement Advisor who will be dedicated to sourcing paid placements for degree students at the Lakeshore Campus.

Appendix 6.5.3 – Work Experience Outcomes and Evaluation

Not required

Appendix 6.6 – Summary of Program Changes

Only two minor changes have occurred in the Bachelor of Applied Business – E-Business degree program since approval was received:

- The course in semester five that was originally called *E-Business Web Design Issues* has had its name changed to *Electronic Business Planning* to more accurately reflect the course's content. The course has not changed in any other way.
- As a short term response to student feedback, the students who are currently in third year are participating in a supplementary weekly one hour employment preparation tutorial. The purpose of the tutorial is to have students better prepared to begin applying for paid summer work term positions in January 2007.

Admissions Policies

Appendix 5.1.1 – Admission Requirements Direct Entry

Not required

Appendix 5.1.2 – Admission Policies and Procedures for Mature Students

Not required

Appendix 5.2.1 – Credit Transfer/Recognition Policies and Procedures

Not required

Appendix 5.2.2 – Advanced Placement Policies, Prior Learning Assessment

Not required

Appendix 5.2.3 – Degree Completion Arrangements

Not required

Appendix 5.2.5 – Bridging Courses

Not required

Appendix 5.2.6 – Admissions Information

Number of students entering program by academic year (Please insert the relevant years in the columns headings)

Number of New Students Highest Certification	New Intakes into Program in 2003-04 Academic Year	New Intakes into Program in 2004-05 Academic Year	New Intakes into Program in 2005-06 Academic Year	New Intakes into Program in 2006-07 Academic Year
1. Secondary School Graduates	28	22	18	14
3. College Graduates	2	1	1	0
4. University Graduates	0	0	0	0
4. Mature Students	2	3	2	3
5. Total Students Commencing Program	38	29	26	22
6. Average Secondary School G.P.A. of students listed in (1) above	71.1%	69.7%	70.3%	72.7%
7. Number of Total Students (5) granted Advanced Standing into the Program**	0	0	0	0
8. Number of Total Students (5) who are International Students (i.e., on a Student Visa)	6	3	4	3

Though their highest credential was graduation from secondary school, several of these students had completed some university or college courses before registering in this degree, as follows:

Secondary School Graduates with Partial College or University	4	2	3	5
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Appendix 5.3 – Promotion and Graduation Requirements

Not required

Appendix 5.3.1 – Student Retention Information

Retention Rates for Each Potential Four-Year Cohort

	Row	Academic Year	Fulltime	Parttime
2002-2003 starting cohort	1	Total who commenced program in 2002–2003 academic year		
	2	Total from row 1 who re-enrolled in 2003–2004 academic year		
	3	Total from row 2 who re-enrolled in 2004–2005 academic year		
	4	Total from row 3 who re-enrolled in 2005–2006 academic year		
	5	Total from the 2002-2003 starting cohort who graduated		
	6	Total from row 4 who are still in program		
2003-2004 starting cohort	7	Total who commenced program in 2003-2004 academic year	38	
	8	Total from row 7 who re-enrolled in 2004 – 2005 academic year	28	
	9	Total from row 8 who re-enrolled in 2005 – 2006 academic year	24	
	10	Total from row 9 who re-enrolled in 2006 – 2007 academic year	23	
	11	Total from the 2003-2004 starting cohort who graduated		
	12	Total from row 10 who are still in program	23	
2004-2005 starting cohort	13	Total who commenced program in 2004-2005 academic year	29	
	14	Total from row 13 who re-enrolled in 2005–2006 academic year	21	
	15	Total from row 14 who re-enrolled in 2006–2007 academic year	11	
	16	Total from row 15 who re-enrolled in 2007–2008 academic year		
	17	Total from the 2004-2005 starting cohort who graduated		
	18	Total from row 14 who are still in program (if reporting before the beginning of the 2007-2008 academic year)	11	
2005-2006 starting cohort	19	Total from row 15 who are still in program (if reporting after the beginning of the 2007-2008 academic year)		
	20	Total who commenced program in 2005-2006 academic year	26	
	21	Total from row 20 who re-enrolled in 2006–2007 academic year	18	
	22	Total from row 21 who re-enrolled in 2007–2008 academic year		
	23	Total from the 2005-2006 starting cohort who graduated		
	24	Total from row 21 who are still in program (if reporting before the beginning of the 2007-2008 academic year)	18	
2006-2007 starting cohort	25	Total from row 22 who are still in program (if reporting after the beginning of the 2007-2008 academic year)		
	26	Total who commenced program in 2006-2007 academic year	22	
	27	Total from row 26 who re-enrolled in 2007–2008 academic year		
	28	Total from the 2006-2007 starting cohort who graduated		
	29	Total from row 26 who are still in program (if reporting before the beginning of the 2007-2008 academic year)	22	
	30	Total from row 27 who are still in program (if reporting after the beginning of the 2007-2008 academic year)		

Program Delivery Standard

Appendix 7.1.1 – Quality Assurance Policies

Not required

Appendix 7.1.2 – Policy on Student Feedback

Not required

Appendix 7.1.3 – Student Feedback Instruments

Not required

Appendix 7.2.1 – On-line Learning Policies and Practices

Not required

Appendix 7.2.2 – Academic Community Policies

Not required

Appendix 7.2.3 – Explanation of On-line Learning

Not required

Appendix 7.2.4 – Introduction of On-line Learning Policies

Not required

Program Delivery Standard

Appendix 8.2.1 – Library Resources

Directly Related to the Consent Program	Number at time of consent	Current Number
Holdings - Books (print)	Number Core Lakeshore - 1074	Number Core Lakeshore - 1969
Holdings – Journals (print)	Number Lakeshore - 127	Number Lakeshore - 160
Holdings – Books (electronic)	Number 0	Number 7368
Holdings – Journals (electronic)	Number 4500 plus those available on Lexis/Nexis	Number 8269 plus other electronic journals accessible from Lexis/Nexis
Expenditure during this period for purchase/access to ADDITIONAL library resources pertaining specifically to this program.	New acquisitions since 2003	Books (print) 541 items - \$31,300 Journals (print) 3 titles - \$2,691 Videos – 1 item – \$320 Databases – electives (10) <u>\$152,693</u> Total \$187,004

Appendix 8.2.2 – Computers and Computer Access

Directly Related to the Consent Program	Number at Time of Consent	Current Number
Number of Students in Program (Cumulative)		74
Number of Computers without Internet Access available solely (i.e., they have priority of use) to Students in Program		
Number of Computers with Internet Access available solely to Students in Program		
Expenditure during this period for purchase/rental of ADDITIONAL computer equipment pertaining specifically to this program.		\$
Number of Computers without Internet Access reasonably accessible to Students in Program		
Number of Computers with Internet Access reasonably accessible to Students in Program	1700	2400 Humber has approximately 100 computer labs available to students. Of the above, 430 workstations across 26 labs are located at the Lakeshore Campus.

Appendix 8.2.3 – Improvements/Expansion of Classroom Space

Directly Related to the Consent Program	Number at time of consent	Current Number
Expenditure for construction/rental of ADDITIONAL classroom space pertaining specifically to this program.		\$120,000

Note: The expenditures in this chart relate to improvements made to classroom space at the Lakeshore Campus. This space is used by students from a number of programs, including the E-Business degree program. It does not reflect space that is exclusive to the E-Business program. Classroom and lab space at the College is not typically dedicated to one particular program. Rather space is assigned to classes from a number of different programs depending upon need and availability.

Appendix 8.2.4 – Laboratories/Equipment (if applicable)

Directly Related to the Consent Program	Number at time of consent	Current Number
Number of Specifically-Equipped Work Stations and/or Specialized Equipment	60	65
Expenditure for construction/rental of ADDITIONAL laboratories and equipment pertaining specifically to this program.		\$102,010

Note: The expenditures in this chart relate to improvements made to lab space assigned to The Business School. This space is used by students from a number of programs within the School, including the E-Business degree program. It does not reflect space that is exclusive to the E-Business degree program. Classroom and lab space at the College is not typically dedicated to one particular program. Rather space is assigned to classes from a number of different programs depending upon need and availability.

Appendix 8.3 – Resource Renewal and Upgrading

Library Resources

The Library at Lakeshore campus has recently been renovated and now has more capacity to handle larger print collections, more computers and increased student study space. The total square footage is 15,580 (originally 4,884 sq ft). Student seating now totals 219 (121 seats originally). Student computers number 26, and there is wireless capacity throughout the Library. Lakeshore Library's brand new features include 6 state of art music listening stations, 5 group study rooms (3 of which have high-end computer/multimedia equipment) an adaptive technology room, and a multipurpose library instruction/quiet study room.

Computer Labs

Humber replaces computer workstations in open access labs every four years. The average age of workstation currently is just over 2 years. Software is upgraded regularly.

Classrooms/Labs

The Business School continually updates software as per industry standards and according to recommendations of Humber's Information and Technology Services Department. The School also considers recommendations from the panels of experts that site of the Schools' advisory committees.

Humber has made a number of improvements to classroom space since consent was granted including such things as:

- Upgrading several traditional classrooms to electronic classrooms
- Improving lighting, airflow, electrical, heating and overall environmental conditions
- Adding soundproofing
- Installing additional equipment
- Painting
- New furniture in some classrooms

Since consent, Humber has installed a new computer lab and converted one traditional classroom to a computer lab to meet the growing needs of the students in The Business School. New computers were also purchased.

The Business School continually updates software as per industry standards and according to recommendations of Humber's Information and Technology Services Department. The School also considers recommendations from the panels of experts that sit on the Schools' advisory committees.

Software available to students in the lab includes:

AccPac Advantage Series (Corporate Edition) 5.2A (AccPac International Incorporated)
ACT! Standard 2005 (Sage Software Incorporated)
Apache HTTP Server 2.2.2 (Apache Software Foundation)
CANTAX Tax Tools 2005 (CCH Canadian Ltd.)
HTML Assistant Pro 2000 (Exit 0 Digital Systems Incorporated)

Illustrator for Windows CS2 (Adobe Systems Incorporated)
Internet Information Services (IIS) 5.0 (Microsoft Corporation)
Java 2, Enterprise Edition (J2EE) 1.4.03 (Sun Microsystems Incorporated)
NetOp School 4.0 Build 2005143 (CrossTec Corporation)
PCLaw 7.63a (LexisNexis Group)
Photoshop for Windows CS2 (Adobe Software Incorporated)
ProFile Professional Tax Software Suite 2005 (Intuit)
QuarkXPress for Windows 6.0 (Quark Incorporated)
SAPGUI 6.4 (SAP Institute Incorporated)
Simply Accounting 2005B/SP1 (Accpac International Incorporated)
SmartForce Training 4.X/R3 (SAP Institute Incorporated)
SPSS for Windows (includes Amos 6.0) 14.0 (SPSS Incorporated)
Summation iBlaze (DEMO) 2.6.3 (Summation Legal Technologies Inc.)
Super HR 4.18 (HR Technologies Incorporated)
Train and Assess IT (Exploring MS Office 2003) 2.4 (Pearson Education)
Virtual PC for Windows 2004 (Microsoft Corporation)

Appendix 8.4 – Support Services

Not required

Appendix 8.5 – Policies on Faculty

Not required

Appendix 8.6.2.C – Faculty Qualifications: Breadth Courses

Faculty holding Academic Degrees higher than a Bachelor in a field of study related to the subject to be taught

Highest Qualification	1 st Academic Year of Delivery 2003 to 2004		2 nd Academic Year of Delivery 2004 to 2005		3 rd Academic Year of Delivery 2005 to 2006		4 th Academic Year of Delivery 2006 to 2007****	
	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught	Number with credential	Number of Courses Taught
Doctorate Degree	3	4	3	4	7	13	6	8
Master Degree			8*	9	12**	17	5***	7

*3 of these faculty members are Ph.D. candidates

**6 of these faculty members are Ph.D. candidates

***4 of these faculty members are Ph.D. candidates

****Represents fall 2006 semester only

Note: Since breadth courses are offered in all Humber approved degrees, these figures represent the total number of breadth courses available to degree students in each of the academic years identified

Faculty not holding Academic Degrees higher than a Bachelor in a field of study related to the subject to be taught

	1 st Academic Year of Delivery 2003 to 2004		2 nd Academic Year of Delivery 2004 to 2005		3 rd Academic Year of Delivery 2005 to 2006		4 th Academic Year of Delivery 2006 to 2007	
	Instructor qualifications	Title of Course Taught	Instructor qualifications	Title of Course Taught	Instructor qualifications	Title of Course Taught	Instructor qualifications	Title of Course Taught
1.	M.D., FRCP	Introduction to Psychology						

Appendix 8.7 – Enrolment Projections and Staffing Implications

The Bachelor of Applied Business – E-Business program attracted 38 students in its first year of operation, close to the 40 students projected in the original submission. First year enrolment was close to what was anticipated, but enrolment in subsequent years was less than anticipated. Retention rates are lower than what was expected in the original submission, resulting in a cumulative enrolment of 74 in the 4th year of operation.

