



UNIVERSITY OF ONTARIO  
INSTITUTE OF TECHNOLOGY

Brief for the Appraisal of  
Master of Business Administration (MBA)

Submitted to the  
Ontario Council on Graduate Studies (OCGS)

December 2008

**VOLUME I: The Program**

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## 1 INTRODUCTION

### 1.1 Brief listing of programs

This proposed master's program leads to the degree of Master of Business Administration (MBA.), either as a general MBA or as an MBA with Concentration in a particular field. This is a new degree program to be offered by the University of Ontario Institute of Technology (UOIT) Faculty of Business and Information Technology (FBIT). The url for the UOIT website is [www.uoit.ca](http://www.uoit.ca) , and the FBIT website is <http://www.businessandit.uoit.ca>.

UOIT's Faculty of Business and Information Technology offers innovative degrees in both commerce and information technology. The programs provide a useful balance between theory and applied learning and may be enhanced with a variety of specializations to prepare graduates for management positions in IT and throughout the business world.

The program is planned to be launched in the 2009-10 academic year after all necessary approvals are obtained. The general MBA can be completed in 12 months of full-time study, whereas the MBA with Concentration requires a further semester for a total of 16 months.

#### 1.1.1 The Region

It is anticipated that this program will be primarily offered to students in the Durham Region, a region which currently does not have an MBA program. Table 1.1 summarises the expansion of the Durham Region. Population has been growing in excess of 10% per annum since 1996, significantly above the Ontario rate of about 6.5% for the same period.

**Table 1.1: Population and Workforce Statistics for the Durham Region<sup>1</sup>**

	1996	2001	2006
<b>Population</b>	458,616	506,901	561,258
<b>Labour Force</b>	224,300	290,065	313,865
<b>Unemployment Rate</b>	8.1%	5.6%	6.3%
<b>Median Family Income</b>	\$62,196 <sup>2</sup>	\$66,832	\$80,872 (in 2005)

The distribution of employment by sector in the region reflects the provincial profile as is shown in Figure 1.1. However, the level of post secondary education is substantially below that of Ontario as a whole (Figure 1.2).

<sup>1</sup> Source:

<http://www12.statcan.ca/english/census06/data/profiles/community/Details/Page.cfm?Lang=E&Geo1=CD&Code1=3518&Geo2=PR&Code2=35&Data=Count&SearchText=Durham&SearchType=Begins&SearchPR=35&B1=All&Custom=> (Accessed 21 October 2008.)

<sup>2</sup> Mean from Greater Toronto Marketing Alliance [http://www.greatertoronto.org/investing\\_reg\\_02.htm](http://www.greatertoronto.org/investing_reg_02.htm) (Accessed 21 October 2008.)

Figure 1.1: Employment by Sector Durham Region and Ontario, 2006<sup>3</sup>

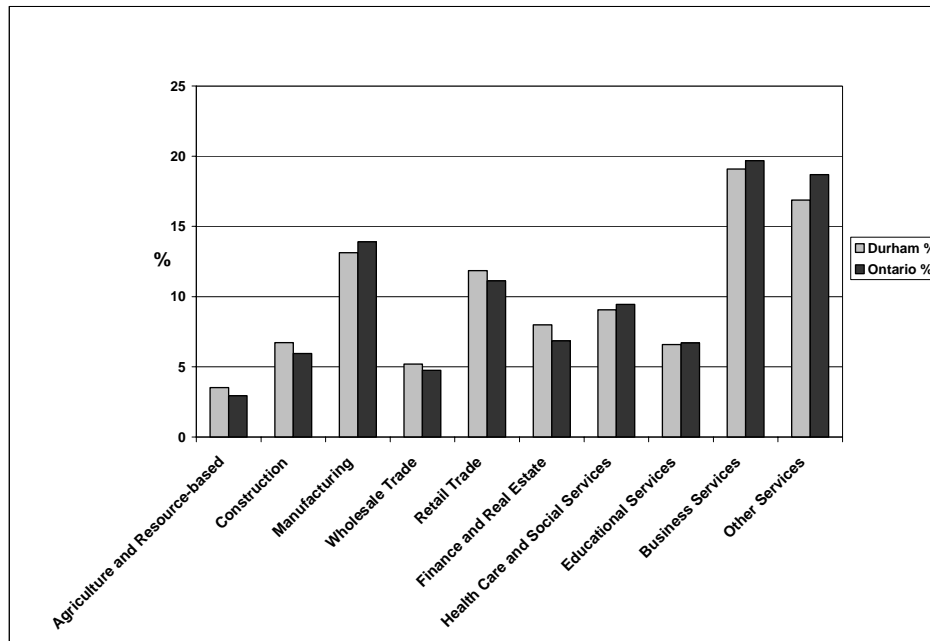
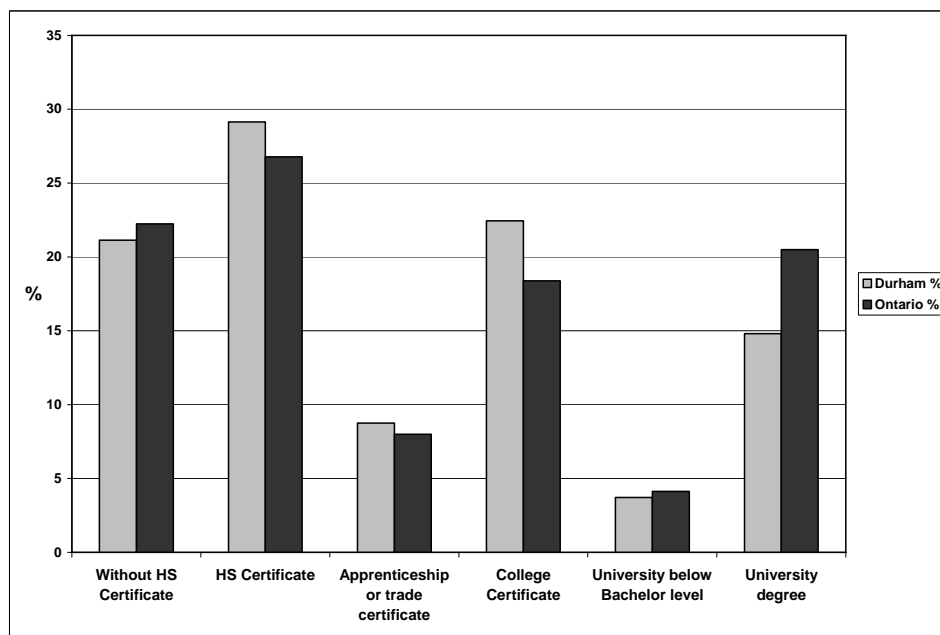


Figure 1.2: Population aged 15 and over by Education Level<sup>3</sup>



<sup>3</sup> Statistics Canada. 2007. *Durham, Ontario* (table). *2006 Community Profiles*. 2006 Census. Statistics Canada Catalogue no. 92-591-XWE. Ottawa. Released March 13, 2007.  
<http://www12.statcan.ca/english/census06/data/profiles/community/Index.cfm?Lang=E> (accessed October 21, 2008).

The profile supports the need for expansion of UOIT’s role as the only university in the Durham region.

### 1.1.2 MBA Programs in Canada

The thriving nature of the undergraduate programs in the Faculty of Business and IT suggest that the time is appropriate to expand the offerings through an MBA opportunity. The fields of concentration are reflective of faculty members’ areas of specialization but also derive from two further considerations. There is a need to be responsive to well established areas of demand within the MBA but also to look to areas of growing importance in management. Table 1.2 compares the core of the UOIT program with a sample of other MBA programs in Ontario indicating that while each program has its own character, all are designed to address broadly the same body of knowledge and experience.

**Table 1.2: MBA Core Courses for Sample Ontario Universities**

Program Length	Brock 24 months	York 20 months	Carleton 16 months	Ryerson 16 months	W. Laurier 12 months	UOIT 12 months
<b>Topics</b>						
<b>Accounting 1</b>	√	√	√	√	√	√
<b>Accounting 2</b>	√	√	√			
<b>Quantitative Analysis</b>	√	√	√	With MIS		√
<b>Managerial Economics</b>	√	√	√	√	√	With Business Structure
<b>Org. Behav.</b>	√	√	√		√	
<b>Op. Man 1</b>	√	√	√		√	With Project Management
<b>Op Man 2</b>			√			
<b>Finance 1</b>	√	√	√	√	√	√
<b>Finance 2</b>			√			
<b>HR</b>			√			
<b>Marketing 1</b>			√	√	√	√
<b>Marketing 2</b>			√			
<b>MIS</b>	√	√	√			√
<b>Business Research</b>	√				√	
<b>Strategy 1</b>	√	√	√	√	√	√
<b>Strategy 2</b>			√			
<b>International</b>	√		√	Integrated into other courses		√
<b>Ethics</b>	√		√			Combined in one course
<b>Leadership</b>		√				
<b>Law</b>						
<b>Entrepreneurship</b>	either					

The UOIT MBA with Concentration provides the opportunity for students to specialize in one of four areas of Faculty expertise. Finance and Marketing are two fundamental areas of graduate business study in strong and consistent demand. This is supported by their strong showing as

specializations in MBA programs across the country. International business is also strongly represented but the approach at UOIT follows recent practice by offering a further examination of global business through its impact on other specializations such as finance, marketing and management. Logistics and Supply Chain Management has emerged as a crucial area of study relating production planning, warehousing and inventory optimization, and transportation. UOIT will be one of the first universities in Canada to offer this as a concentration at the MBA level. Table 1.3 shows the prevalence of the UOIT concentrations in MBA programs across Canada and in Ontario.

**Table 1.3: Selected MBA Concentrations<sup>4</sup>**

Concentration	Canada (30 Programs)		Ontario (12 Programs)	
	number	%	number	%
<b>Finance</b>	15	50	6	50
<b>International</b>	16	53	7	58
<b>Logistics &amp; Supply Chain Mgt</b>	2	7	1	8
<b>Marketing</b>	14	47	6	50

The survey referred to in Section 1.3 below emphasized the importance to residents of the Durham region of UOIT's role as the region's university. Location is of especial significance to part-time students but is also emphasized by FBIT's close connections with business in the region. In response to a broad spectrum of demand identified in the survey, admission to the MBA is through the successful completion of an undergraduate degree at an approved level and does not require work experience. As noted above, the general MBA may be completed in one year. Figure 1.3 situates the proposed MBA in the context of MBA programs in Southern Ontario.