These numbers represent a deviation in the numbers originally projected. In the original submission, Humber projected increasing first year enrolment to 65 students. However, first year enrolment has never been greater than 38.

To date, 7 full-time faculty members have delivered 20 courses (or 69% of the courses in the professional core) and 10 adjunct faculty members have delivered 9 courses (31%). In the original submission, Humber estimated that the ratio of full-time to part-time faculty would be 70% full-time and 30% part-time. This program has achieved that ratio.

Credential Recognition

Appendix 10.1.1 – Current Regulatory or Licensing Requirements

Not required

Appendix 10.1.2 – Letters of Support from Regulatory/Licensing Bodies

Not required

Appendix 9.1.a – Credential Recognition

Humber has a formal articulation agreement with Centenary College in New Jersey in which graduates of the Bachelor of Applied Business (E-Business) program with a GPA of 75% or better may receive direct admission into the M.B.A. program. This would leave 36 credits (or 12 courses) to be completed for the M.B.A. All courses may be completed at the New Jersey campus, online, or a combination of both.

Humber has also initiated discussions with other educational institutions such as the University of New Brunswick, University of Guelph and Royal Roads University to ensure graduates will be considered for further academic study.

In addition, Humber is developing an agreement with the Ontario Institute of Purchasing Management Association of Canada to recognize several of its courses in the Supply Chain Management area of the E-Business program curriculum as leading toward the Association designation.

Within Ontario, the Council of Ontario Universities has taken a position that excludes college baccalaureate degree graduates from being considered for graduate-level study. At the departmental level within universities, the position is less clear. A number of universities have suggested that they would consider students on a case-by-case basis. Credential recognition is a challenging area and it will likely take considerable time to resolve all the issues. There are, however, steps that can be taken in the short term to improve the opportunities for graduates and the School will continue to pursue these.

Appendix 9.1.b – Credit Transfer Recognition

Many of Humber's existing courses (for example, courses offered through our Liberal Arts and Science Division) have already been recognized by universities such as the University of Guelph, University of New Brunswick, York University, and the Open University of British Columbia as well as various universities in the United States and Australia, as being equivalent to their level of instruction.

For example, these institutions have recognized the courses that follow as appropriate undergraduate level courses:

The University of Guelph

City Life

Sociology of Consumption

Sociology of the Everyday

Principles of Sociology (Introductory Sociology)

Astronomy

Scientific Achievement (Breakthroughs in Scientific Achievement)

Human Security and World Disorder

Desire and Discontent

Betrayal in Contemporary Fiction

Money, Markets and Democracy

University of New Brunswick

Sociology of Health
City Life
Sociology of Consumption
Scientific Achievement
Ethics and Moral Theory
Power 1 and 2
Human Security and World Disorder
Philosophy of Love and Sex
Desire and Discontent
Betrayal in Contemporary Fiction
Trauma and Memory in Fiction
The Good Life
Leadership

York University

The Good Life
Human Security and World Disorder
Knowing and Believing
Ethics and Moral Theory
How is Society Possible?
Power 1 and 2
Trauma and Memory in Fiction
Betrayal in Contemporary Fiction
Introduction to Psychology
Social Psychology
City Life
Sociology of Consumption
Introduction to Sociology
Introduction to Politics

Appendix 9.1.c – Policy on Informing Students of any Provisions for Credential Recognition and Credential Transfer

Not required

Program Evaluation

Appendix 11.1 – Periodic Review Policy and Schedule

Not required

Appendix 11.2 – Update on Program Evaluation Measures

Although a full program review has not yet taken place since the first cohort of students has just entered the fourth year of the program, a number of interim measures have been used to evaluate the quality and appropriateness of the program. These include:

- Annual review of the Student Feedback Questionnaires. The feedback forms were developed in consultation with a broad range of stakeholders in the College community, and encompass questions about the physical facilities available, and the quality of teaching and learning, including information about whether or not:
 - the course outline was followed;
 - the professor was prepared for classes;
 - the professor's teaching style helped students to learn;
 - assignment expectations were clear;
 - enough feedback was given to help students to improve;
 - students were treated with courtesy;
 - students were treated fairly;
 - the professor was available for consultation outside of the classroom;
 - class time was as scheduled;
 - the professor managed student classroom behaviour well;
 - computer software used by a professor helped students to learn;
 - tests were clearly worded;
 - assignments were returned within a reasonable time.

The student feedback form also asks students to rate their own performance in the course under review, and asks for feedback about what they liked most about the course, and how it might be improved.

The results of these questionnaires are reviewed by the Vice President, Academic, academic managers in the School and faculty members.

- Review of course outlines by both the Planning and Development Department and the Degree Council. Before being approved, every course outlined is reviewed by members of the Planning & Development Department as well as the Degree Council to ensure:
 - the program and the content of the courses meets the degree level standard and is appropriate to the field of study;
 - the program includes the required balance of breadth and professional courses;
 - the course outlines meet the requirements of the degree course outline template including a review of such things as congruence between course descriptions, learning outcomes, evaluation strategies and level of the course, the inclusion of

- underlying theory, current research, and business/career applications, modes of delivery, inclusion of generic skills, the currency of texts and other resources;
- the program meets regulatory, accreditation or association requirements (where applicable);
 - the program and courses have been approved by an advisory committee; and
 - the program includes a paid work placement.
- Every year program coordinators and faculty members review the degree program courses to ensure that the most up to date textbooks and course materials are included in the delivery of the course. Courses are benchmarked against similar courses in Ontario universities as well as the University of Guelph-Humber. Detailed plans and schedules are developed annually for the renewal and upgrading of program related resources such as library, computers, classrooms, labs and equipment.
 - Informal and formal advisory committee feedback. Most recently, the Advisory Committee for the E-Business degree met on November 15, 2006 to review the program curriculum. Throughout the first years of the program, the program coordinator has had informal discussions with advisory committee members and other industry representatives to discuss developments in the field and the implications for the curriculum.

PART B

APPLICATION FOR NEW CONSENT FOR A CURRENT CONSENT PROGRAM

Submission Checklist for Part B

Item Name and Binder Tab	Status
Submission Checklist for Part B	[✓] Attached
Record of Changes to the Current consent Program and Required Submission Elements	[✓] Attached
Record of Proposed Changes: Academic Freedom and Student Protection	[✓] Attached
Title Page	
Appendix 1.1 Submission Title Page	[✓] Not required [] Attached
Appendix 1.2 Table of Contents	[✓] Not required [] Attached
Executive Summary	
Appendix 2.1 Executive Summary	[✓] Not required [] Attached
Program Abstract	
Appendix 3.1 Program Abstract	[✓] Not required [] Attached
Program Degree Level Standard	
Appendix 4.1 Degree Level Standard Summary	[✓] Not required [] Attached
Appendix 4.2 Samples of Student Work	[✓] Attached
Admissions, Promotion, Graduation Standard	
Appendix 5.1.1 Admissions Requirements Direct Entry	[✓] Not required [] Attached
Appendix 5.1.2 Admissions Policies and Procedures for Mature Students	[✓] Not required [] Attached
Appendix 5.2.1 Credit Transfer/Recognition Policies and Procedures	[✓] Not required [] Attached
Appendix 5.2.2 Advanced Placement Policies	[✓] Not required [] Attached
Appendix 5.2.3 Degree Completion Arrangements	[✓] Not required [] Attached
Appendix 5.2.4 Gap Analysis	[✓] Not required [] Attached
Appendix 5.2.5 Bridging Courses	[✓] Not required

	[] Attached
Appendix 5.3 Promotion and Graduation Requirements	[✓] Not required [] Attached
Program Content	
Appendix 6.3.1 Program Level Learning Outcomes	[✓] Not required [] Attached
Appendix 6.3.2 Course Descriptions	[✓] Attached
Appendix 6.3.1.1 Program Hour/Credit Conversion Justification	[✓] Not required [] Attached
Appendix 6.3.3.2 Academic Course Schedule	[✓] Attached
Appendix 6.4 Course Outlines	[✓] Attached
Appendix 6.5.1 Program Structure Requirement	[✓] Attached
Appendix 6.5.2 Support for Work Experience	[✓] Not required [] Attached
Appendix 6.5.3 Work Experience Outcomes and Evaluation	[✓] Not required [] Attached
Program Delivery Standard	
Appendix 7.1.1 Quality Assurance Policies	[✓] Not required [] Attached
Appendix 7.1.2 Policy on Student Feedback	[✓] Not required [] Attached
Appendix 7.1.3 Student Feedback Instruments	[✓] Not required [] Attached
Appendix 7.2.1.a Listing of the courses incorporating distance delivery	[✓] Not required [] Attached
Appendix 7.2.1.b On-line Learning Policies and Practices	[✓] Not required [] Attached
Appendix 7.2.2 Academic Community Policies	[✓] Not required [] Attached
Capacity to Deliver Standard	
Appendix 8.2.1 Library Resources	[] Not required [✓] Attached
Appendix 8.2.2 Computer Access	[✓] Not required [] Attached
Appendix 8.2.3 Classroom Space	[✓] Not required [] Attached

Appendix 8.2.4 Laboratories/Equipment (where applicable)	<input type="checkbox"/> Attached
Appendix 8.4 Support Services	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 8.5 Policies on Faculty	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 8.6.1 CV Release	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 8.6.2.A Curriculum Vitae Exception Statements	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 8.6.2.B Curriculum Vitae for Faculty Responsible for Teaching and Curriculum Development of DW Courses	<input checked="" type="checkbox"/> Not required <input checked="" type="checkbox"/> Attached – Faculty Recruitment and Development Plan
Appendix 8.6.2.C Curriculum Vitae for Faculty Responsible for Teaching and Curriculum Development of DO and DL Courses	<input type="checkbox"/> Not required <input checked="" type="checkbox"/> Attached
Appendix 8.6.2.D Curriculum Vitae for Program Development Consultants	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 8.6.2.E Curriculum Vitae for On-line Learning Professional and Technical Staff	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 8.7 Enrolment Projections and Staffing Implications	<input checked="" type="checkbox"/> Attached
Credential Recognition Standard	Not required
Regulation and Accreditation Standard	
Appendix 10.1.1 Current Regulatory or Licensing Requirements	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 10.1.2 Letters of Support from Regulatory/Licensing Bodies	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Program Evaluation Standard	
Appendix 11.1 Periodic Review Policy and Schedule	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Academic Freedom and Integrity Standard	
Appendix 12.1.1 Academic Freedom Policy	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 12.1.2 Academic Honesty Policy	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 12.1.3 Academic Honesty Procedure	<input checked="" type="checkbox"/> Not required <input type="checkbox"/> Attached
Appendix 12.2 Policy on Intellectual Products	<input checked="" type="checkbox"/> Not required

	[] Attached
Appendix 12.3 Policy on Ethical Research Practices	[✓] Not required [] Attached
Student Protection Standard	
Appendix 13.1 Academic Calendar Information	[✓] Not required [] Attached
Appendix 13.1.A Credential Recognition Information	[✓] Not required [] Attached
Appendix 13.1.B Organization Information	[✓] Not required [] Attached
Appendix 13.2.1 Dispute Resolution	[✓] Not required [] Attached
Appendix 13.2.2 Fees and Charges	[✓] Not required [] Attached
Appendix 13.2.3 Student Dismissal	[✓] Not required [] Attached
Appendix 13.2.4 Withdrawals and Refunds	[✓] Not required [] Attached
Appendix 13.3 Student Protection Information	[✓] Not required [] Attached
Economic Need	Not required
Non-Duplication of Programs	Not required
Optional Material	
16.1 etc. (as required)	[✓] Not required [] Attached