## 1.2 Program Overview and Objectives

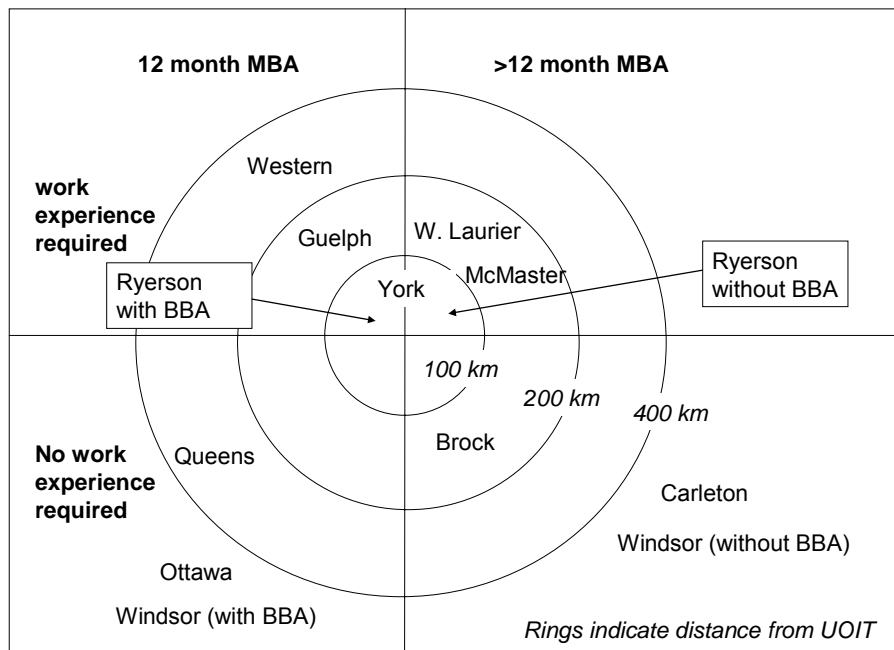
The objective of the program is to prepare graduates to work in the Durham Region, Greater Toronto Area and Ontario at the middle management and executive levels of administration in both private and public sectors. In general, the Canadian labour force, on a *pro rata* basis, has a lower percentage of workers with advanced graduate degrees than other developed countries such as the United States. Moreover, the MBA in particular is of significant value enabling the degree holder to provide organizations with a business management skill set such that it raises the competitiveness of the entity and leads not only to a comparative advantage but retains higher skilled and thus higher income jobs within the province.

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4 Universities Surveyed:

Alberta, British Columbia (Sauder School of Business), Brock, Calgary (Haskayne School of Business), Cape Breton (Shannon School of Business), Carleton (Sprott School of Business), Concordia (John Molson School of Business), Dalhousie, Guelph, HEC, Manitoba (Asper School of Business), McGill (Desautels Faculty of Management), McMaster (DeGroote School of Business), Memorial, New Brunswick, Ottawa (Telfer School of Management), Queen's, Regina (Kenneth Levene Graduate School of Business), Royal Roads, Ryerson (Ted Rogers School of Management), Saint Mary's (Sobey School of Business), Saskatchewan, Simon Fraser (Segal Graduate School of Business), Thompson Rivers, Toronto (Rotman School of Management), Victoria, Western (Richard Ivey School of Business), Wilfrid Laurier, Windsor (Odette School of Business), York (Schulich School of Business).

**Figure 1.3: MBA Programs by Duration, Required Work Experience and Distance from UOIT**



This objective is achieved in the general MBA by students taking a broad set of required courses in the first and second semesters followed by a project with a business in the region in the third semester. In the MBA with Concentration students take the same core courses supplemented by field courses in their concentration in the third semester. This is followed by a research project based on a local or global business problem in the fourth semester.

### 1.3 Method Used for Self-study

This brief was prepared by a graduate committee, consisting of core faculty of UOIT's Faculty of Business and Information Technology. The brief has been reviewed by the Faculty Council of FBIT as well as by the Dean of Graduate Studies, the Graduate Studies Committee and the Academic Council of UOIT.

In addition to the demographic data for the Durham Region summarized above, a survey was conducted asking the regional business community to identify the need for the MBA degree for their employees and to define the makeup of the skill set needed to meet the requirements of local industry. After removing individuals who had no university degree or who already held an MBA, 115 business people remained, 90% from the Durham region. Background questions displayed a broad representation of management positions and industries across the region. 72% of those responding indicated that they would “consider” or “seriously consider” applying or “definitely apply” if an MBA program were offered in the region. The vast majority expressed interest in applying “in the next two years or so”. There was broad support for both full-time and part-time options. While respondents expressed interest in a variety of business areas, the most commonly mentioned was general management.



The curriculum of MBA programs offered by other universities was reviewed for quality enhancing and competitive purposes.

FBIT also solicited input from the industry members of our MBA Planning committee.

**MBA Planning Committee Members of the Faculty of Business and Information Technology (2007-8):**

Bernadette Schell (Chair)	Wilfred Fong
Ramiz Aliev	John Friedlan
Raymond Cox	Tripat Gill
Adam Doran	Terry Wu

**MBA Planning Committee Members of the Faculty of Business and Information Technology (2008-9):**

Pamela Ritchie (Chair)	Tripat Gill
Raymond Cox	Zhengfeng Ma
Shantanu Dutta	Jennifer Percival
Wilfred Fong	Terry Wu
John Friedlan	

**1.4 Fields in the Program**

Students following the one year general MBA program have no declared fields. Those students opting for the 16 month MBA with Concentration take additional courses in their chosen field and complete a research project in that field. The following fields of concentration will be offered:

- Finance
- International Business
- Logistics and Supply Chain Management
- Marketing

**1.5 Review Concerns Expressed in Previous Appraisal and Actions Taken**

As this is an application for a new program, this section is not applicable.

**1.6 Special Matters and Innovative Features**

Important aspects of the proposed M.B.A. program offered by the University of Ontario Institute of Technology as Ontario's only laptop based university include incorporating the use of technology in all the courses and the applied project. Student demand permitting, some marketing courses will be offered in Mandarin (Chinese) providing an opportunity for a nexus of networking between Chinese and Canadian firms.

The design of the MBA program focuses on the breadth of a general management core curriculum and the depth of specialization and general elective courses with emphasis on particular business career specializations.

The contents of the courses will emphasize not only on the theoretical approach but also with

real-world case studies and examples. Students will learn how to apply the textbook theories in real-life examples. To facilitate this the program also draws expertise from firms and government agencies in the region to bring to the classroom with real-world experiences and effective career networking. Such firms also provide the basis for the culminating applied project (general MBA) or research project (MBA with Concentration).

Thus an important part of the MBA is the link with business in the region and elsewhere. FBIT already has already developed strong connections with business through its undergraduate programs. Examples of student internships include:

- Bank of Nova Scotia
- Cisco (one FBIT student received a Cisco Canada Internship award)
- General Motors
- Hydro Ottawa
- KPMG
- Ontario Ministry of Finance
- Price Waterhouse Coopers
- Sunlife
- Telus

Student Projects have been completed for a number of local, national and international organizations including:

- AllSportsMarket.com (an on-line start-up company)
- Apex Glass (Ajax, ON)
- Blades Custom Skate Care (a sports equipment retailer in Whitby, ON)
- Coca Cola
- Compass Group Canada
- Get Rite (an apparel retailer in the Durham Region)
- Hewlett-Packard
- Oshawa Centre
- Oshawa Chamber of Commerce
- Schell Building Centre (Stouffville, ON)
- Source for Sports
- TD Canada Trust
- Vonage Canada,

In addition to the above, various other companies have provided guest speakers for classes, including:

- AC Nielsen Canada
- Advantage Group
- Boire Filler Group
- Oshawa Centre Marketing department

The MBA Program is supported by FBIT's Marketing Research Lab and by its Virtual Trading Lab in Finance.

## 2 THE FACULTY

### 2.1 List of Faculty Members by Field

Table 2.1 lists the faculty members involved in the graduate program by category and identifies their rank, gender and fields. All listed faculty members are full-time faculty at UOIT.

Graduate faculty appointments, categories of graduate teaching and supervision privileges are described in Section 2 of the General Policies and Procedures for Graduate Studies at the UOIT (see Appendix B). Curricula vitae for all faculty members listed in Table 2.1 are provided in Volume II of this submission.

The Home Unit for all faculty members listed in Table 2.1 is the Faculty of Business and Information Technology (FBIT). All have supervisory privileges. No faculty member listed in Table 2.1 is expected to retire within the next five years.

**Table 2.1: Faculty Members by Field**

Faculty Name & Rank	M/F	Home Faculty	MBA Concentration <sup>5</sup>			
			F	I	L	M
<b>Category 1</b>						
Bin Chang - Assistant	F	FBIT	x	x		
Cuiping Chen - Assistant	F	FBIT		x		x
Raymond Cox - Professor	M	FBIT	x	x		
Shantanu Dutta - Assistant	M	FBIT	x	x		
Tripat Gill -, Assistant	M	FBIT		x		x
Ying Jiang - Assistant	F	FBIT		x		x
Salma Karray - Assistant	F	FBIT		x		x
Joseph Krasman - Assistant	M	FBIT		x		
Jill Lei - Assistant	F	FBIT		x		x
Zhengfeng Ma -, Assistant	M	FBIT		x		x
Suhaib Riaz - Assistant	M	FBIT		x		
Pamela Ritchie - Professor and Dean	F	FBIT	x	x	x	
Kamal Smimou - Assistant	M	FBIT	x	x		
<b>Category 3</b>						
John Friedlan - Associate	M	FBIT		x		
William Goodman - Associate	M	FBIT			x	

<sup>5</sup> F – Finance, I – International Business, L – Logistics and Supply Chain Management, M – Marketing.

Faculty Name & Rank	M/F	Home Faculty	MBA Concentration <sup>5</sup>			
			F	I	L	M
Clemens Martin - Assistant	M	FBIT/FEAS <sup>6</sup>			x	
Jennifer Percival - Assistant	F	FBIT		x	x	
Terry Wu - Professor	M	FBIT		x		x

Category 1: tenured or tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review. For this purpose the master's and doctoral streams of a program are considered as a single program. Membership in the graduate program, not the home unit, is the defining issue.

Category 3: tenured or tenure-track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

FBIT currently has sufficient faculty to run the MBA and MBA with Concentration. However a number of hires are proposed which would add further strength to the program. Table 2.1a shows the plan for new faculty hires. The faculty hired will be at all levels to ensure a healthy balance between full professors, associate professors, and assistant professors across all areas of interests.

**Table 2.1a: Faculty Hiring Plan**

Year	Total Number	Fields
2008-09	2	Logistics, Strategic Management.
2009-10	4	Accounting (2), Game Development, Entrepreneurship
2010-11	4	Logistics, Human Resources, Management, Open
2011-12	3	Depending on successful hires in preceding years

## 2.2 External Operating Research Funding

Table 2.2 presents the external research funding that the faculty members who will be teaching in the MBA have received to date since 2002. It does not include funding already committed beyond the current academic year. These amounts are expected to increase as faculty, particularly the more junior faculty members, successfully secure additional funding.

**Table 2.2: Operating Research Funding by Source and Year**

Year	Granting Councils	Other Peer Adjudicated	Contracts	Others
2002-03	2000	0	0	6319
2003-04	34264	0	1700	32500
2004-05	14264	0	24500	85000

<sup>6</sup> Clemens Martin is jointly appointed to FBIT and the Faculty of Engineering and Applied Science (FEAS). His home reporting faculty is FBIT.

Year	Granting Councils	Other Peer Adjudicated	Contracts	Others
2005-06	55460	0	9000	45133
2006-07	41196	50000	0	47500
2007-08	58196	27083	59430	136500
2008-09	113556	0	0	189833

**Granting Councils:** CIHR, NSERC, SSHRC

**Other Peer Adjudicated:** Bell University Laboratories, Canadian Council on Learning, Health Canada, St. Francis Xavier University

**Contracts:** Ontario Health, Ontario Power Commission, Public Health Agency of Canada, Industry Canada, W & W Radiological and Environmental Consulting

**Other:** UOIT Research Grant, UOIT Innovation Fund, University of Lethbridge Research Grant, University of Maastricht Research Grant

Table 2.2a presents the total of external research funding for the period 2002-2009 for faculty members in the fields of Finance, International Business, Logistics and Supply Chain Management and Marketing. In Table 2.1, most faculty members are shown with more than one field. To avoid double counting, funding is allocated to only one field for each faculty member. As noted above, the International Business field is addressed primarily through the international aspects of other fields. This line includes only funding secured by MBA faculty members with international competence but not listed under the other three fields.

As with Table 2.2, the amounts in Table 2.2a do not include confirmed funding beyond the current academic year. Funding to existing faculty is expected to increase as the faculty members successfully secure funding from the various sources listed above and from industry. As the number of faculty members increases over the next few years, it is fully expected that the funding presented in Tables 2.2 and 2.2a will increase substantially.

**Table 2.2a: External Research Funding (7 Years) by Field**

Field	Granting Councils	Other Peer Adjudicated	Contracts	Others
Finance	0	0	0	142633
International Business	0	0	0	59833
Logistics & Supply Chain Mgt	126296	77083	109930	97500
Marketing	210641	0	0	242819
<b>Total</b>	<b>336937</b>	<b>77083</b>	<b>109930</b>	<b>542785</b>

### 2.3 Graduate Supervision

Table 2.3 lists the completed and current numbers of thesis supervisions by faculty member. A number of the faculty members involved in the proposed program currently hold adjunct appointments at other universities as shown below in Table 2.6.

**Table 2.3: Completed and Current Numbers of Thesis Supervisions by Faculty Member**

Professor's Name	Completed				Current			
	Master's Thesis	Master's Major Research Paper or Project	PhD	PDF	Master's Thesis	Major Research Paper or Project	PhD	PDF
<b>Category 1</b>								
Bin Chang, Assistant Professor	0	0	0	0	0	0	0	0
Cuiping Chen, Assistant Professor	0	0	0	0	0	0	0	0
Raymond Cox, Professor	0	6	0	0	0	0	0	0
Shantanu Dutta, Assistant Professor	0	0	0	0	0	0	0	0
Tripat Gill, Assistant Professor	0	0	1	0	0	0	0	0
Ying (Annie) Jiang, Assistant Professor	0	0	0	0	0	0	0	0
Salma Karray, Assistant Professor	0	0	0	0	0	0	0	0
Joseph Krasman, Assistant Professor	0	0	0	0	0	0	0	0
Jill Lei, Assistant Professor	0	0	0	0	0	0	0	0
Zhengfeng Ma, Assistant Professor	0	0	0	0	0	0	0	0
Suhaib Riaz, Assistant Professor	0	0	0	0	0	0	0	0
Pamela Ritchie, Dean and Professor	4	4	0	0	0	0	0	0
Kamal Smimou, Assistant Professor	1	0	0	0	0	0	0	0
<b>Category 3</b>								
John Friedlan, Associate Professor	0	0	0	0	0	0	0	0
William Goodman, Associate Professor	0	1	0	0	0	0	0	0
Clemens Martin, Assistant Professor	11	1	0	0	3	0	0	0
Jennifer Percival, Assistant Professor	0	0	0	0	0	0	0	0
Terry Wu, Professor	1	1	1	0	0	0	0	0

### 2.3.1 Adjunct Appointments of MBA Faculty

Table 2.3a below identifies the adjunct appointments held by core faculty of the MBA Program at UOIT.

**Table 2.3a: Adjunct Appointments**

<b>Faculty Member</b>	<b>University</b>
Clemens Martin	Ruhr University, Bochum, Germany
Jennifer Percival	Department of Management Sciences, Faculty of Engineering, University of Waterloo

### 2.4 Current Teaching Assignments

UOIT took in its first undergraduate students in the 2003-2004 academic year. Table 2.4a shows the anticipated teaching loads for the 2008-2009, academic year. Table 2.4b and Table 2.4c show the teaching assignments for the 2007-2008 and 2006-2007 academic years respectively. In all three tables, the numbers in brackets following the course code correspond to credits and weekly lecture hours. Thus "(6)" indicates two 3 credit, 3 hour sections of the same course. The normal teaching load for core faculty in FBIT is 12 credits, 12 hours per year. Graduate courses shown are in the Master of Information Technology Security (MITS) program.

### 2.5 Commitment of Faculty Members from Other Graduate Programs and/or from Other Institutions

At this time, the development and implementation of the program is limited to the faculty members in the Faculty of Business and Information Technology.

Table 2.4a: Teaching Assignments for 2008-2009			
Category	Rank	Undergraduate	Graduate
Chang, Bin	Assistant Professor	BUSI 2401 (6) Finance I BUSI 3410 (3) Financial Institutions BUSI 3430 (3) Personal Finance	
Chen, Cuiping	Assistant Professor	BUSI 3240 (3) Merchandising Planning & Control BUSI 3503 (6) E-Marketing	
Cox, Raymond	Professor	BUSI 2402 (6) Finance II BUSI 3405 (3) Equity Asset Analysis BUSI 4410 (3) Adv. Corporate Finance Applications	
Dutta, Shantanu	Assistant Professor	BUSI 2700 (3) Entrepreneurial Finance BUSI 3440 (3) Financial Application Tools BUSI 4420 (3) Working Capital Management BUSI 4430 (3) Mergers and Acquisitions	
Friedlan, John (on sabbatical)	Associate Professor	BUSI 4190 (1.5) Special Topics in Accounting -shared J. Bowen	
Gill, Tripat	Assistant Professor	BUSI 4220 (6) Marketing Strategy BUSI 4290 (3) High Tech Marketing	
Goodman, Bill	Associate Professor	BUSI 1450 (6) Statistics BUSI 2603 (6) Intro. to Operations Management BUSI 3450 (3) Business Forecasting Techniques	
Jiang, Ying	Assistant Professor	BUSI 3250 (6) Service Marketing BUSI 4250 (6) International Marketing	
Kapralos, Bill	Assistant Professor	INFR 1350 (3) Photo & Image Processing Techniques INFR 2350 (3) Introduction to Computer Graphics INFR 2370 (3) Sound and Audio INFR 4350 (3) Virtual Reality and User Interaction	
Karray, Salma	Assistant Professor	BUSI 3230 (3) Marketing Channels BUSI 3260 (6) Marketing Research BUSI 4240 (3) Retail Management	
Krasman, Joseph	Assistant Professor	BUSI 2311 (6) Organizational Behaviour BUSI 2312 (6) Intro to Human Resources Mgt	
Lei, Jill	Assistant Professor	BUSI 3210 (6) Consumer Behaviour BUSI 3280 (6) Brand Management	



<b>Table 2.4a: Teaching Assignments for 2008-2009</b>			
<b>Category</b>	<b>Rank</b>	<b>Undergraduate</b>	<b>Graduate</b>
Ma, Zhenfeng	Assistant Professor	BUSI 2201 (6) Marketing 1 BUSI 2202 (6) Marketing II	
Martin, Clemens	Assistant Professor	INFR 1500 (3) Information Technology INFR 2620 (3) OS Security II : Unix	MITS 5300 (3) Operating System Security
Percival, Jennifer	Assistant Professor	BUSI 1650 (6) External Environment of Management BUSI 3040(6) Information Systems	
Riaz, Suhaib	Assistant Professor	BUSI 4701 (6) Strategic Management I BUSI 4702 (6) Strategic Management II	
Smimou, Kamal	Assistant Professor	BUSI 3420 (3) Derivative Securities BUSI 3430 (3) Personal Finance BUSI 3480 (3) International Finance BUSI 4405 (3) Portfolio & Investment Strategies	
Wu, Terry	Professor	BUSI 3800 (6) International Business	