Record of Proposed Changes to the Current Consent Program and Required Submission Elements

Are you proposing to change the title of the program? If yes, attach Appendix 1.1 Submission Title Page	[] Yes [✓] No [] Attached
Are you proposing to change the location of the program? If yes, attach Appendix 1.1 Submission Title Page	[] Yes [✓] No [] Attached
Are you proposing to change the content of the program? If yes, attach: Appendix 2.1 Executive Summary and Appendix 3.1 Program Abstract	[] Yes [✓] No [] Attached [] Attached
Degree Level Standard	
Are you proposing to change the content of the program? If yes, attach Appendix 4.1 Degree Level Summary	[] Yes [✓] No [] Attached
Appendix 4.2 Samples of Student Work Statement	[✓] Attached
Admissions, Promotion, Graduation Standard	
Are you proposing to make any revisions, deletions or additions to the direct entry admission requirements? If yes, attach Appendix 5.1.1 Admission Requirements Direct Entry and an explanation of the change	[] Yes [✓] No [] Attached
Are you proposing to make any revisions, deletions or additions to the advanced standing admission requirements? If yes, attach, where applicable, a brief explanation of the change(s):	[] Yes [✓] No
<ul style="list-style-type: none"> ▪ Appendix 5.2.1 Credit Transfer/Recognition Policies and Procedures ▪ Appendix 5.2.2 Advanced Placement Policies ▪ Appendix 5.2.3 Degree Completion Arrangements ▪ Appendix 5.2.4 Gap Analysis ▪ Appendix 5.2.5 Bridging Courses 	<ul style="list-style-type: none"> [] Attached [] Not applicable [] Attached [] Not applicable [] Attached [] Not applicable [] Attached [] Not applicable [] Attached [] Not applicable
Are you proposing to make any revisions to the program level learning outcomes?	[] Yes [✓] No

<p>If yes, attach as Appendix 6.3.1 Program Level Learning Outcomes, a table that indicates the program outcomes and the corresponding courses, course segments or workplace requirements that contribute to the outcome.</p>	<p><input type="checkbox"/> Attached</p>
<p>Are you planning to make any revisions to the academic calendar descriptions of the courses in the program?</p> <p>Attach as Appendix 6.3.2 Course Descriptions, a table that indicates course descriptions as these may appear in an academic calendar by semester for each academic year.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Attached</p>
<p>Are you proposing to make any revisions to the program hour/credit conversion formula for the program?</p> <p>If yes, attach as Appendix 6.3.3.1 Program Hour/Credit Conversion Justification, answers to the questions contained in that appendix and, where appropriate, a table with the information requested.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>Are you proposing to make any revisions to the academic course schedule of the program?</p> <p>If no, attached as Appendix 6.3.3.2 Academic Course Schedule, the current (and continuing) course schedule; or</p> <p>If yes, attach as Appendix 6.3.3.2 Academic Course Schedule, the revised course schedule (please denote the new courses – e.g., bold or colour)</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Attached <input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Attached <input type="checkbox"/> Not applicable</p>
<p>Attach as Appendix 6.4, the outlines of the courses in the program for which you are applying for consent.</p> <p>Note 1: Immediately after giving the “Course Title” in the first line of the standard template of Appendix 6.4, please include the relevant option from the following four:</p> <ul style="list-style-type: none"> ▪ <u>No change</u> (indicates that, apart from normal updating, the course has remained the same as that approved in the original application) ▪ <u>Changed</u> (indicates that there has been a significant addition or change in the content or method of delivery of the course that was approved in the original consent application) ▪ <u>Added</u> (indicates that the course was not part of the original consent application but was subsequently added to the program) ▪ <u>New</u> (indicates that the courses has never been a part of the program) <p>Note 2: If a course outline has already been supplied in Part A of the application, it need not be replicated here. In such cases, simply complete the first two lines of Appendix 6.4:</p> <ul style="list-style-type: none"> ▪ Line 1: “Course Title” followed by the annotations (i) “no change” and (ii) a page reference to where it can be found in the submission, and 	<p><input checked="" type="checkbox"/> Attached</p>

<ul style="list-style-type: none"> ▪ Line 2: “Year and Semester”. <p>The subsequent sections of Appendix 6.4 are not required.</p>	
<p>Attach as Appendix 6.5.1, Program Structure Requirement, a table indicating the structure for the proposed renewed program including the identification of:</p> <ul style="list-style-type: none"> ▪ On-campus semesters; ▪ Vacation semesters; and ▪ Paid full-time consecutive work experience(s). 	[✓] Attached
<p>Are you proposing to make any revisions to the support for work experience?</p> <p>If “yes”, attach as Appendix 6.5.2, Support for Work Experience, a summary of the types of placements students will be seeking, the college’s plans to develop placement opportunities for students, and the level of support the college will extend to students seeking placements.</p>	<p>[] Yes [✓] No</p> <p>[] Attached</p>
<p>Are you proposing to make any revisions, deletions, or additions to the work experience outcomes and/or the method of evaluating students during their placements?</p> <p>If “yes”, attach Appendix 6.5.3, Work Experience Outcomes and Evaluation, and a brief explanation of the change(s).</p>	<p>[] Yes [✓] No</p> <p>[] Attached</p>
Program Delivery Standard	
<p>Are you proposing to make any revisions, deletions, or additions to the policies pertaining to program delivery quality assurance?</p> <p>If “yes”, attach Appendix 7.1.1 Quality Assurance Policies, and a brief explanation of the change(s).</p>	<p>[] Yes [✓] No</p> <p>[] Attached</p>
<p>Are you proposing to make any revisions, deletions, or additions to the policies pertaining to student feedback?</p> <p>If “yes”, attach Appendix 7.1.2 Policy on Student Feedback, and a brief explanation of the change(s).</p>	<p>[] Yes [✓] No</p> <p>[] Attached</p>
<p>Are you proposing to make any revisions, deletions, or additions to the student feedback instruments?</p> <p>If “yes”, attach Appendix 7.1.3 Student Feedback Instruments, and a brief explanation of the change(s).</p>	<p>[] Yes [✓] No</p> <p>[] Attached</p>
<p>Are you proposing:</p> <ol style="list-style-type: none"> a. either to introduce the delivery of courses using internet, asynchronous, distance or distributed delivery where none was reviewed and approved for the current consent? b. or, if such delivery methods were part of the current consent, to <ol style="list-style-type: none"> 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 	<p>[] Yes [✓] No</p> <p>[] Yes [✓] No</p>

<p>ii. make available more than 50% of the program requirements using any of these methods, regardless of the number proposed during the application and review process?</p> <p>If “yes” to any of the above:</p> <ul style="list-style-type: none"> ▪ attach Appendix 7.2.1.a, a listing of the courses incorporating distance delivery; ▪ attach Appendix 7.2.1.b, On-line Learning Policies and Procedures; ▪ attach Appendix 7.2.2, Academic Community Policies; ▪ attach Appendix 8.6.2.E, Curriculum Vitae for On-line Learning Professional and Technical Staff 	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p> <p><input type="checkbox"/> Attached</p> <p><input type="checkbox"/> Attached</p> <p><input type="checkbox"/> Attached</p>
Capacity to Deliver Standard	
<p>Are you proposing to make any revisions, deletions, or additions to your organization’s detailed plans and schedule for the renewal and upgrading of its library resources?</p> <p>If “yes”, attach Appendix 8.2.1 - Library Resources.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Attached</p>
<p>Are you proposing to make any revisions, deletions, or additions to your organization’s detailed plans and schedule for the renewal and upgrading of its computers and computer access?</p> <p>If “yes”, attach Appendix 8.2.2 – Computer Access</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>Are you proposing to make any revisions, deletions, or additions to your organization’s detailed plans and schedule for the renewal and upgrading of its classroom requirements?</p> <p>If “yes”, attach Appendix 8.2.3 – Classroom Space</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>Are you proposing to make any revisions, deletions, or additions to your organization’s detailed plans and schedule for the renewal and upgrading of its laboratories/equipment requirements?</p> <p>If “yes”, attach Appendix 8.2.4 – Laboratories/Equipment</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>Are you proposing to make any revisions, deletions, or additions to the support services available to students?</p> <p>If “yes”, attach Appendix 8.4 Support Services, and a brief explanation of the change(s).</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>Are you proposing to make any revisions, deletions, or additions to the policies on faculty identified in Appendix 8.5?</p> <p>If “yes”, attach Appendix 8.5 Policies on Faculty, and a brief explanation of the change(s).</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>In completing Appendix 6.4, were any of your courses noted as being “Added” or “New”?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

<p>If “yes”, then attach those that are relevant from the following:</p> <p>Appendix 8.6.1 – CV release</p> <p>Appendix 8.6.2 A – Curriculum Vitae Exceptions</p> <p>Appendix 8.6.2 B – Curriculum Vitae for Faculty responsible for Teaching and Curriculum Development of DW courses</p> <p>Appendix 8.6.2 C – Curriculum Vitae for Faculty responsible for Teaching and Curriculum Development of DO and DL courses</p> <p>Appendix 8.6.2 D Curriculum Vitae for Program Development Consultants</p>	<p><input type="checkbox"/> Attached <input checked="" type="checkbox"/> Not required</p> <p><input type="checkbox"/> Attached <input checked="" type="checkbox"/> Not required</p> <p><input checked="" type="checkbox"/> Attached – Faculty Recruitment and Development Plan <input checked="" type="checkbox"/> Not required</p> <p><input type="checkbox"/> Attached <input checked="" type="checkbox"/> Not required</p> <p><input type="checkbox"/> Attached <input checked="" type="checkbox"/> Not required</p>
Attach as Appendix 8.7.2 Enrolment Projections and Staffing Implications	<input checked="" type="checkbox"/> Attached
Program Design and Credential Recognition	Not Applicable
Regulation and Accreditation Standard	
<p>Are you proposing to make any revisions or additions to the requirements set by regulatory bodies associated with this program?</p> <p>If “yes”, attach:</p> <p>Appendix 10.1.1 Current Regulatory or Licensing Requirements, and a brief explanation of the change and Appendix 10.1.2 Letters of Support From Regulatory/Licensing Bodies</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p> <p><input type="checkbox"/> Attached</p>
Program Evaluation Standard	
<p>Are you proposing to make any revisions, deletions, or additions to the policies and/or procedures pertaining to program evaluation?</p> <p>If “yes”, attach Appendix 11.1 Periodic Review Policy and Schedule, and a brief explanation of the change(s).</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
Economic Need	Not applicable
Non-Duplication of Programs	Not applicable

Record of Proposed Changes to the Current Consent Program and Required Submission Elements: Academic Freedom and Integrity and Student Protection

<p>Academic Freedom and Integrity</p> <p>The applicant maintains an atmosphere in which academic freedom exists and in which students and academic staff are expected to display a high degree of intellectual independence. Academic activity is supported by policies, procedures, and practices that encourage academic honesty and integrity.</p> <p><i>Benchmarks for assessing academic freedom and integrity</i></p> <p>The applicant has a policy on academic freedom that recognizes and protects the rights of individuals in their pursuit of knowledge without fear of reprisals by the applicant or by third parties, and the right of individuals to communicate acquired knowledge and the results of research freely.</p> <p>The applicant has appropriate policies pertaining to academic honesty and procedures for their enforcement.</p> <p>The applicant provides an appropriate plan for informing students and faculty about and ensuring their understanding of the policies and procedures concerning academic honesty. The applicant has an appropriate policy on the ownership of the intellectual products of employees and students.</p> <p>Where appropriate, there are formal ethical research standards, as evidenced by police on human research participants, the use of animals in research, and the management of research funds.</p>	
<p>Have you received a ministerial consent for a program post-pilot project?</p> <p>If “no”, you are required to establish your institutional policies for this standard as a part of your renewed application. This is to be done by attaching the following appendices:</p> <ul style="list-style-type: none"> ▪ 12.1.1 Academic Freedom Policy ▪ 12.1.2 Academic Honesty Policy ▪ 12.1.3 Academic Honesty Procedure, ▪ 12.2 Policy on Intellectual Products, ▪ 12.3 Policy on Ethical Research Practices 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Attached <input type="checkbox"/> Attached <input type="checkbox"/> Attached <input type="checkbox"/> Attached <input type="checkbox"/> Attached</p>
<p>If “yes” in the row above, complete the following rows.</p>	
<p>Have there been any revisions, deletions, or additions to the policies and/or procedures pertaining to academic freedom?</p> <p>If “yes”, attach Appendix 12.1.1 Academic Freedom Policy, and a brief explanation of the change(s).</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>Have there been any revisions, deletions, or additions to the policies and/or procedures pertaining to academic honesty?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

If “yes”, attach Appendix 12.1.2 Academic Honesty Policy, and a brief explanation of the change(s).	[] Attached
Have there been any revisions, deletions, or additions to the policies and/or procedures pertaining to students’ awareness of the policies and procedures pertaining to academic honesty?	[] Yes [✓] No
If “yes”, attach Appendix 12.1.3 Academic Honesty Procedure, and a brief explanation of the change(s).	[] Attached
Have there been any revisions, deletions, or additions to the policies and/or procedures pertaining to intellectual products?	[] Yes [✓] No
If “yes”, attach Appendix 12.2 Policy on Intellectual Products, and a brief explanation of the change(s).	[] Attached
Have there been any revisions, deletions, or additions to the policies and/or procedures pertaining to ethical research practices?	[] Yes [✓] No
If “yes”, attach Appendix 12.3 Policy on Ethical Research Practices, and a brief explanation of the change(s).	[] Attached

Student Protection

The applicant values and upholds integrity and ethical conduct in its relations with students.