<b>Table 2.4b: Teaching Assignments for 2007- 2008</b>			
<b>Category</b>	<b>Rank</b>	<b>Undergraduate</b>	<b>Graduate</b>
Chen, Cuiping	Assistant Professor	BUSI 3503 (6) E-Marketing	
Cox, Raymond	Professor	BUSI 2401 (3) Finance I BUSI 2402 (6) Finance II BUSI 3405 (3) Investments BUSI 4410 (3) Advanced Corporate Finance Appl.	
Friedlan, John	Associate Professor	BUSI 2120 (3) Accounting for IT BUSI 2160 (6) Financial Accounting II BUSI 3101 (6) Intermediate Financial Accounting I BUSI 4190 (1.5) Special Topics in Accounting - shared J. Bowen	
Gill, Tripat	Assistant Professor	BUSI 3200 (6) Marketing Communications BUSI 4220 (6) Marketing Strategy	

<b>Table 2.4b: Teaching Assignments for 2007- 2008</b>			
<b>Category</b>	<b>Rank</b>	<b>Undergraduate</b>	<b>Graduate</b>
Goodman, Bill	Assistant Professor	BUSI 1450 (3) Statistics BUSI 3450 (6) Business Forecasting Techniques	
Jiang, Ying		BUSI 3250 (6) Service Marketing BUSI 4250 (6) International Marketing	
Karray, Salma	Assistant Professor	BUSI 3260 (6) Marketing Research	
Lei, Jill	Assistant Professor	BUSI 3210 (6) Consumer Behaviour BUSI 3280 (6) Brand Management	
Ma, Zhenfeng	Assistant Professor	BUSI 2201 (6) Marketing 1 BUSI 4203 (6) Advertising Management	
Martin, Clemens	Assistant Professor	BUSI 2604 (3) Intro to Project & Supply Chain Mgmt. INFR 2620 (3) OS Security II : Unix INFR 1500 (3) Information Technology	
Percival, Jennifer	Assistant Professor	BUSI 3040 (6) Information Systems BUSI 3040 (3) Information Systems - Web	
Smimou, Kamal	Assistant Professor	BUSI 2401 (3) Finance 1 BUSI 3420 (3) Derivative Securities BUSI 3480 (3) International Finance BUSI 4405 (3) Portfolio & Investment Strategies	
Wu, Terry	Associate Professor	BUSI 3800 (6) International Business	

<b>Table 2.4c: Teaching Assignments for 2006-2007</b>			
<b>Category</b>	<b>Rank</b>	<b>Undergraduate</b>	<b>Graduate</b>
Cox, Raymond	Professor	BUSI 2401 (6) Finance I BUSI 2402 (6) Finance II BUSI 3480 (3) International Finance BUSI 4991 (3) UOIT Edge I – Capstone Study Proj. I BUSI 4992 (3) UOIT Edge II – Capstone Study Proj. II	

<b>Table 2.4c: Teaching Assignments for 2006-2007</b>			
<b>Category</b>	<b>Rank</b>	<b>Undergraduate</b>	<b>Graduate</b>
Friedlan, John	Associate Professor	BUSI 2160 (6) Financial Accounting II BUSI 3101 (6) Intermediate Financial Accounting BUSI 4190 (1) Special Topics in Accounting - shared J. Bowen & A. Kellett	
Gill, Tripat	Assistant Professor	BIT 2002 (3) Marketing in the IT Sector BUSI 4208 (3): Marketing Management	
Goodman, Bill	Associate Professor	BUSI 1450 (12) Statistics BUSI 2603 (6) Intro. to Operations Management BUSI 3450 (6) Business Forecasting Techniques	
Jiang, Ying	Assistant Professor	BUSI 4250 (6) International Marketing	
Lei, Jill	Assistant Professor	BUSI 3210 (6) Consumer Behaviour BUSI 3280 (6) Brand Management	
Ma, Zhenfeng	Sessional	BUSI 3260 (6) Marketing Research	
Martin, Clemens	Assistant Professor	BUSI 2604 (6) Intro to Project & Supply Chain Mgmt	MITS 5200 (1.5) Advanced Communications Networks – shared with Ali Grami MITS 5300 (3) Operating Systems Security
Percival, Jennifer	Assistant Professor	BUSI 1650 (6) External Environment of Management	
Wu, Terry	Professor	BUSI 1600 (6) Management of the Enterprise	

### **3 PHYSICAL AND FINANCIAL RESOURCES**

#### **3.1 Library Resources**

The University of Ontario Institute of Technology Library enriches the research, learning and teaching carried out by the university through exceptional information services and facilities to support all academic programs.

The construction of a new, state-of-the-art library for the University of Ontario Institute of Technology was completed in the fall of 2004. Designed by internationally renowned Diamond and Schmitt Architects Incorporated, the 75,000-square-foot library serves students, faculty, and staff. The four-storey, \$20.7-million library houses individual and collaborative learning spaces including both group study rooms and a quiet graduate study zone, research workstations, electronic classrooms, a reading room and periodicals collection.

Library collections and accessibility are discussed in detail in Appendix A. Paper copy and electronic resources supporting the MBA are highlighted. Key journal databases include ABI/Inform, Business Source Complete, CBCA Business, Factiva and Lexis Nexis. While most databases offer indexing and/or full text for periodicals (magazines, journals, newspapers), many also offer full text for transactions, conference proceedings, and various other research reports. In fact, knowledge of historical financials and economic indicators are essential to MBA professors and students. Examples of UOIT electronic resources offering country, industry and company data include FP Infomart Advisor, Global Market Information Database, Mergent Online and World Development Indicators.

Students, staff and faculty have access to library resources using their wireless laptops, anytime from anywhere. Both digital resources and complementary print collections are available and librarians provide students with the skills needed to navigate effectively through the information environment. Tools such as JCR (Journal Citation Reports), an electronic resource that ranks journals by impact factor and indicates which journals are most frequently cited in each field, and thesis databases such as PQDT (Proquest Dissertations and Theses) and Theses Canada Portal also assist researchers in making appropriate resource selections.

A more detailed presentation is provided in Appendix A: Library Submission.

#### **3.2 Laboratory Facilities**

##### **Marketing Research Lab**

Marketing courses in the MBA will be supported by the Marketing Research Lab. This lab includes:

- an observation room for focus group studies
- biometric equipment to measure autonomic responses and track head and eye movements

- television viewing and recording facilities
- telephones and headsets for small scale marketing/consumer research projects
- extensive computing facilities with appropriate software

### **Virtual Trading Lab**

Finance courses in the MBA will be supported by the Rotman Interactive Trader (RIT) simulator to carry out virtual trading activities of financial assets. RIT simulates a stock exchange and allows users to transact financial securities with each other on a real-time basis. The RIT Client application also conforms to the order management systems that are used by traders at major financial institutions. Currently, RIT supports all major forms of financial securities, namely, equities, fixed income securities, options and futures.

Through the trading activities, students will understand the operation of financial markets, generation of price and volume information, concept of information efficiency and portfolio management, and so on. Virtual trading activities will form an integral part of MBA finance courses.

### **3.3 Computer Facilities**

Students in the MBA programs will have access to computing resources and common facilities which have been or will be financially supported by the UOIT and through a wide range of grants and significant donations from the business industry, including financial institutions, and various government funding agencies, such as SSHRC, and NSERC.

In the MBA courses students will be expected to use laptop computers for classes and assignments. Hence, it is important for students to be familiarized with the use of business computer packages. Graduate students will also have the option to subscribe to UOIT's laptop program. UOIT's laptop program provides students with a current model *Lanova* laptop that is equipped with a suite of program specific software. Students may also use laptops of their own in the classrooms. Additional shared computer facilities (several hundred PCs) are available in the Learning Commons and the Library.

### **3.4 Space**

FBIT is located in a 50,000-square-foot Business and Information Technology Building which was completed in September 2004. This building consists of four floors which house faculty and teaching assistant offices plus three state-of-the-art classrooms that hold 36, 50, 250 students respectively. A plan is currently under consideration to make 4 rooms available for graduate student assistants. Each room will accommodate 2-4 graduate assistants. In addition, there are four discussion rooms which accommodate 8-10 students available for student use in the Library.

The FBIT Marketing Lab is described in Section 3.2 above.

All offices and research spaces are wired for access to UOIT's network. In addition, wireless and wired access are available throughout the campus, including the Business and IT Building, and the Library. Faculty members have private offices with telephone

lines. Faculty office space averages 13 m<sup>2</sup>. Graduate students will have access to shared office facilities and/or research labs.

### **3.5 Financial Support of Graduate Students**

The University fully intends to support the new program. As a professional program there is no guarantee of funding support for graduate students. However, UOIT may provide scholarship funding to a limited number of qualified students. In addition, several major banks in Canada have committed funding to support students enrolled in FBIT programs.

FBIT has planned to offer teaching assistantships to qualifying MBA students. The teaching assistants will provide faculty with technical and instructional support in undergraduate courses, particularly in the Bachelor of Commerce degree program. Teaching Assistants will be eligible to earn up to approximately \$10,000 per year.

Work-study and other forms of employment-based learning as well as Provincial Loan programs are also available.

In addition, current faculty continue to actively seek research grants from agencies such as SSHRC, NSERC, which will generate additional financial support and opportunities for graduate students in research activities.

#### **Financial Counseling**

UOIT's Financial Aid and Awards Office offer a range of financial services, including financial counseling, to students.

## **4 PROGRAM REGULATIONS AND COURSES**

### **4.1 Intellectual Development and Educational Experience of the Student**

There are five broad objectives of the MBA programs:

**Depth:** To provide all students with the opportunity to develop an understanding of managerial problems and the tools used to address them. By opting for the MBA with Concentration students can gain a deeper knowledge of a specific field.

**Breadth:** To provide all students with a broad understanding of current managerial practice and developments in the relevant disciplines.

**Professionalism:** To develop skills necessary for clear communication and responsible teamwork and to strengthen and inspire professional attitudes and ethics so that students are prepared to play a leadership role in their chosen profession.