Benchmarks for assessing student protection

1. Information provided in any advertising, brochures, calendars, and other publications about the formal recognition of credits or credentials specifically mentions the party granting such recognition.
2. Key information about the applicant's organization, policies, and programs is published in its academic year calendar and is otherwise readily available to students and the public, specifically including:
 - a. the organization's mission and goals statement;
 - b. a history of the organization and its governance and academic structure;
 - c. a general description of each degree program (e.g., purpose, outcomes, length);
 - d. the academic credentials of faculty and senior administrators; and
 - e. individual descriptions of all subjects in these programs and their credit value.
3. The applicant has satisfactory policies and procedures that protect student and consumer interests in the following areas:
 - a. the resolution of students' academic appeals, complaints, grievances, and/or other disputes;
 - b. payment schedule of fees and charges;
 - c. student dismissal; and
 - d. withdrawals and refunds.
4. Prior to registration, students are provided with and confirm in writing their awareness of policies (and procedures) pertaining to:

<ul style="list-style-type: none"> a. method of course delivery; b. academic honesty; c. admissions; d. credit transfer arrangements with and recognition by other institutions; e. credit transfer arrangements for incoming students; f. prior learning assessment; g. entrance examinations; h. dispute resolution; i. grading; j. intellectual property rights; k. the ability of international students admitted to the program to meet program requirements for degree completion; l. payment of fees and charges; m. scholarships and other financial assistance; n. student complaints and grievances; o. student dismissal; p. student support and services; q. tuition; and r. withdrawals and refunds. 	
<p>Have you received a ministerial consent for a program post-pilot project?</p> <p>If “no”, you are required to establish your institutional policies for this standard as a part of your renewed application. This is to be done by attaching the following appendices:</p> <ul style="list-style-type: none"> ▪ 13.1 Academic Calendar Information ▪ 13.2.1 Dispute Resolution ▪ 13.2.2 Fees and Charges ▪ 13.2.3 Student Dismissal ▪ 13.2.4 Withdrawals and Refunds ▪ 13.4 Student Protection Information 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Attached <input type="checkbox"/> Attached <input type="checkbox"/> Attached <input type="checkbox"/> Attached <input type="checkbox"/> Attached <input type="checkbox"/> Attached</p>
<p>If “yes” in the row above, complete the following rows.</p>	
<p>Are you proposing to make any changes to the policy of providing in any advertising, brochures, calendars, and other publications about the formal recognition of credits or credentials specifically mentions the party granting such recognition.</p> <p>If “yes”, attach as Appendix 13.1.a., Credential Recognition Information, an explanation of and rationale for the change.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Attached</p>
<p>Are you proposing to make any changes to the policy that key information about the applicant's organization, policies, and programs is published in its academic year calendar and is otherwise readily available to students and the public, specifically including: the organization's mission and goals statement; a history of the organization and its governance and academic structure; a general description of each degree program (e.g., purpose, outcomes, length);</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

<p>the academic credentials of faculty and senior administrators; and individual descriptions of all subjects in these programs and their credit value.</p> <p>If “yes”, attach as Appendix 13.1.b, Organization Information, an explanation of and rationale for the change.</p>	<p>[] Attached</p>
<p>Are you proposing to make any revisions, deletions, or additions to the policies and/or procedures pertaining to dispute resolution?</p> <p>If “yes”, attach Appendix 13.2.1 Dispute Resolution, and a brief explanation of the change(s).</p>	<p>[] Yes [✓] No</p> <p>[] Attached</p>
<p>Are you proposing to make any revisions, deletions, or additions to the policies and/or procedures pertaining to payment schedule of fees and charges?</p> <p>If “yes”, attach Appendix 13.2.2 Fees and Charges, and a brief explanation of the change(s).</p>	<p>[] Yes [✓] No</p> <p>[] Attached</p>
<p>Are you proposing to make any revisions, deletions, or additions to the policies and/or procedures pertaining to student dismissal from the program?</p> <p>If “yes”, attach Appendix 13.2.3 Dismissal, and a brief explanation of the change(s).</p>	<p>[] Yes [✓] No</p> <p>[] Attached</p>
<p>Are you proposing to make any revisions, deletions, or additions to the policies and/or procedures pertaining to withdrawals and refunds?</p> <p>If “yes”, attach Appendix 13.2.4 Withdrawals and Refunds, and a brief explanation of the change(s).</p>	<p>[] Yes [✓] No</p> <p>[] Attached</p>
<p>Are you proposing to make any revisions, deletions, or additions to the policies and/or procedures pertaining to the requirement that students confirm their awareness of all policies specified in Appendix 13.3?</p> <p>If “yes”, attach Appendix 13.3 Confirmation of Awareness, and a brief explanation of the change(s).</p>	<p>[] Yes [✓] No</p> <p>[] Attached</p>

Title Page

Appendix 1.1 – Submission Title Page

Not required

Executive Summary

Appendix 2.1 – Executive Summary

Not required

Program Abstract

Appendix 3.1 – Program Abstract

Not required

Program Degree Level Standard

Appendix 4.1 – Degree Level Summary

Not required

Appendix 4.2 – Samples of Student Work

With regard to students registered in the new consent program, the organization will have on file and available upon request samples of assessed, individual student work in the terminal stage of the program, that reflects exemplary, average, and minimally acceptable performance, and demonstrates that the degree level standard has been achieved.

Admission, Promotion, Graduation Standard

Humber's latest policies related to admissions, promotion and graduation were submitted and approved as part of our most recent degree proposals and will be followed for this degree.

Appendix 5.1.1 – Admission Requirements Direct Entry

Not required

Appendix 5.1.2 – Admission Policies and Procedures for Mature Students

Not required

Appendix 5.2.1 – Credit Transfer/Recognition Policies and Procedures

Not required

Appendix 5.2.2 – Advanced Placement Policies

Not required

Appendix 5.2.3 – Degree Completion Arrangements

Not required

Appendix 5.2.4 – Gap Analysis

Not required

Appendix 5.2.5 – Bridging Courses

Not required

Appendix 5.3 – Promotion and Graduation Requirements

Not required

Program Content Standard

Appendix 6.3.1 – Program Level Learning Outcomes

Not required

Appendix 6.3.2 – Course Descriptions

Year and Semester	Course Title	Calendar Course Description
YEAR 1		
Semester 1	Fundamentals and Strategy of Organizations	This course provides students with a comprehensive introduction to a typical model for an organizational strategy and design that is used to identify internal and external environmental influences, processes and resources of organizations. The key aspects of starting and growing a business are examined, including the managerial structure, human resources management, marketing strategy, financial management and planning. Special attention is given to the management of information technology and the unique issues encountered with e-business and organizations.
Semester 1	Interpersonal Skills and Team Behaviours	This course introduces students to the theories, concepts and related interpersonal skills of human behavior at work – the ‘micro’ view of people in organizations, who are essential to the success of a business organization. A framework for interpersonal skill development is analyzed, including interpersonal communications, teamwork skills, leadership skills, and conflict resolution processes. Individual personality profiles, team activities and research on human work behaviour will be a significant portion of the course, and the criteria used to evaluate student’s understanding and application of skills.

Year and Semester	Course Title	Calendar Course Description
Semester 1	Accounting I	<p>This course introduces students to accounting terminology, basic accounting principles, their function within an enterprise, and the complete accounting cycle. Students will gain insight into the preparation of financial statements and their impact on business, investing, and financial decisions. The course emphasizes the communication and interpretation of key accounting information including sales revenue and receivables, and the cost of goods sold and inventory. Emphasis on the e-business environment will include financial issues to e-business organizations and the use of software used in the accounting profession.</p>
Semester 1	Marketing	<p>This course provides students with knowledge of the basic principles, functions, and roles of marketing in identifying and meeting consumer wants and needs as they relate to organizational objectives. Students will analyze marketing information in order to identify and develop strategies for marketing segmentation, targeting, and positioning. The course will also introduce product development, managing products and services, setting prices in the context of relating objectives to revenue and cost, direct versus agent selling, and reseller selling models, regular and online promotional strategies, all in relation to an e-business/e-commerce environment and global markets. Finally, current enterprise software used in e-business will be introduced.</p>
Semester 1	Microeconomics	<p>This course introduces students to economic models including consumer demand, supply, prices, and the role of market structures in making decisions about what to buy, sell, price, and pay in a business</p>

Year and Semester	Course Title	Calendar Course Description
		<p>environment. The course begins with the concepts of opportunity costs and trade-offs, and then proceeds to a consideration of how different types of economies determine which goods and services are produced, how they are produced, and who distributes them. Other course topics include the theory of markets, price determination, and the economic theory of the firm in a global economy. Throughout, the features and elements of e-business and traditional economies are compared.</p>
Semester 2	Business Research Methods	<p>This course introduces students to the need for decision-making, for data collection and for analysis in business; and to the business research processes and methodologies used today. Students will define and identify business information requirements, develop appropriate alternatives for gathering information, determine the use and value of primary versus secondary data, perform appropriate analysis of the data, and report on results to make recommendations. Information systems and technology, including software assisted data analysis and mining, is emphasized as a basis for e-business decision making success in the business world.</p>
Semester 2	E-Business Concepts and Current Perspectives	<p>This course provides an overview of the information system applications involved in building and managing an e-business. Students are introduced to the basic concepts and language of e-business and e-commerce. The course begins with the decision to transform a business into an electronic business and the choice of a business model, continues with an exploration and evaluation of current e-business technologies</p>

Year and Semester	Course Title	Calendar Course Description
		and component applications and the identification of online marketing strategies, and then finishes with approaches to dealing with security concerns and legal e-business issues and the global impact of e-business applications.
Semester 2	Organizational Behaviour	This course expands the student's knowledge of organizational behavior – the 'macro' view of people in organizations, management tasks, leadership traits, and the effective use of human resources in business. Emphasis is placed on the effects of culture and technology in attracting, motivating, and retaining talented employees; in changing the occupational job opportunities; and in facilitating virtual teams via video-conferencing, collaboration groupware, and corporate intranet information portals.
Semester 2	Accounting II	This course introduces students to the concepts of estimating and managing cash flow, cost of capital and capital budgeting, asset evaluation, risk analysis, optimal capital budgeting, and financial statement analysis. Competencies are developed in the reporting and interpretation of liabilities, long-term debt, equity transactions and investments in other corporations. Students will prepare cash flow statements, develop a capital budgeting system, and undertake cost allocation and performance measurement. Students will use Simply Accounting software and business research skills to demonstrate the application of these concepts and processes.
Semester 2	Academic Writing and Critical Thinking	See descriptions for breadth electives below.