**Learning Environment:** To provide and foster an environment that will enable students to pursue their professional goals within intellectually stimulating and personally respectful surroundings. This will include innovative graduate programs that are rigorous, challenging, and supportive. Many MBA courses involve group work as well as individual study. This encourages the development of effective team skills including leadership and responsibility.

**Integrating Theory and Practice:** To provide students with an understanding of how their MBA experience relates to Business practice locally and globally. To this end all MBA courses incorporate extensive examples from current practice. The final project or research project requires the student to bring this experience to bear on an existing business problem while under the supervision of a faculty member.

### **4.2 Program Regulations**

#### **4.2.1 Admission Requirements**

##### General Requirements for Admission to a Graduate Degree Program at UOIT as Applicable to the MBA:

For admission to any graduate degree program at UOIT, applicants must normally meet the following requirements:

- a) Hold a four-year honours degree or equivalent from a recognized institution.
- b) Have an overall academic standing of at least a B (GPA  $\geq$  3.0 on a 4.0/4.3 scale) with a minimum B+ in the last two full-time years (four semesters) of undergraduate work or equivalent.
- c) Provide a minimum of two letters of reference from persons having direct knowledge of the applicant's academic competence. Academic references are preferred; however, professional references will be accepted. Letters of reference should come from individuals under whom the applicant has worked closely or studied.
- d) Provide proof of English proficiency if the first language is not English (see Language Requirements below).

- e) Submit one official copy of each previous undergraduate and graduate transcript directly from the granting institution. It is the student's responsibility to provide a certified English translation of the transcript if the original is in another language.

Additional Requirements for Admission to the Master of Business Administration Program:

- f) A third letter of reference from a person having direct knowledge of the applicant's professional and/or academic competence to succeed in the MBA program. A former or present supervisor from employment may be considered.
- g) GMAT requirements: A minimum score of 550.
- h) Applicants with a recent undergraduate degree in business (normally within four years of admission) who meet requirements a) through f) may not be required to write the GMAT. However, they will normally be expected to have at least two years of relevant work experience. If admitted such students will normally take the MBA with Concentration.

### Language Requirements

All applicants are required to give evidence of their oral and written proficiency in English. This requirement may be satisfied in one of the following ways:

- i) The student's mother tongue or first language is English.
- ii) The student has studied full-time for at least three years (or equivalent in part-time studies) or at least six semesters (studying no less than three courses per semester) in a university where the language of instruction and examination was English. The minimum three-year requirement does not include time enrolled in ESL courses.
- iii) The student has achieved the required proficiency on one of the tests in English language acceptable to UOIT. These requirements are summarized in Table 4.1 below.

**Table 4.1: English Language Proficiency Tests – Minimum Required Scores**

Test	Required Minimum Score
TOEFL (iBT)	92 (Listening 20, Reading 20, Speaking 19, Writing 20)
TOEFL (computer based)	237
TOEFL (paper based)	580
IELTS	7
MELAB	85
CAEL	70 (with no sub score below 60)

### Advanced Standing

On application to the Faculty, students who have recently received an undergraduate degree in business may be granted advanced standing of up to 21 credits in the MBA with Concentration. Other students who have successfully completed relevant university courses may also be considered for advanced standing. No student may receive more than 50% of the degree credits through advanced standing.



### **Courses outside the Faculty of Business and Information Technology**

In exceptional circumstances, with the explicit permission of the Faculty of Business and Information Technology, MBA students may substitute up to 6 credits of graduate courses taken in another Faculty.

### **Progress Reports**

.Students must maintain a B- (2.7 based on a 4.3 scale) overall average on all courses taken in order to continue in the program. This average is computed at the end of each semester. Students who have failed one course required for their program of study may be permitted to continue their program with permission of their program director. Students who do not successfully complete the second attempt at the course, or who fail more than one course will be required to withdraw from their program of study immediately.

### **Thesis Evaluation Procedures**

Since the program is based on courses and a project, this section is not applicable. It is possible that a thesis option may be added in the future; at that time, the Faculty will be guided by UOIT's Graduate Policies and Procedures in this area (see Appendix B).

### **Distance Delivery**

A WebCT course website will play a role in the delivery of resources for all courses: syllabus, schedule, assignments, solutions to homework assignments and tests, and past exams, handouts, and supplementary notes. Also, all UOIT and labs are equipped with VCR, DVD, data projectors, and wired and wireless Internet access.

However the programs will not be delivered in a distance delivery manner in the first instance. In the future, it is expected that distance/hybrid delivery of parts of the programs may be used where the subject matter permits. Distance delivery of courses will be designed to comply fully with Section 31 of the OCGS By-Laws governing distance delivery.

### **Movement between the two forms of MBA**

Since the general MBA and the MBA with Concentration have the same core courses for the first two semesters it is possible for a student in the general program to move into the MBA with Concentration by the appropriate choice of elective in semester 2. Similarly a student in the MBA with Concentration may choose to move into the general stream as late as the end of the second semester.

### **Part-time Studies**

It is planned to offer the general MBA and the MBA with Concentration on a part-time basis as well as full-time from the outset. The structure of the programs is such that part-time students may flow through them while fulfilling all prerequisite requirements. Scheduling of courses will be designed to facilitate this. Part-time students have up to six

years to complete the program. Further details are provided in Section 4.3 below.

#### 4.2.2 Degree Requirements

##### MBA

Admission to the general MBA does not require an undergraduate background in business courses. The full-time MBA is designed to be completed in three semesters (twelve months) including an applied project. In total the general MBA requires 40 credits.

##### MBA with Concentration

Admission to the MBA with Concentration does not require an undergraduate background in business courses but is directed towards students looking for deeper knowledge and experience in one of the program's fields of concentration. This form of the degree also provides students with the opportunity to explore management problems at a more theoretical level and hence to prepare themselves for further graduate study if they wish. The full-time MBA with Concentration is designed to be completed in four semesters (sixteen months). In total the MA with Concentration requires 52 credits. Students with a recent undergraduate degree in business may be granted advanced standing in some courses and be able to complete the MBA with Concentration within 12 months.

#### 4.2.3 Course Offerings and Program Maps

##### MBA

The course requirements for the general MBA are shown in Figure 4.1. Students take a one-week intensive course in business communications at the beginning of Semester 1. Semesters 1 and 2 consist of 10 required courses spanning key management areas. In semester 2 students also choose one elective course. BUS 6700G Strategic Management (3 credits) is an intensive two week course at the beginning of Semester 3 after which students work on a supervised applied management project which is scheduled to be completed by the end of the third semester. Ideally a student will have identified a project supervisor before the beginning of Semester 2. However, appropriate projects may not be identified until later in the second semester. The program structure is represented schematically in Figure 4.2.

**Figure 4.1: Full-time MBA – three semesters**

Semester 1	credits
BUSI 5005G Business Communication	1
BUSI 5010G Foundations of Business	3
BUSI 5020G Ethics and Leadership	3
BUSI 5100G Accounting Systems	3
BUSI 5200G Marketing Management	3
BUSI 5400G Quantitative Analysis in Business	3

<b>Semester 2</b>	
BUSI 5410G Financial Management	3
BUSI 5500G Management Information Systems	3
BUSI 5600G Operations & Project Management	3
BUSI 5800G International Business	3
Elective	3
<b>Semester 3</b>	
BUSI 6700G Strategic Management	3
BUSI 6900G Project	6
<b>Total credits</b>	<b>40</b>

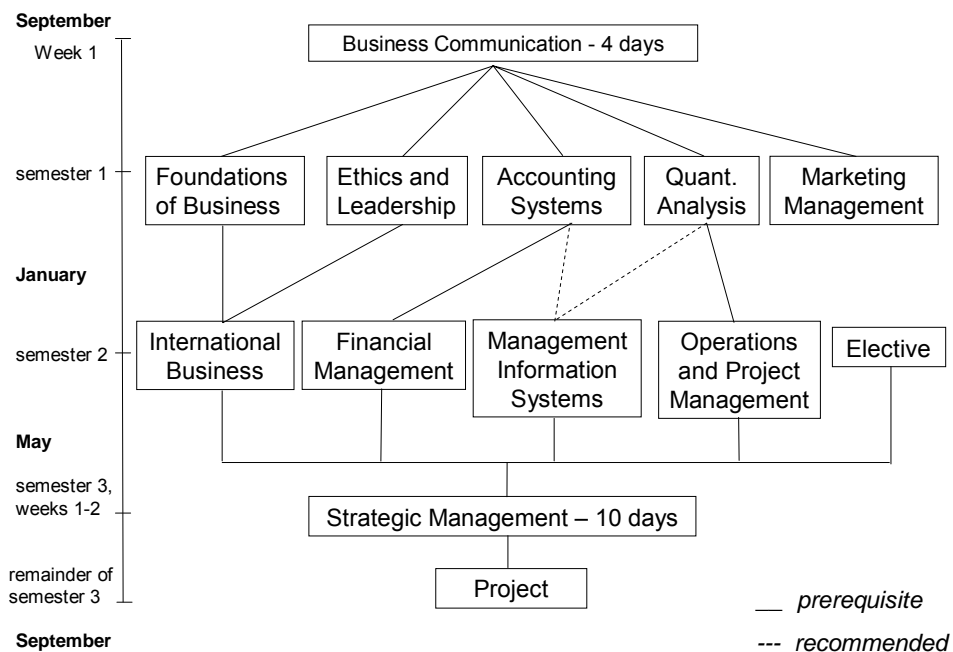
### MBA Project

This course provides graduating students with the opportunity to apply the knowledge and skills they have acquired in the MBA program to an applied management business problem usually in conjunction with a business in the community. Normally each student completes a separate project although, in appropriate circumstances, teams of students may be assigned to a larger project in which each student focuses on a different aspect of the overall business problem. Each student prepares a written report of the project including a detailed description of the problem examined, alternative solutions and the recommended resolution.

6cr.

Prerequisite: Completion of all other program requirements of the general MBA.

**Figure 4.2: Flow Chart for Full-time MBA**



As noted above, the general MBA requires 40 credits in total.