YEAR 2		
Semester 3	Macroeconomics	This course introduces students to the key concepts and analytical tools used in macroeconomics today. Areas of study include Gross Domestic Product, and the impact of fiscal and monetary policies on the economy and the public debt in Canada & the U.S. Economic growth, recession and depression, and the impact of the new economy are also examined and evaluated. The course concludes with an analysis of contemporary economic issues, the influence of international business and trade, and the global economy.
Semester 3	Quantitative Methods and Statistics	This is an introductory course in quantitative methods and statistics for business students. Emphasis is on the application of quantitative and statistical methods in business. Topics include descriptive statistics, probability and probability distributions, estimation and hypothesis testing, correlation, simple and multiple regression, chi-squared test, introduction to analysis of variance, time series forecasting and linear programming models.
Semester 3	Multimedia	This course addresses the creation of usable Websites and how to achieve that objective. It focuses on methods of integrating various forms of information (text, graphics, animation, sound and video) and analyzes the advantages of each of those methods. The students also evaluate the integration of multimedia components as used in graphical user interfaces (GUI). Students work with specialized software that is used to develop and present integrated content on a Website. They develop a prototype site and conduct usability research focusing on consumer acceptance of the Website.

Semester 3	Consumer Behaviour	This course explores the cultural, psychological, and technological factors in consumer behaviour in relation to product research and development. Exposure, perception, attitudes, post-decision processes and their influence on traditional and e-business approaches to selling and marketing are examined. Consumer age, gender, social class, social, cultural, religious, regional, household and psychographic influences are also examined in relation to their effect on business-consumer relationships and on product development, selling, and marketing.
Semester 3	Breadth Elective	See descriptions for breadth electives below.
Semester 4	Operations and Supply Chain Management	This course introduces students to the principles of customer service, operations management, warehousing/distribution and manufacturing operations. Current operations-related software is reviewed: computer-aided design, project management, process mapping, quality statistics, supply chain management, bar coding. Business process re-engineering is covered as a management technique. Designing, scheduling, operating and controlling the supply chain and production system are explored, analyzed and applied.
Semester 4	Technology Fundamentals of E-Business	This course provides e-business students with an appreciation of the technological basis of information systems. There is an emphasis on how technology supports and influences the design, implementation and maintenance of e-business applications. Topics include: Solution architecture, Computer-based networks, Bandwidth, Flow control, Data and voice transmission and

		networks, Internet and telephony, Internet and WWW supplier industries, and Software strategies.
Semester 4	Business Law and the Internet	This course examines the impact of Canadian business law on the regulation of electronic commerce. Emphasis is given to the statutory and common law governing business and consumer transactions. Students study contract and tort law which provides them with a fundamental understanding of the legal aspects of business relationships and an ability to assess the risks associated with business enterprises. With this framework in place, the course focuses on the constraints facing those conducting e-business. Contemporary legal and ethical issues associated with e-business are addressed including copyright, patent and trademark protection, information privacy, and security concerns.
Semester 4	Marketing, Sales and E-Business	This course focuses on how marketing and selling strategies are integrated with an organization's business strategies and technologies. Students explore the impact of multichannel selling and customer relationship management strategies on business and marketing. Topics include traditional vs. online marketing; traditional vs. online communications; costs and benefits of online commerce; online customer acquisition, service and retention; plus successful and failed e-marketing strategies.
Semester 4	Breadth Elective	See descriptions for breadth electives below.
YEAR 3		
Semester 5	Financial Management	In this course students cover the basic theoretical concepts of finance that are required for effective decision-making in a variety of e-business environments. Topics include

		financial-ratio analysis, budgeting, forecasting, evaluation of intangibles, short/long term financing, equity/non-equity financing arrangements, venture capital, capital budgeting, and cost/risk factors associated with capital budgeting.
Semester 5	Ethics and Values	This course provides models and strategies useful for evaluating factors which have an impact on ethical and legal decision-making in e-business organizations. The interpretations and acceptance of various ethical and value issues in different cultures associated with a global e-business environment are also considered.
Semester 5	Human Resource Management	In this course students study the essential elements of human resources management and how it contributes to organizational goals. The relationship among effective human resources management, employee satisfaction and business strategy is examined. Special emphasis is placed on the management of professional, knowledge and information processing workers, as well as coverage of contemporary issues associated with an e-business and global environment.
Semester 5	Electronic Business Planning	Students study the development of a sound business case, the fit with organizational strategy, the significance of global markets / culture, and the achievement of business objectives. Electronic business planning is supported by the development and maintenance of websites and illustrates how technology can be leveraged for profit in e-business environments.
Semester 5	Breadth Elective	See descriptions for breadth electives below.
Semester 6	Current Careers in Business	This course prepares students for their work term and provides insights into various e-business career opportunities. Preparation for the work

		term includes discussion of such issues as safety, company policies, attendance, department, contribution to projects, and participation in activities. The course broadens to include such topics as starting a business; consulting to small, medium or large businesses; organizing a small-to-medium-sized enterprise; functioning in large for-profit and not-for-profit organizations. In addition, students are taught how to research and apply for e-business employment opportunities. Students will also be introduced to business and government representatives who have experience in the field.
Semester 6	Business-to-Consumer (B2C) Simulation	In this course, students develop comprehensive Business-to-Consumer (B2C) e-commerce cases, solutions and plans supported by a lab environment enabled by contemporary software. Topics include web presence, front-end functionality, back-office functionality, security design, and electronic payment capabilities.
Semester 6	Project Management for E-Business	In this course students study the various stages of project management, the linkage between business plan and project administration, specific development of IT projects, and assignment of responsibilities across the organization. The course topics include: planning the project; describing the project charter; identifying goals, phases, milestones and contingency plans; and determining work breakdown structures and documenting procedures. In addition, management approaches to resolving technical problems and dealing with people issues are highlighted. Project Management software is employed.
Semester 6	Business to Business (B2B) Supply chain Management	Students study the electronic hardware and software used in supply

		chain management. The impact of technology and web-based solutions on the supply chain functions of purchasing, transportation, warehousing, and process improvement are highlighted. The conceptualization and design of an e-business supply chain is covered in detail. Research and case studies of existing industry e-business supply chain applications are studied.
Semester 6	Database Management	Students study computer database management systems within small-medium-large-scale organizations as they relate to e-business applications. It also introduces related topics such as data mining, data warehousing, multimedia databases, and distributed database systems. Database software used by small businesses will be used in a lab environment.
Semester 6	Breadth Elective	See descriptions for breadth electives below.
YEAR 4		
Semester 7	Management Support Systems	This course examines the concepts, techniques and software tools available to management to help make successful decisions. Decision Support Systems, Executive Information Systems and Geographical Information Systems software (DSS/GIS) are the applications covered in the course. Emphasis is placed on data warehousing / data mining and linking front-end to back-end information sources to implement these concepts and applications.
Semester 7	E-Strategy	This course demonstrates how technologies, applications, processes, and business strategies need to be integrated with an organization's overall mission and objectives. The course covers the fundamentals, relevance, applications and models of e-business along with the design and implementation of e-strategy. Changes

		that happen in an organization when it implements an electronic business, such as a redesign of jobs, reengineering of processes, improvement of workflow, retooling of organizational structures, and outsourcing of tasks are also considered. Intranets, extranets and enterprise integration are also explored. Students will be expected to apply these concepts within the applied business project course (EBBB 455) in semester eight.
Semester 7	Frontiers of E-Business	This course examines the research and application trends within recent developments in e-business with an emphasis on the management of issues and opportunities. This course also reviews strategy, organization, business processes, and resource allocation in the context of current IT architectures, applications, networks, and security.
Semester 7	Entrepreneurial Studies	This course examines new venture creation and entrepreneurship with an emphasis on e-businesses and the global marketplace. The issues of innovation and the influence of technology on new venture creation are also covered. The course includes entrepreneurial tests and self-evaluation, negotiation, valuation of business opportunities in local and world markets, sources of venture capital, and development of basic business plans.
Semester 7	Business Policy	Business policy is the study of functions and responsibilities of general management and issues affecting the character and success of the total business enterprise. Future (e-business) general managers or specialists will benefit from the study of strategy and how it is usefully employed in the choice and accomplishment of organizational purpose. The course focuses on the analysis of e-business case studies,

		particularly studies of Business to Business (B2B), Business to Consumer (B2C) and enterprise e-business applications.
Semester 7	Impact of E-Business	This course assesses the impact of e-business on financial markets from a broad perspective and provides students with a framework for defining financial markets that can benefit from e-business channels of distribution, including global and domestic financial markets. Students will develop a profile of the financial market sector and identify e-business opportunities for other sectors and their member organizations. The analysis of the impact of e-business on the financial sector will serve as a model for how impacts and benefits can be assessed in other sectors.
Semester 8	Sales and Customer Relationship Management	This course examines multi-channel selling and its impact on marketing success. An in-depth exploration of customer relationship management (CRM) is also done. Students compare online and in-person sales and CRM approaches in the B2B and B2C e-commerce environments with an emphasis on sales and service fulfillment, including pre- and post-sale customer service.
Semester 8	Computer Organization and Operating Systems	This course covers current and future computer operating systems within small, medium and large-scale organizations as they relate to e-business applications and distributed networked systems. Students will review technologies that provide the infrastructure for e-business applications, including: hardware, software, databases, telecommunications, and Web. The topic of security will be addressed from the perspective of risk avoidance frameworks.
Semester 8	Information Technology Management	This course prepares students to manage IT resources in a business

		environment. It includes the foundations of IT management, traditional business-based management of application portfolio resources, tactical and operational considerations, controlling information resources and managing information as a valuable business resource. The role that information technology plays in competition and the alignment of human resources practices with technological and organizational strategies is also considered.
Semester 8	Applied Business Project	

Year and Semester	Course Title	Calendar Course Description
Breadth Electives		
	Academic Writing and Critical Reasoning	The purpose of this course is twofold: (i) to reinforce students' academic writing skills, with an emphasis on exposition, analysis, and argumentation, and (ii) to develop critical reasoning through discussion and analysis of readings drawn from various academic disciplines and of varying complexity. These readings, which have a general relevance to students' area of study, may vary from semester to semester. Emphasis will be placed on clear writing and the ability to develop reasoned arguments. Students will be required to write on topics related to their field of study.
	Astronomy: Discovering Our Place in the Universe	At the beginning of the 21 st Century we have the capacity to understand, in a way no previous generation could, our unique and privileged place on a planet in our solar system as part of the Milky Way galaxy in an expanding universe of galaxies. Through direct observation and classroom simulations, we will encounter and describe the movements of the night sky; the same night sky ancient civilizations observed and recorded

Year and Semester	Course Title	Calendar Course Description
		<p>with amazing accuracy. We will uncover the birth of scientific thought as humans developed models and physical laws to explain the dance of the heavens. With the benefit of data from modern land-based telescopes, the Hubble Space Telescope and space probes, we will explore the planets, the life cycle of stars, the nature of galaxies in an expanding universe, the origins and future of the cosmos and the possibility of extraterrestrial life. Direct observation will be encouraged using binoculars, the college telescope plus local and worldwide resources.</p>
	Betrayal in Contemporary Fiction	<p>It is probably safe to say that betrayal, of one kind or another, is a universal human experience. We have all felt betrayed. We should admit, though, that some betrayals are more serious, more profound, than others. Some betrayals are the stuff of tragedy itself. Through the study of fiction, mainly novels, published since 2000, this course explores betrayal: its kinds: personal, communal, historical, linguistic, technological; its implications: physical, emotional, moral; and its outcomes: change, loss, revelation.</p>
	Brainstorm	<p>This course investigates what it means to think rationally and intelligently through an examination of powerful arguments on topics such as the nature of truth, the relationship between religion and science, campus speech codes and censorship, the nature of mental illness, war crimes, and the nature of evil. Through this examination of the ideas and arguments of great thinkers, students are encouraged to question underlying assumptions, appreciate the formal structure of good argumentation, and evaluate the ultimate strength of</p>

Year and Semester	Course Title	Calendar Course Description
		<p>various positions. Students will develop complex thinking skills that will allow them to analyze their own beliefs as well as assess the arguments of others for soundness and reasonableness.</p>
	<p>Breakthroughs of 20th Century Science</p>	<p>The Twentieth Century saw breakthroughs in scientific understanding that went a long way to answering ancient questions: the source of heredity in the DNA molecule, the explanation of earthquakes and volcanoes through plate tectonics. Our view of the universe expanded from thousands to billions of light years while at the same time our understanding of fundamental particles imploded from the billiard ball like atom to the weird quantum features of the subatomic world. These understandings have dramatically impacted the way we live. Nanotechnologies built on our quantum understanding make GigaByte storage devices and GigaHz processors everyday terms. Although rapid international travel makes SARS a global threat, advances in medical understanding and practice avoid the disaster of the Spanish Flu. There was also a shift in our fundamental understanding of nature from the familiar, deterministic world of Newtonian Mechanics and Maxwell's Electromagnetism to the counterintuitive domains of Einstein's Relativity and Heisenberg's Uncertainty Principle. Throughout the 20th century productive accomplishments based on the reductionist approach of previous centuries were supplemented by breakthroughs in the integrative approaches of ecology, systems theory and complexity. Based on our exploration of the nature and direction</p>

Year and Semester	Course Title	Calendar Course Description
		<p>of the breakthroughs of the 20th century, what breakthroughs can we anticipate and what breakthroughs do we need to survive in the 21st century? These are some of the ideas and questions that will be explored in a manner accessible and of interest to all students.</p>
	<p>Business and Politics (Advanced Level)</p>	<p>The last two decades have witnessed a momentous shift in the relationship between business and the state. Amid talk of “the end of big government,” the post-World War II consensus in favour of a strong public sector regulating and supervising economic activity has come under attack from economists, public policy analysts, journalists, politicians, corporate elites, and even segments of the public. This course investigates this evolution, adopting an interdisciplinary approach that synthesizes insights from history, political science, economics, and political theory. After setting out the theoretical framework underlying contemporary policy debates concerning government and business, the course will address specific issues such as macroeconomic stabilization policy, international trade, anti-trust law, environmental regulation, labour unions, pensions, corporate liability, consumer protection, health care and education, as well as fairness/equality policies. This course encourages students to reflect on the implications of the changing relationship between business and politics.</p>
	<p>Canadian Studies</p>	<p>This course examines four fundamental challenges (political, economic, social, and cultural) that Canadians face on a regular basis. As well as examining the current status of these challenges, students investigate the historical roots of contemporary problems. Questions such as the</p>

Year and Semester	Course Title	Calendar Course Description
		<p>future of sovereignty, the problem of ongoing regional grievances, the transition from a resource and industrial economy to an information economy, multiculturalism and equity, and the future of Canadian culture in the “McWorld” of television, film, and music will be analyzed in detail. Students evaluate Canada’s strengths and weaknesses as a player in the global economy and in the light of various trade agreements such as NAFTA and MAI. Canada’s Charter of Rights and Freedoms and its connection to contemporary and future social change will be explored and assessed.</p>
	<p>City Life (Advanced Level)</p>	<p>As a result of their magnetic attraction, cities concentrate people, money and power so that now three out of four North Americans live within their confines. What began as the natural growth of settlements around agriculture evolved into regional market towns that have now been further transformed into spaces where millions live and struggle and work and play. The city intensifies our focus, making possible both the best and the worst of human activity. The best health care, the most vital and competitive markets, the greatest diversity of human culture and the most sophisticated knowledge in science and the arts co-exist with the most appalling corruption, crime, ignorance, violence and homelessness. This course examines how it feels to live in cities as well as how different cities afford different experiences among their citizens. As well, it explores how the city is both a response to, and an actor in, fundamental economic and political factors that can have a global reach. Sociological theory provides students</p>

Year and Semester	Course Title	Calendar Course Description
		with a solid foundation in university-level sociology as well as a perspective from which to view the theme of the city and the issues it raises, such as culture, class, stratification, race, ethnicity, gender and deviance.
	Communications, Technology and Culture	By adopting an interdisciplinary approach that draws upon resources from literature, philosophy, sociology, and media studies, this course examines the interdependence of communications, technology and culture. Integrating practical lab assignments with theory, students will reflect on the ways in which the new media is changing how we view the world and see ourselves.
	Contemporary Narrative (Advanced Level)	This course investigates our intense relationship with narrative. Our fascination with narrative points to the desire to find meaning in the sometimes chaotic realm of real world experience. Using a number of theoretical perspectives, this course examines a variety of contemporary texts whose compelling nature has found a wide audience. Students explore texts by authors such as Atwood, Richler, Ondaatje, Byatt, Barker, de Bernieres, McEwan, Coetzee, De Lillo, Roth, Morrison, and McCarthy.
	The Corporation and Society	Traditionally, corporations have been permitted to operate free from the moral and social obligations imposed on other institutions. The maximization of profits for shareholders has long been seen as the only appropriate object for corporations. Recently, however, this view has been challenged. A growing movement insists that corporations ought to subordinate the pursuit of profit to the fulfillment of social responsibilities.

Year and Semester	Course Title	Calendar Course Description
		<p>This course explores how socially responsible corporations should conduct their business affairs. The course begins by laying out the general principles of corporate social responsibility, while identifying the parties, known as stakeholders, whose interests corporations ought to heed. Afterwards, the course proceeds through each of the stakeholders, analyzing the particular challenges each pose to the socially responsible corporation. At the end of the course, a framework for the comprehensive social evaluation of corporations is developed in the form of a social audit.</p>
	<p>Desire and Discontent (Advanced Level)</p>	<p>Much has been written, thought, and said about the cycles of human yearning and our subjugation to endless, often fleeting desires that, even when fulfilled, leave a residue of discontent. Our relentless search for a rich life can leave us dissatisfied with our jobs, our partners, and our lives as a whole, and so we are constantly on the lookout for something new, something other than what we have. Focusing on our experiences of passion, acquisitiveness, success, happiness, shame, guilt, regret, boredom and anger, this course examines the role which desire and discontent play in motivating human behaviour and shaping personality.</p>
	<p>Developmental Psychology</p>	<p>This course is designed to introduce students to theory, methodology and research findings in the field of life-span developmental psychology. Students will explore human development from conception to death, focusing on biological, cognitive and emotional processes.</p>
	<p>Ethics & Moral Theory</p>	<p>Whatever our cultural and socio-economic backgrounds, all of us seek to achieve a good life. Though most</p>

Year and Semester	Course Title	Calendar Course Description
		<p>people immediately identify that with happiness, there can be little doubt that the good life must also include being a moral person. For no matter how much pleasure, money and power we happen to have at our disposal, most people will ultimately find it unsatisfying unless they feel that they deserve their situation in life by virtue of the acts they've performed and the causes they've supported. The purpose of this course is to examine and clarify the moral component of the good life. Our focus will be on contemporary issues of the sort that people are likely to come across in their everyday lives. Hence, the course considers moral dilemmas that arise in our relations with family, friends, lovers, work, business, law, health care, animals, and the environment. Moral theories are discussed to ensure students can thoughtfully engage the issues, but the emphasis will be on resolving practical dilemmas.</p>
	<p>Film Survey and Analysis</p>	<p>This is an introductory survey of the cinema as 20th century art. The course will analyze the basic elements of movies – shots, angles, camera movement, editing and composition – and explore the language of film through viewing and discussion of notable examples of movies from various decades. Students will examine film theories to help understand the meaning of films. Several genres will be studied both for the images of society they project, and to understand their influence on current cinema. The course will also examine examples of propaganda and documentary, and the way in which contemporary, popular cinema can deal with ideologically oppressed groups.</p>

Year and Semester	Course Title	Calendar Course Description
	Foundations of Literature and Composition	<p>This course introduces students to some of the major themes of literature through the four genres: novels, poetry, short fiction, and drama. Students read and analyze some of the classics of these literary forms. Through reading and discussion, students develop an understanding of literature's relationship to history, society, and philosophy. Students increase their appreciation of language by studying drama, poetry, and prose from the 16th to the 20th century. They also recognize themes, situations, and character types that recur in literature in different guises in different ages and cultures. Through examination of key texts, they observe the development of such types as the Machiavellian, the aristocratic, the romantic, and the bourgeois.</p>
	How is Society Possible? Conflict, Cooperation and Social Theory (Advanced Level)	<p>What constitutes the social glue that binds individuals together to form a society? How is conflict accommodated and sufficient cooperation encouraged to ensure continuity? How is society best organized? Looking at issues such as the concept of human nature, the dynamics of group behaviour, the development of social institution, the distribution of scarce resources, and the notions of power and punishment, students reflect on these questions in a critical and theoretically informed manner. Through the study of the works of Marx, Durkheim, Weber, Mead, Parsons, Mills, Goffman, Habermas, Foucault, and Bourdieu, this course explores competing social theories.</p>
	Human Security and World Disorder	<p>A survey of 20th century history reveals two disparate trends in world politics. States, nations and individuals increasingly seem willing to abandon public goods in order to ensure a</p>

Year and Semester	Course Title	Calendar Course Description
		<p>sense of security. Yet, even as such fundamental values as equality, liberty, and justice are bargained away in return for peace and stability, the world seems to slip further into a state of disorder – a state in which the conditions for the possibility of security are undermined. Is public fear of lawlessness well founded? How can real security be achieved? What are citizens willing to surrender in order to meet this objective? At what cost? Examining such issues as the changing relationship between states and corporations, the creation of a world court and legislature, contemporary warfare, and the rise of the personal security industry, in this course students address these questions as they analyze works in political theory by such authors as Hobbes, Machiavelli, Rousseau, Hegel, Nietzsche and Arendt.</p>
	<p>The Influence of Mass Media on Canadian Society</p>	<p>This course investigates the impact of mass media on Canadian culture. The relationship between the messages transmitted through mass communication and politics, corporate interests, human behaviour and the individual will be covered through readings, discussions and analysis of current, national examples. Comparisons between the role of mass media on Canadian and American soil as well as in European and developing cultures will also be considered.</p>
	<p>Introduction to Environmental Studies</p>	<p>Each of us is part of various environments and form relationships with nature every day of our lives such that our memories, identities and knowledge are wrapped up in how we understand nature and our links to environments. Environmental studies is fundamentally an attempt to integrate understandings of the natural</p>

Year and Semester	Course Title	Calendar Course Description
		<p>world with knowledge about the social (or human) world. How we form connections among ourselves and with nature, what values underlie our understandings of nature, and how we can improve the environment are all questions worthy of exploration in this context. This introductory course to environmental studies will challenge students to investigate these questions through the themes of social justice, technology, sustainability, activism, and ethics. The overall purpose of this course is to develop greater knowledge and critical awareness about the complex relationships between natural environments and people. We will do this by actively engaging with the lecture materials, readings, tutorial discussions and case studies and by relating these ideas to our daily lives and our future hopes.</p>
	Introduction to Politics	<p>Politics is the study of the ideas and institutions that underlie the distribution of power in any human society. An introduction to politics focuses on political theories about the best form of government, the limits (if any) placed on government, and the rights of citizens. The study of politics also includes an understanding of the basic political institutions that compose one's own society. Additionally, the study of politics compares different forms of government (totalitarian, communist, democratic, authoritarian, etc.) and the ideologies on which they are based. The comparison of different types of governmental systems is also concerned with how political change occurs, i.e. revolution vs. reform, and the definition and causes of terrorism. An introduction to politics would not be complete without consideration of</p>

Year and Semester	Course Title	Calendar Course Description
		international relations. To this end the rules and institutions that regulate politics amongst nations and effectiveness of international political institutions will be considered.
	Introduction to Psychology	This course is designed to introduce students to the field of psychology. Students will be exposed to a discipline that is rich in theoretical diversity, research findings, and practical applications. They will be encouraged to think critically and challenge their preconceptions.
	Introduction to Sociology	In a dynamic society, it is important for everyone to understand the social forces, cultural values, and ideological beliefs that frame and shape their behaviour and the pace and direction of change. Sociology, as the scientific study of collective human life, attempts to understand why people think, function and behave the way they do. This course examines the classical sociological theories of Marx, Durkheim, and Weber, in addition to more contemporary social theorists. This theoretical examination is then applied to understanding the importance of economic and political power, cultural and religious values, ethnic and racial identity, as well as gender, age, and class, in shaping who we are both as individuals and as members of a social group.
	Knowing and Believing: Epistemology	Not only does the theoretical investigation of knowledge – epistemology – occupy one of the main branches of philosophical study, but as Louis Pojman has ventured, it is also arguably “the central subject in philosophy...basic to virtually everything else”. Epistemologists have wrestled with such age-old questions as: What is the difference between knowledge and opinion?