### MBA with Concentration

The course requirements for the MBA with Concentration are shown in Figure 4.3. The program follows the same path as the general MBA in Semesters 1 and 2 with the exception that the elective course in Semester 2 will normally be one of the field courses within the chosen concentration. After BUS 6700 Strategic Management at the beginning of Semester 3, students take a further three field courses chosen in consultation with a faculty supervisor. During the third semester they also start work on a supervised research project which is scheduled to be completed by the end of the fourth semester. Initially concentrations will be available in international business, finance, logistics and supply chain management, and marketing. Ideally a student will have identified a research supervisor before the beginning of Semester 2, or at the latest by the middle of the second semester. The program is shown schematically in Figure 4.4.

**Figure 4.3: MBA with Concentration – four semesters**

<b>Semester 1</b>	<b>credits</b>
BUSI 5005G Business Communication	1
BUSI 5010G Foundations of Business	3
BUSI 5020G Ethics and Leadership	3
BUSI 5100G Accounting Systems	3
BUSI 5200G Marketing Management	3
BUSI 5400G Quantitative Analysis in Business	3
<b>Semester 2</b>	
BUSI 5410G Financial Management	3
BUSI 5500G Management Information Systems	3
BUSI 5600G Operations & Project Management	3
BUSI 5800G International Business	3
Field course	3
<b>Semester 3</b>	
BUSI 6700G Strategic Management	3
Field Course	3
Field Course	3
Field Course	3
BUSI 6910G Research Project	9
<b>Semester 4</b>	
BUSI 6910G Research Project continued	
<b>Total Credits</b>	<b>52</b>

### MBA Research Project

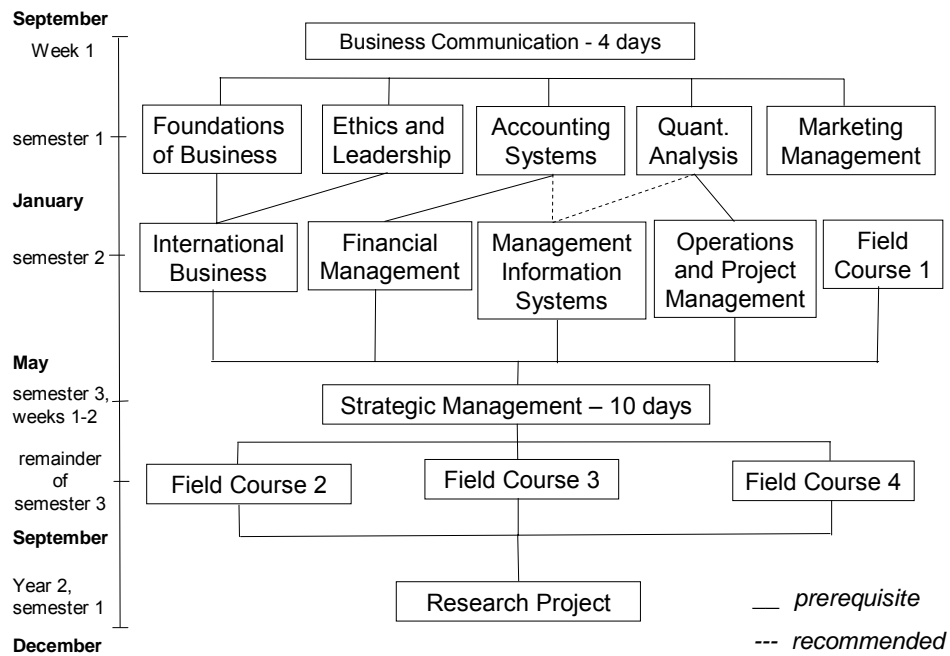
This course provides graduating students with the opportunity to apply the knowledge and skills they have acquired in the MBA program to a research problem in their area of concentration. Projects may be related to problems in local businesses, but in contrast to the project in the general MBA, the research project places a heavier emphasis on the theoretical basis of a problem and its resolution at the theoretical level. In conjunction with a faculty supervisor students are expected to produce a written report describing the

problem, summarizing relevant literature and presenting and defending a solution. Normally each student completes a separate research project although in appropriate circumstances two or more students may be assigned to a larger project in which each student focuses on a different aspect of the overall business problem and produces a separate report.

9cr.

Prerequisite: Completion of all other program requirements of the MBA with Concentration.

**Figure 4.4 Flow Chart for Full-time MBA with Concentration**



**Courses for Each Concentration**

Students in the MBA complete the same eleven core courses. The options for a concentration in Finance, International Business, Logistics and Supply Chain Management and in Marketing are shown in Table 4.2

As noted above, the MBA with Concentration requires 52 credits in total.

**Table 4.2: Field Courses for the MBA with Concentration**

**Concentration in Finance**

Semester 2	BUSI 5410G Financial Management (core)	BUSI 6410G Global Finance	
Semester 3	Finance 1	Finance 2	Finance 3
Semesters 3 & 4	BUSI 6910G Research Project in Finance		

Finance 1 – 3 are three courses chosen from:

- BUSI 6420G Equity Securities
- BUSI 6430G Fixed Income Securities
- BUSI 6440G Derivative Strategies
- BUSI 6450G Portfolio Management

**Concentration in International Business**

Semester 2	BUSI 6800G International Business (core)	<i>Elective</i>	
Semester 3	BUSI 6250G International Marketing	BUSI 6410G Global Finance	BUSI 6810G International Management
Semesters 3 & 4	BUSI 6910G Research Project in International Business		

**Concentration in Logistics and Supply Chain Management**

Semester 2	BUSI 5650G Supply Chain & Vendor Management (replaces elective)		
Semester 3	BUSI 5650G Optimization	Logistics & Supply Chain 1	Logistics & Supply Chain 2
Semesters 3 & 4	BUSI 6910G Research Project in Logistics & Supply Chain Management		

Logistics & Supply Chain 1 and 2 are two courses chosen from:

- BUSI 6630G Inventory Management and Logistics in the Supply Chain
- BUSI 6650G Advanced Supply Chain Management
- BUSI 6660G Impact of Technology on the Supply Chain

**Concentration in Marketing**

Semester 1	BUSI 5200G Marketing Management (core)		
Semester 2	Marketing 1		
Semester 3	Marketing 2	Marketing 3	Marketing 4
Semesters 3 & 4	BUSI 6910G Research Project in Marketing		

Marketing 1 – 4 are four courses chosen from:

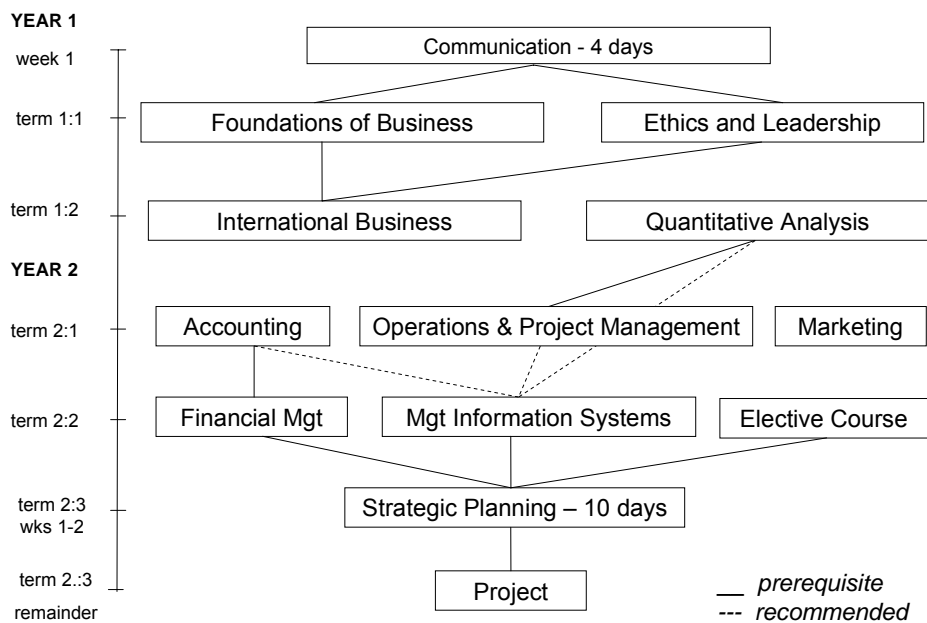
- BUSI 6210G Consumer Behaviour
- BUSI 6220G Marketing Strategy
- BUSI 6230G Internet Marketing
- BUSI 6250G International Marketing
- BUSI 6260G Marketing Research

### 4.3 Part-time Studies

Students can complete the MBA Program on a full- or part-time basis. Courses may be offered in the evening and/or on weekends to accommodate part-time study. Part-time students will take the same courses as full-time students and the mode of delivery will be the same. The general MBA has been designed so that part-time students may complete the program in two to three years while satisfying all pre-requisite requirements. It is important for part-time students to consult with their faculty advisors regarding their study plan.

As an example, Figure 4.5 shows a path through the general MBA completing the degree in about two years. Part-time students will be required to attend the introductory Business Communication course before beginning any other MBA courses. Normally the intensive Strategic Management course may only be taken after completing all core MBA courses and an elective. Depending on time commitment the MBA project may extend beyond the end of year 2.

**Figure 4.5 Flow Chart for Part-time MBA in two years**



### 4.4 Total Graduate Courses Listed and Level

Students in the general MBA must successfully complete 11 required courses and 1 elective as well as a project for a total of 40 credits. All courses are 3-credit unless otherwise specified and these are all at the graduate level. Course titles, descriptions and, where applicable, prerequisites are listed below. Students in the MBA with Concentration are required to successfully complete 11 required courses and 4 courses relevant to their concentration as well as a research project for a total of 52 credits.

#### 4.4.1 Course Descriptions

##### A: Core Courses

###### **BUSI 5005G Business Communication**

Business Communication is a practical skills course in which students practice techniques to achieve effective communication through the different modes, negotiation, building collaborative relationships and fostering understanding in a diverse workplace. These skills form the basis for the communication techniques required and further developed throughout the program.

1 cr, 4 day workshop

###### **BUSI 5010G Foundations of Business**

This course provides managers with an overview of the economic environment within which business must operate. Key concepts and ideas from microeconomics, macroeconomics, and international economics are developed so that managers understand the economic forces that affect the operation of business entities and the impact of change in the economic environment on the strategic direction of the firm. Within this context students are provided with an overview of contemporary trends in management and organizations, including organizational structure, control, motivation, social responsibility, and organizational change.

3 cr, 3 lec.

###### **BUSI 5020G Ethics and Leadership**

Business Ethics examines the legal, moral and ethical aspects of business decisions and practices. Topics studied include corporate responsibility, corporate governance, environmental sustainability and ethics in marketing, accounting, human resources and information communication and technology. Leadership studies how executives motivate others to work towards team objectives. Theories of leadership such as trait, behavioural, participative, situational, contingency, transactional, and transformational are examined as well as practices of outstanding leadership. A personal plan for leadership development is created.

3 cr, 3 lec.

###### **BUSI 5100G Accounting Systems**

This course provides an overview of financial and managerial accounting. The first part of the course develops students' ability to read, understand, and use corporate financial statements. The course focuses on the user of MBA financial accounting data (rather than the preparer). The second part of the course examines the concepts and tools of managerial accounting. The course covers alternative costing methods and illustrates how the resulting cost information can be used for decision-making and examines the role of the internal accounting system in evaluating managerial performance and in coordinating the activities within a firm.

3 cr, 3 lec.

###### **BUSI 5200G Marketing Management**

The Marketing Management course is designed to offer a broad overview of the fundamental areas in the marketing process. The approach is a blend of theory and practical application which permits immediate implementation in the workplace. The topics covered in the course include Marketing planning; segmentation and positioning;



and devising strategies for new products, appropriate pricing, marketing communications and distribution. The format includes world-class marketing lectures, case studies and a competitive computer marketing simulation – resulting in a lively, participatory environment for a maximized learning experience.

3 cr, 3 lec.

### **BUSI 5400G Quantitative Analysis in Business**

This course provides an overview of business statistics. Topics will include: Descriptive statistics, probability, sampling distributions, confidence intervals, inference, regressions and correlation. Computer spreadsheet exercises, cases, and examples from different fields in business (e.g., marketing, finance and supply chain management) will be used to keep the focus on business applications.

3 cr, 3 lec.

### **BUSI 5410G Financial Management**

This course is an overview of corporate finance. Students in this course will develop skills in understanding financial systems and analysing financial decisions within the firm. Topics covered are financial statement analysis and ratios, time valuation of money, capital budgeting, financial markets, valuation of stocks and bonds, financial risk, cost of capital, financial leverage, dividend policy, and options and futures.

3 cr, 3 lec.

Prerequisite: BUSI 5010G Accounting Systems.

### **BUSI 5500G Management Information Systems**

This course provides the knowledge of management frameworks and analytical tools to understand the economic and strategic implications of information systems (IS) for supporting intra- or inter-enterprise business processes. The course also explores emerging IS-driven business applications such as supply chain management (SCM), customer relationship management (CRM), and enterprise resource planning (ERP) to meet organizational objectives and foster competitive advantages from both managerial and technical perspectives.

3 cr, 3 lec.

Prerequisites: BUS 5100G Accounting Systems and BUS 5400G Quantitative Analysis in Business or permission of instructor.

### **BUSI 5600G Operations and Project Management**

Operations and Project Management develops methods to manage resources efficiently within scope, time and cost constraints. For ongoing operations the effective and efficient management of the production and distribution process including delivery of services is studied. Specialized topics include procurement, quality management, logistics, critical path analysis (PERT) and budgeting.

3 cr, 3 lec.

Prerequisite: BUSI 5400G Quantitative Analysis in Business.

### **BUSI 6700G Strategic Management**

This course examines strategy and related concepts. The focus throughout is on strategic management: choosing and defining purposes and objectives, formulating and implementing a viable strategy, and monitoring strategic performance. The thrust of the course is to view the organization in its totality: the external environment in which it

operates its strategy, and its internal administrative activities. Topics include the strategic process, the role of the general manager, the external environment, internal analysis, competitive advantage, strategy and structure, diversification, integrations and alliances, organizational structure, strategy and control, corporate strategy, and practical analytical skills that can be used to improve strategic decision making.

3 cr, 2 week workshop.

Prerequisite: Completion of semesters 1 and 2 of the MBA program

### **BUSI 6900G MBA Project**

This course provides graduating students with the opportunity to apply the knowledge and skills they have acquired in the MBA program to a research problem in their area of concentration. In conjunction with a faculty supervisor students are expected to produce a written report describing the problem, summarizing relevant literature and presenting and defending a solution.

6cr.

Prerequisite: Completion of all other program requirements of the general MBA.

### **BUSI 6910G MBA Research Project**

This course provides graduating students with the opportunity to apply the knowledge and skills they have acquired in the MBA program to a research problem in their area of concentration. In conjunction with a faculty supervisor students are expected to produce a written report describing the problem, summarizing relevant literature and presenting and defending a solution.

9cr.

Prerequisite: Completion of all other program requirements of the MBA with Concentration.

## **B: Elective Courses**

### **BUSI 5300G Organizational Behaviour**

This course provides students with an understanding of the fundamentals of organizational behaviour and its application to human resources management. It focuses on the management aspects of organizational behaviour in order to create an environment that is conducive with maximum productivity. Topics include group dynamics, organization structure, change management, and organizational design.

3 cr, 3 lec

### **BUSI 5510G E-Commerce Strategies**

This course provides the knowledge of electronic commerce (E-Commerce) strategies for supporting any form of economic activities between business partners via an electronic communication networks (e.g., Internet, Intranet, Extranet, etc). The course explores the strategies which encompass organization's internal operations and policies from both managerial and technical perspectives. The course also discusses the emerging applications of business services networks (BSN) and business process management (BPM).

3 cr, 3 lec.

### **BUSI 5640U Optimization**

This introductory course in optimization covers structure and classification of optimization problems, branch-and-bound algorithms, linear optimization models, linear

programming including geometric interpretations, basic solutions, the simplex method, cutting plane algorithms, and network optimization. Students will use various software packages to apply the optimization techniques to inventory and project management problems.

3 cr 3 lec.

Prerequisite: An appropriate background in mathematics and permission of the instructor.

### **BUSI 5650U Supply Chain & Vendor Management.**

This introductory course in Supply Chain Management covers the following topics: supply chain activities and functions, the role of purchasing in the supply chain, the purchasing process, purchasing and information technology, sourcing strategies, electronic marketplaces and e-procurement, negotiating techniques, quality considerations in purchasing, outsourcing and supplier price determination.

3 cr 3 lec

### **BUSI 5700G Entrepreneurship**

Entrepreneurship is studied from the perspective of the established organization and for start-up entities. Issues studied include creating a business plan, sources of capital, types of financing, valuation of the firm, managing change, managing for creativity, organizational renewal, creating and sustaining competitive advantage and how to encourage or obstruct innovation.

3 cr, 3 lec.

### **BUSI 6090G Special Topics in Business**

This course is a special topics course chosen from one of the following areas: marketing, finance, management, international business, and e-commerce.

3 cr, 3 lec.

Prerequisite: BUSI 5000G Foundations of Business

### **BUSI 6210G Consumer Behaviour**

This course applies knowledge from areas such as psychology, sociology, and anthropology to describe and understand How Consumers Select, Purchase, Use, and Dispose products, and Why. Basic concepts and theories in consumer behavior are applied through in-class discussions and real-world marketing situations.

3 cr, 3 lec.

Prerequisite: BUSI 5200G Marketing Management

### **BUSI 6220G Marketing Strategy**

This course focuses on strategic planning and evaluation of marketing decisions in a competitive environment. The purpose of the course is to help students develop analytical abilities by integrating all major areas of marketing. Special emphasis is placed on problem-solving and decision-making in the formulation of marketing strategies.

3 cr, 3 lec

Prerequisite: BUSI 5200G Marketing Management.

### **BUSI 6230G Internet Marketing**

This course is designed as an introduction to the rapidly changing world of Internet marketing. The opportunities, problems, and strategies associated with incorporating the

Internet medium into the marketing function are examined. The topics covered will include the importance of web-site traffic and brand building, online customer support and data collection, online pricing tactics and Internet marketing models. Marketing issues facing Internet start-ups and established online firms would also be discussed.

3 cr, 3 lec.

Prerequisite: BUSI 5200G Marketing Management

### **BUSI 6250G International Marketing**

This advanced course provides further experience in applying marketing concepts, analyses and tools to the distinctive challenges of formulating and implementing international marketing programs. Topics will include an examination of the impact of the international environment on marketing decisions, international pricing and promotion, market entry and penetration strategies, and how to organize international marketing operations for maximum effectiveness.

3 cr, 3 lec. P

Prerequisite: BUSI 5200G Marketing Management

### **BUSI 6260G Marketing Research**

This course familiarizes students to marketing research scope and techniques. Upon completing this course, students are expected to know how to gather and analyze information used to make marketing decisions.

3 cr, 3 lec

Prerequisite: BUSI 5200G Marketing Management

### **BUSI 6410G Global Finance**

This course examines the impact of global finance on the corporation. The management of currency risk with different financial instruments and interfacing with diverse sovereign institutions is studied. Foreign investment and financing is also explored.

3 cr, 3 lec

Pre- or Co-requisite: BUSI 5410G Financial Management.

### **BUSI 6420G Equity Securities**

This course studies equity assets with a variable income stream. Valuation models of fundamental analysis learned include single growth, H-model, and multi-stage growth of dividends, residual income and free cash flows as well as technical analysis. Other factors such as the business cycle, stock market outlook, and industry environment are considered in the analysis process.

3 cr, 3 lec

Prerequisite: BUSI 5410G Financial Management

### **BUSI 6430G Fixed Income Securities**

This course studies fixed income securities from the viewpoint of investors including individuals and institutions. Different sectors of fixed incomes such as corporate, government, mortgage-backs and other asset-backs are examined for valuation and risk exposure.

3 cr, 3 lec

Prerequisite: BUSI 5410G Financial Management.