Year and Semester	Course Title	Calendar Course Description
		<p>How do I know the external world? What counts as adequate justification for my beliefs? And what, if anything, can I know for certain?</p> <p>But while the approach to such questions has grown increasingly refined in the Anglo-American world since the early part of the 20th century, challenges from feminist and other post-colonial writers have been gaining momentum in recent times, threatening the “epistemological project” as it has traditionally been conceived. These challengers have insisted on new questions such as: What is the relationship between knowledge and power? What political interests underlie the quest for objectivity? And is the sex of the knower epistemologically significant?</p> <p>These and other such questions will be examined throughout the course, as we navigate a path through the history of epistemology – from a brief survey of its Ancient origins and Early Modern rebirth, to a more sustained investigation of its present-day concerns and outlook for the future.</p>
	Money, Markets and Democracy	<p>Over the past two-and-a-half decades, capital markets have markedly grown in influence, increasingly taking over from governments and banks the tasks of financing economic activity and serving the public’s saving and retirement needs. After introducing students to the operational and regulatory framework of the currency, bond, equity, mutual/hedge funds, and derivative markets, the course poses the question: Do these markets, on balance, negatively or positively influence the social structure, economy, and politics of nations? In assessing this issue, the course</p>

Year and Semester	Course Title	Calendar Course Description
		<p>surveys the debate surrounding theories of capital market efficiency and rationality, the history of recurring financial bubble and crash sequences, social justice issues raised by investment in morally suspect industries and emerging economies, the constraints imposed by the markets on governments' ability to manage their economies, the tension between democratic governance and central banking, the spread of an equity culture, and proposals for a new international financial architecture. Essentially, this course stresses the institutional details of capital markets, while placing them within their socio-economic and political contexts.</p>
	Philosophy of Law	<p>The law is both the source of our admiration and often our disappointment. While we increasingly turn to the law to adjudicate disputes that arise in our public and private lives, we are, from time to time, surprised at its failure to mete out justice. What is it that we expect from the law? Why do we look to the law to govern not only our actions but also our beliefs and ideas? Adopting an interdisciplinary approach, this course provides students with an opportunity to address these issues as they are introduced to key concepts and theories in the philosophy of law through the reading of literary works including <i>Antigone</i>, <i>Crime and Punishment</i>, <i>The Outsider</i>, and <i>The Trial</i>.</p>
	Power	<p>Power. It is something that most of us strive for but few of us obtain. Why do we desire power? Why is it that for many, power is allusive? In order to address these questions, it is first necessary to ask: What is power? How is power acquired? How is power maintained? In this course we</p>

Year and Semester	Course Title	Calendar Course Description
		<p>will examine the answers to these questions provided by some of the central figures in the history of political theory. In so doing, we will investigate underlying issues concerning the relation between ethics and politics, the notion of good government, the qualities of leaders, the rationality of the use of violence, the importance of property, and the relation between power and truth. Students will be asked to employ the theories and concepts studied in the analysis of issues in contemporary society.</p>
	<p>Power 2: The Question of Legitimation (Advanced Level)</p>	<p>When historians in the future stand back and reflect upon the 20th century, they will no doubt see it as a time period marked by violence. That this will be the legacy of this century is surprising, for as the philosopher Hannah Arendt noted, "All great nineteenth-century thinkers were convinced that the next century would be the one of progress and reason. And yet, from Auschwitz to the Gulag, the barbarians ruled." Why was this the case? Why, when the world had become smaller and we had mastered a vast array of technology, did we so vehemently turn against each other? And what will be the repercussions of this violence and its increasing acceptance as we enter the 21st century?</p> <p>This course attempts to address these issues focusing on the problem of legitimation. In a time in which violence infiltrates our public and private lives, it is important to question when and under what circumstances, if any, violence can legitimately be employed. However, before addressing these issues, it is first necessary to examine the meaning of the term violence, to look at the</p>

Year and Semester	Course Title	Calendar Course Description
		<p>conditions which give rise to violent action and to examine the variety of contexts in which violence flourished in the 20th century. Students will be challenged to reflect on these issues, considering how they inform not only our past but also our future.</p>
	Principles of Leadership	<p>Leaders surround us – we find them in the political arena, the military, families, and the workplace. The quality of our lives depends on how well our leaders perform. This course explores what it means to be an effective leader. Using both classical and contemporary writings, the course examines the psychological, moral, and socially acquired characteristics of leaders. We will consider the tasks and challenges leaders face, such as initiating change, motivating people, formulating strategy, communications, decision-making, negotiations, and crisis management. The course ends with a case study of a famous leader.</p>
	Social Psychology	<p>Social Psychology is an extremely diverse field that generally deals with people in social situations. Core topics include social behaviour such as aggression, obedience, conformity, intimate relationships, discrimination, and how groups function. They also include attitudes, social cognition, social perception, prejudice, and feelings of guilt, all of which are assumed to affect social behaviour. In addition, we will cover some applied areas, such as psychology and the law. We will also discuss basic methodological issues as they pertain to the above topics. Class discussion will be an integral part of the course.</p>
	Sociology of Consumption	<p>It's not who you know, but who you wear. Such is the advice from dedicated followers of fashion and others who might urge us to declare</p>

Year and Semester	Course Title	Calendar Course Description
		<p>our identities and allegiances through the codes of consumption. The pursuit of the good life has been replaced by that of the “goods life.” As the globalization process seeks to expand the market economy, this expansion requires the manufacture of desire for ever more “stuff” and an industry devoted to the creation of the false hope that just one more purchase may buy happiness. This course tackles some of the most compelling interpretations of the function of consumption. Through exposure to a variety of contemporary and classical theories, students reflect on the social patterns of consumption and how these patterns reproduce, subvert, or reformulate inequalities of class, gender, and ethnicity. In order to promote self-reflexivity about our own role in the marketplace, methods of resistance are studied and arguments for ecological constraint are considered.</p>
	Sociology of Technology	<p>This course examines the complex implications of the increasing importance of technology in our lives. Is the Internet changing the way we think about ourselves? Will personal computers and artificial intelligence change how we understand the human mind? How will biotechnology affect the most intimate aspects of our lives, such as the food we eat and the way we reproduce? Do we all share equally in the benefits of technology, or do some of us gain more from technological advances than others? Students examine the twin myths of technology: how technology is thought to be the key to all our hopes, on the one hand, and a kind of hazardous force that we must control lest it control us, on the other.</p>
	Theories of Beauty	We are bombarded with images and

Year and Semester	Course Title	Calendar Course Description
	(Advanced Level)	<p>ideas of the beautiful, frequently in (a corporate environment) the context of someone trying to sell us something. We assume that we know what the beautiful is, even though our notions of beauty are constantly challenged and clearly undergo frequent change. Not often do we reflect on the theories that lie behind these images and think through our own presuppositions about beauty, art and culture. This course provides an introduction to key concepts and issues in aesthetics. Drawing on resources from literature, fine art, music, film and architecture, students reflect on the significance of art in our lives as individuals and the role it plays in the social order as they investigate mimetic, cathartic, expressionistic, hermeneutic, and post-modern theories of art.</p>

6.3.3.1 Program Hours/Credit Conversion Justification

1.	Does the program include laboratory components? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.	If “yes”, will the calculation of program breadth be based on a conversion of all program hours into program credits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.	If “yes”, complete Table 6.3.3.1. If “no”, proceed to Appendix 6.4.2

Table 6.3.3.1

The applied nature of study of this business program requires that additional labs be added to courses such as Accounting, Multimedia, Quantitative Methods & Statistics, Technological Fundamentals of E-Business, Electronic Business Planning, Business to Consumer Simulation, Project Management for E-Business, Business-to-Business Supply Chain Management, Database Management, Management Support Systems, Computer Organization & Operating Systems, and Applied Business Project. This form of delivery for these types of courses is consistent with the Bachelor of Business Administration program Humber offers in collaboration with the University of Guelph. Additionally, there are labs and seminars attached to business courses offered by Ryerson University as a part of its Bachelor of Commerce program.

	Contact Hours	Credit Equivalency
Courses (core and breadth)	3 – 5 per week	3
Laboratories (list all laboratories if credit equivalencies are assigned differently)		No additional credit will be given for labs/seminars
<p>Justification: Provide the following information as evidence to show that the conversion of laboratory hours to program credits is consistent with Ontario postsecondary educational credit standards for training in the subject/field.</p> <p>Institution: University of Guelph-Humber Program comparison: Bachelor of Business Administration Number of credits assigned to number of course hours: .5 credits = 1 course Number of credits assigned to number of laboratory hours: No additional credits for labs/seminars for business courses</p>		

Appendix 6.3.3.2 – Academic Course Schedule

Year and Semester	Course Title	Total DW Course Credits	Total DO Course Credits	Total DL Course Credits	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
Year One							
Semester 1	Fundamentals & Strategy of Organization	3			None	Edmund Baumann Jeff Short Peter Bierman	M.B.A. M.B.A. M.B.A.
	Interpersonal Skills & Team Behaviour			3	None	Jeff Short	M.B.A.
	Accounting I	3			None	Usman Malik Ramesh Saxena	M.B.A. Ph.D.
	Marketing	3			None	Edmund Baumann	M.B.A.
	Microeconomics	3			None	Pierre-Pascal Gendron	Ph.D.
Semester 2	Business Research Methods	3				Edmund Baumann Janet Porter	M.B.A. M.Eng.
	E-Business Concepts & Current Perspectives	3				Edmund Baumann	M.B.A.
	Organizational Behaviour	3			Pre-Req: Interpersonal Skills & Team Behaviour	Jeff Short	M.B.A.
	Accounting II	3			Pre-Req: Accounting I	Ramesh Saxena	Ph.D.
	Academic Writing & Critical Thinking		3			See breadth electives table below.	
Year Two							

Year and Semester	Course Title	Total DW Course Credits	Total DO Course Credits	Total DL Course Credits	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
Semester 1	Macroeconomics	3				Pierre-Pascal Gendron	Ph.D.
	Multimedia	3			None	Peter Bierman Hanadi Alnawab	M.B.A. M.Sc.
	Consumer Behaviour	3			Pre-Req: Marketing	Edmund Baumann	M.B.A.
	Quantitative Methods & Statistics for E-Business	3			Pre-Req: Business Research Methods	See breadth electives table below.	
	Elective		3		Depends on course selection	Depends upon course. See breadth electives table below.	
Semester 2	Operations & Supply Chain Management	3			Pre-Req: Fundamentals & Strategy of Organization	Janet Porter	M.Eng.
	Technology Fundamentals of E-Business	3			Pre-Req: E-Business Concepts & Current Perspectives	Edmund Baumann Janet Porter	M.B.A. M.Eng.
	Business Law & the Internet	3				Kelly O'Brien	L.L.M.
	Marketing, Sales & E-Business	3			Pre-Req: Consumer Behaviour	Peter Bierman Hanadi Alnawab Faculty to be hired	M.B.A. M.Sc. Ph.D. (marketing)
	Elective		3		Depends on course selection	Depends upon course. See breadth electives table below.	
Year Three							
Semester 1	Financial Management	3			Pre-Req: Accounting II	Ramesh Saxena	Ph.D.

Year and Semester	Course Title	Total DW Course Credits	Total DO Course Credits	Total DL Course Credits	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
	Current Careers in Business* (Course has been moved from year 3, semester 2. See explanation below.)	1				Edmund Baumann	M.B.A.
	Ethics & Values		3			Alain Londes	M.B.A.
	Human Resource Management	3			Pre-Req: Organizational Behaviour	Teresa Matheson Jean Taplin	M.I.R. Ph.D.
	Electronic Business Planning	3			Pre-Req: Technical Fundamentals of E-Business	Edmund Baumann	M.B.A.
	Elective		3		Depends on course selection	Depends upon course. See breadth electives table below.	
Semester 2	Business-to-Consumer Simulation	3			Pre-Req: Consumer Behaviour	Edmund Baumann Faculty to be hired	M.B.A. Ph.D. (marketing)
	Project Management for E-Business	3				Janet Porter	M.Eng.
	B2B – Supply Chain Management	3			Pre-req: Operations & Supply Chain Management	Eli Lewin	M.Sc.
	Database Management	3				Hanadi Alnawab	M.Sc.
	Elective		3		Depends upon selection.	Depends upon course. See breadth electives table below.	
Semester 3	Work Term						

Year and Semester	Course Title	Total DW Course Credits	Total DO Course Credits	Total DL Course Credits	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
Year Four							
Semester 1	Management Support Systems	3			Pre-Req: Business-to-Consumer Simulation B2B – Supply Chain Management	Eli Lewin Janet Porter	M.Sc. M.Eng.
	E-Strategy	3				Alain Londes Janet Porter	M.B.A. M.Eng.
	Frontiers of E-Business	3				Hanadi Alnawab	M.Sc.
	Entrepreneurial Studies			3		Jim Higginson	E.D.M.
	Business Policy	3				Jeff Short	M.B.A.
	Impact of E-Business	2				Jim Higginson	E.D.M.
Semester 2	Sales & Customer Relation Management	2				Alain Londes Faculty to be hired	M.B.A. Ph.D. (marketing)
	Computer Organization & Operating Systems	3				Hanadi Alnawab	M.Sc.
	Information Technology Management	3				Hanadi Alnawab	M.Sc.
	Applied Business Project	6			Pre-Req: E-Strategy Business Policy	Janet Porter	M.Eng.
Subtotal Course Credits		104	18	6			
Total Program Credits		128					

Year and Semester	Course Title	Total DW Course Credits	Total DO Course Credits	Total DL Course Credits	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
Calculate the percentage of program offered in DO and DL courses		23.08%			Must be at least 20% of total program		
Calculate the percentage of the breadth courses offered in DO courses		75%			Must be at least 75% of total DO and DL courses		

*The course to help students prepare for their required co-op work placement, *Current Careers in Business*, will be moved from semester six to semester five starting with the fall 2008 semester to better help students find a work placement and prepare for it. The move comes in response to student requests after the first cohort completed year three of the program and their work placement term in the spring/summer 2006 before year four.

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
Breadth Electives							
	Ethics and Moral Theory		3		None	Melanie Chaparian Ian Gerrie Georges Bragues Wendy O'Brien-Ewara John Elias	M.A. (philosophy) Ph.D. (philosophy) Ph.D. (political science) Ph.D. (philosophy) in progress Ph.D. (social & political thought) in progress
	Human Security and World Disorder		3		None	Wendy O'Brien-Ewara Ian Baird Georges Bragues	Ph.D. (philosophy) in progress Ph.D. ABD (criminology) Ph.D. (political science)
	Philosophy of Law		3		None	Wendy O'Brien-Ewara	Ph.D. (philosophy) in progress
	Knowing and Believing: Epistemology		3		None	Ian Gerrie Melanie Chaparian	Ph.D. (philosophy) M.A. (philosophy)
	Academic Writing and Critical Reasoning		3		None	David Wallace James MacDonald	Ph.D. (English) M.A.
	Betrayal in Contemporary Fiction		3		Successful completion of at least two lower level breadth courses or letter of permission.	Mary Ellen Kappler Ella Ophir	Ph.D. (English) Ph.D.
	Film Survey and Analysis		3		None	To be recruited	Ph.D.
	Brainstorm		3		None	John Elias	Ph.D. (social & political thought) in progress

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
						Greg Narbey Ian Gerrie	Ph.D. (political science) in progress Ph.D. (philosophy)
	Theories of Beauty		3		Successful completion of at least two lower level breadth courses or letter of permission.	Wendy O'Brien-Ewara Ian Gerrie John Elias	Ph.D. (philosophy) in progress Ph.D. (philosophy) Ph.D. (social & political thought) in progress
	Power		3		None	Wendy O'Brien-Ewara George Bragues Chris Anderson-Irwin Paul Corey	Ph.D. (philosophy) in progress Ph.D. (political science) Ph.D. Ph.D.
	Power 2: The Question of Legitimation		3		None	Wendy O'Brien-Ewara George Bragues	Ph.D. (philosophy) in progress Ph.D. (political science)
	Introduction to Psychology		3		None	Ann Wainwright Rena Borovilos Rejeanne Dupuis Murray Stainton	Ph.D. (developmental process psychology) M.A. (psychology) Ph.D. in progress Ph.D. in progress
	Social Psychology		3		None	Rena Borovilos	M.A. (psychology)
	Developmental Psychology		3		None	Ann Wainwright Rena Borovilos	Ph.D. (developmental process psychology) M.A. (psychology)
	Introduction to Sociology		3		None	Danita Kagan Angela Aujla Naomi Couto Guy Letts	Ph.D. (sociology) Ph.D (sociology) in progress Ph.D. (sociology) Ph.D. (sociology) in progress

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
						Arthur Younger Mark Ihnat Saeed Hydaralli	Ph.D. in progress Ph.D. in progress Ph.D. in progress
	Introduction to Politics		3		None	Greg Narbey George Bragues Aileen Cowen	Ph.D. (political science) in progress Ph.D. (political science) M.A.
	Sociology of Consumption		3		None	Danita Kagan Angela Aujla Naomi Couto Guy Letts Mark Ihnat Saeed Hydaralli	Ph.D. (sociology) Ph.D (sociology) in progress Ph.D. (sociology) Ph.D. (sociology) in progress Ph.D. in progress Ph.D. in progress
	Sociology of the Everyday		3			Kate Anderson	Ph.D. (sociology)
	Sociology of Technology		3		None	Danita Kagan Naomi Couto Guy Letts	Ph.D. (sociology) Ph.D. (sociology) Ph.D. (sociology) in progress
	City Life		3		Successful completion of at least two lower level breadth courses or letter of permission.	Danita Kagan Guy Letts Saeed Hydaralli Mark Lede Kate Anderson	Ph.D. (sociology) Ph.D. (sociology) in progress Ph.D. in progress Ph.D. in progress Ph.D.
	Desire and Discontent		3		Successful completion of at least two lower level breadth courses or letter	Wendy O'Brien-Ewara	Ph.D. (philosophy) in progress

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
					of permission.		
	How is Society Possible? Conflict, Cooperation & Social Theory		3		Successful completion of at least two lower level breadth courses or letter of permission.	George Bragues Wendy O'Brien-Ewara	Ph.D. (political science) Ph.D. (philosophy) in progress
	The Good Life: A Philosophic Investigation		3		None	Georges Bragues Doug Wright	Ph.D. (political science) Ph.D.
	Breakthroughs of 20 th Century Science		3		None	Tom Olien	Ph.D. (biophysics)
	Astronomy: Discovering our Place in the Universe		3		None	Tom Olien	Ph.D. (biophysics)
	Money, Markets and Democracy		3		None	George Bragues Narine Grigoryan Arthur Younger	Ph.D. (political science) Ph.D. in progress Ph.D. in progress
	Communications, Technology and Culture		3		None	To be recruited.	Ph.D. (communication)
	The Influence of Mass Media on Canadian Society		3		None	Mark Ihnat	Ph.D. (communications) in progress
	Canadian Studies		3		None	Greg Narbey	Ph.D. (political science) in progress
	Business and Politics		3		Successful completion of at least two lower level breadth courses or letter of permission.	George Bragues	Ph.D. (political science)
	Principles of		3		None	Georges Bragues	Ph.D. (political science)

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
	Leadership						
	Research Methods		3		None	Dan Andreae Agnes Kopinska Narine Grigoryan	Ph.D. (adult education) Ph.D. Ph.D. in progress
	The Corporation & Society		3		None	Georges Bragues	Ph.D. (political science)
	Introduction to Environmental Studies		3		None	Catherine Phillips	Ph.D. ABD (environmental studies)

Appendix 6.5.1 – Program Structure Requirement

Year	September	January	April
	Semester 1	Semester 2	Semester 3
Year One	On-campus studies	On-campus studies	Vacation
Year Two	On-campus studies	On-campus studies	Vacation
Year Three	On-campus studies	On-campus studies	Paid full-time work term
Year Four	On-campus studies	On-campus studies	GRADUATION

Paid full-time work term = 14 consecutive weeks

Appendix 6.5.2 – Support for Work Experience

Not required

Appendix 6.5.3 – Work Experience Outcomes and Evaluation

Not required

Program Delivery Standard

Appendix 7.1.1 – Quality Assurance Policies

Not required

Appendix 7.1.2 – Policy on Student Feedback

Not required

Appendix 7.1.3 – Student Feedback Instruments

Not required

Appendix 7.2.1.a – Listing of Courses Incorporating Distance Delivery

Not required

Appendix 7.2.1.b – On-line Learning Policies and Procedures

Not required

Appendix 7.2.2 – Academic Community Policies

Not required

Appendix 8.6.2.E – Curriculum Vitae for On-line Learning Professional and Technical Staff

Not required

Capacity to Deliver Standard

Appendix 8.2.1 – Library Resources

Humber remains committed to the resource renewal and upgrading plans outlined in the original proposal. The annual acquisitions budget, however, has been adjusted as follows:

Projected Library Collection Expenditure 2007- 2011 for Ebusiness Degree Program					
	2007-2008	2008-2009	2009-2010	2010-2011	Notes
Books (print):					
Core	4925	5171	5430	5701	\$67 average cost per item 5% per year for inflation
Electives	739	776	814	855	15% of core budget
Reference (print)	500	550	605	666	
Journals (print)	1126	1239	1362	1499	10% per year for inflation
Videos/DVDs	500	500	500	500	
Databases:					
Core	0	0	0	0	
Total	\$ 7,790	\$8,235	\$8,712	\$9,221	

In addition to the above expenses which are specific to the E-Business degree, Humber invests the following amounts annually in a range of databases which are available to support all students at the college.

Databases:	48,350	50,768	53,306	55,971	These databases support electives for all degree programs at Humber; 5% per year for inflation
general					

Appendix 8.2.2 – Computer Access

Not required

Appendix 8.2.3 – Classroom Space

Not required

Appendix 8.2.4 – Laboratories / Equipment

Not required

Appendix 8.4 – Support Services

Not required

Appendix 8.5 – Policies on Faculty

Not required

Appendix 8.7.2 – Enrolment Projections and Staffing Implications

	Cumulative Enrolment		Staffing Requirements - Projected			
	Full-time	Part-time	Cumulative Full-time Faculty Equivalents (F.T.E.)	Cumulative Part-time Faculty Equivalents (F.T.E.)	Classroom support technicians	Ratio of Full-time Students/ Full-time Faculty
Year 1	91		3.5	2.4	0.7	26/1
Year 2	91		3.5	2.4	0.7	26/1
Year 3	91		3.5	2.4	0.7	26/1
Year 4	91		3.5	2.4	0.7	26/1

Method used to calculate cumulative enrolment:

Year	Retention Rate	Year 1	Year 2	Year 3	Year 4
		2007/08	2008/09	2009/10	2010/11
1		30	30	30	30
2	80%	24	24	24	24
3	85%	20	20	20	20
4	85%	17	17	17	17
		91	91	91	91

Regulation and Accreditation Standard

Appendix 10.1.1 – Current Regulatory or Licensing Requirements

Not required

Appendix 10.1.2 – Letters of Support from Regulatory / Licensing Bodies

Not required

Program Evaluation Standard

Appendix 11.1 – Periodic Review Policy and Schedule

Not required

Academic Freedom and Integrity Standard

Appendix 12.1.1 – Academic Freedom Policy

Not required

Appendix 12.1.2 – Academic Honesty Policy

Not required

Appendix 12.1.3 – Academic Honesty Procedure

Not required

Appendix 12.2 – Policy on Intellectual Products

Not required

Appendix 12.3 – Policy on Ethical Research Practices

Not required

Student Protection Standard

Appendix 13.1 – Academic Calendar Information

Not required

Appendix 13.1.A – Credential Recognition Information

Not required

Appendix 13.1.B – Organization Information

Not required

Appendix 13.2.1 – Dispute Resolution

Not required

Appendix 13.2.2 – Fees and Charges

Not required

Appendix 13.2.3 – Student Dismissal

Not required

Appendix 13.2.4 – Withdrawals and Refunds

Not required

Appendix 13.3 – Student Protection Information

Not required