### **BUSI 6440G Derivative Strategies**

This course is an overview of derivative instruments and strategies. Students in this

course will develop skills in the valuation of derivatives and strategies employing derivatives. Topics covered are futures markets and valuations, options market and valuation, option strategies, swaps, and option sensitivities.

3 cr, 3 lec

Prerequisite: BUSI 5410G Financial Management.

### **BUSI 6450G Portfolio Management**

This course studies how portfolios are managed from the viewpoint of running a hedge fund, mutual fund and other financial institution. Strategies employed to achieve portfolio goals will include investments from equities, fixed income, real estate and commodities.

3 cr, 3 lec

Prerequisite: BUSI 5410G Financial Management

### **BUSI 6630U Inventory Management and Logistics in the Supply Chain**

Logistics is the area of the supply chain that deals directly with customers and customer satisfaction. This course looks at the strategic role of inventory management, key strategic drivers of uncertainty in the supply and demand of products, and the tools and techniques for inventory analysis. The course emphasizes issues which are critical to supply chain performance as perceived by the customer, including finished goods inventory planning, transportation industry cost and performance structure, and other third party logistics services, especially warehousing, information technology, and integrated logistics services. order fulfillment process and the role of internal supply chain functions; measurement issues and practices in the supply chain ; transportation cost drivers and structure of the transportation industry; other cost drivers within the supply chain; and current and best practices in logistics

3 cr 3 lec

Prerequisite: BUSI 5400G Quantitative Analysis in Business and BUSI 5600G Operations and Project Management.

### **BUSI 6650U Advanced Supply Chain Management**

This course covers strategic role of the supply chain, key strategic drivers of supply chain performance, and the tools and techniques for supply chain analysis. The course presents ways that managers can use in practice for the forefront of supply chain management and information technology in the supply chain. It presents the impact of technology on supply chain operations and the development of products and services. The course examines the current practices and future technological directions in supply-chain management and business strategy, and provides innovative new ideas about integrating new technologies into operations, technology-based product and service development, and knowledge management and supply-chain integration issues.

3 cr 3 lec

Prerequisite: BUSI 5650G Supply Chain and Vendor Management.

Corequisite: BUSI 5640G Optimization

### **BUSI 6660G Impact of Technology on the Supply Chain**

This course examines the impact of technology, information systems, and e-commerce on supply chain management. The course will consider the impact of advanced manufacturing and inventory management systems, the impact of the Internet on supply chain co-ordination and procurement, EDI, RFID, inter-organizational systems, ERP integration across the supply chain, data management and security issues for Internet

transactions, and the impact of international legal requirements on supply chain systems integration.

3 cr, 3 lec.

Prerequisites: BUSI 5600G Operations and Project Management and BUSI 5500G Management Information Systems.

### **BUSI 6800G International Business**

This course provides students with an overview of international business environment. Topics include globalization, information technology, international trade, regional economic integration, global competition, foreign direct investment, and global capital markets.

3 cr, 3 lec.

Prerequisite: BUSI 5000G Environment of Business and BUSI 5020 Ethics and Leadership.

### **BUSI 6810G International Management**

This course examines the dimensions of business management in foreign countries. The course provides a framework for analyzing managerial issues and problems faced by management as a result of economic, cultural, political and social differences within the global environment.

3 cr, 3 lec.

Prerequisite: BUSI 6800G International Business

## Course Outlines

### A: Core Courses

#### **BUSI 5005G Business Communication (1 cr, 4 day workshop )**

##### **Course Description:**

Business Communication is a practical skills course in which students practice techniques to achieve effective communication through the different modes, negotiation, building collaborative relationships and fostering understanding in a diverse workplace. These skills form the basis for the communication techniques required and further developed throughout the program.

##### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Demonstrate the use of communication skills and techniques (oral, written, graphic, technological) to gather and convey information
- Make well-organized and effective informational and persuasive presentations
- Provide and receive feedback in a professional, constructive manner

##### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, etc. Case studies and presentations are completed in teams and one team per case will present its analysis and solution to the class (e.g. in PowerPoint) as it would be done in a corporate setting as consultants. Students are also expected to peer evaluate and provide constructive feedback as they would in a management setting.

##### Sample textbook:

Seiler, W. and M. Beall (2001), *Communication: Making Connections*. Boston: Allyn & Bacon.

##### Student Evaluation:

Cases (4):	40%
Presentations (3):	30%
Participation:	10%
Written Assignments:	20%

##### **Bibliography:**

List of bibliography will be prepared by the instructor to stay current with the research trends. However, while the Library currently subscribes to many management journals and additional periodical subscriptions are not necessary.

##### **Course Designer/Developer:**

Dr Jennifer Percival

##### **Faculty to teach the course:**

Drs Tripat Gill, Zhenfeng Ma and/or faculty to be hired.

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or related discipline with relevant experience in research and graduate teaching in business communications.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. There are no special equipment or lab facilities required to support the offering of this course.



### **BUSI 5010G Foundations of Business (3 cr. 3 lec)**

#### **Course Description:**

This course provides managers with an overview of the economic environment within which business must operate. Key concepts and ideas from microeconomics, macroeconomics, and international economics are developed so that managers understand the economic forces that affect the operation of business entities and the impact of change in the economic environment on the strategic direction of the firm. In this context students are provided with an overview of contemporary trends in management and organizations, including organizational structure, control, motivation, social responsibility, and organizational change.

#### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Explain key concepts from microeconomics, macroeconomics and international economics
- Identify economic forces and the ways in which they affect the operation of business entities
- Describe the impact of change in the economic environment on the strategic direction of a business enterprise
  
- Describe the roles, responsibilities, and strategic positioning of each of the function areas of an organization
- Critically analyze the business environment of an organization and its opportunities for a competitive advantage

#### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. Case studies are completed in teams and one team per case will present their analysis and solution to the class (e.g. in PowerPoint) as it would be done in a corporate setting as consultants.

#### **Sample textbook:**

Baye, Michael (2006). *Managerial Economics and Business Strategy*. 5<sup>th</sup> edition, New York: McGraw-Hill Irwin.

#### **Other resources to be purchased/provided by students:**

Textbook, reference and resource sources and internet access (see Textbook requirements above). List of bibliography will be prepared by the instructor to stay current with the market trend. However, the Library currently subscribes to EBSCO Host Academic Search Primer and ProQuest that both have large numbers of articles in areas related to managerial economics.

Student evaluation:

Cases (5): 30%  
Midterm Test: 30%  
Final Exam: 40%

**Course Designer/Developer:**

Dr Jennifer Percival

**Faculty to teach the course:**

Drs Bin Chan, Raymond Cox, Jennifer Percival, Pamela Ritchie and/or faculty to be hired.

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or economics with relevant experience in research and graduate teaching in business management.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. There are no special equipment or lab facilities required to support the offering of this course.

## **BUSI 5020G Ethics and Leadership (3 cr, 3 lec)**

### **Course Description:**

Business Ethics examines the legal, moral and ethical aspects of business decisions and practices. Topics studied include corporate responsibility, corporate governance, environmental sustainability and ethics in marketing, accounting, human resources and information communication and technology. Leadership studies how executives motivate others to work towards team objectives. Theories of leadership such as trait, behavioural, participative, situational, contingency, transactional, and transformational are examined as well as practices of outstanding leadership. A personal plan for leadership development is created.

### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Discuss legal, moral and ethical aspects of business decisions and practices
- Understand the standards of ethical behaviour in business
- Recognize ethical problems and describe their effect on business decisions
- Determine strategies to incorporate ethical considerations into business decisions and encourage ethical business practices in organizations

### **Introduction:**

This course addresses fundamental questions raised by ethical issues raised in business decision-making. These questions include:

- What ethical issues arise in the course of business activity?
- Why do employees and managers in business organizations need to address ethical issues which arise within their business activities?
- How can individuals and managers address questions of morality which arise in the course of their business?
- What are the ethical duties of business organizations and individuals to society?
- What can individuals or managers do to encourage ethical business practices in their organizations?
- Explain various theories of leadership
- Work effectively toward a common goal in a team setting
- Negotiate differences and build consensus
- Initiate, organize and direct policy analysis and implementation

### **Content:**

This course draws together material from 3 different sources:

- An understanding of how businesses actually operate and the environments in which they operate;
- Case studies which examine how specific businesses have encountered ethical issues and how those businesses have addressed these issues (e.g. *ENRON*, *Martha Stewart*, *Tyco International Ltd.* and *Arthur Andersen LLP*);
- The philosophical examination of ethics and ethical theories (no prior exposure to philosophy is required).

The course focuses on business decision-making. This decision-making includes:

- Analyzing the business results of alternative decisions, given operating conditions, the characters involved and market conditions;
- Consideration of the legal implications of alternative decisions;
- Evaluation of the ethical issues raised by each alternative decision.
- Identifying ways to enhance ethical behavior in business.

Leadership Topics include:

- Introduction to the nature of leadership
- An overview to the study of leadership
- The elements of leadership
- Leadership theories or approaches
- Management versus leadership
- Leadership and diversity
- Crisis leadership
- Management of change

By combining these four elements, the student will be able to develop a framework or method for working through ethical issues and deciding on the most appropriate “balance” between maximizing an organization’s financial performance, obeying the law and meeting its ethical obligations (e.g. to shareholders, employees, suppliers, distributors, society in general and the environment). Finally, the student will gain familiarity with compliance programs aimed at enhancing the ethical performance of a business.

Given the complexity and uncertainty which surrounds ethical issues, the course relies heavily on actual case studies, records of business situations that have actually been faced by business employees and managers with the surrounding facts. These real cases are presented to the students for considered analysis, open discussion and final decision regarding the type of action that the business should take (or should have taken) in each case.

Students will be encouraged to read materials related to the classroom case studies and their major case assignment which go beyond the materials in the textbooks and presented in class.

**Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework, handouts, supplementary notes, online tutorials, etc. Case studies will be used extensively to develop ethical thinking and awareness. Cases will be done in groups. List of bibliography will be prepared by the instructor to stay current with the developments in the field and to remain topical.

Sample textbook:

Trevino, Linda and Katherine Nelson (2007), *Managing Business Ethics: Straight Talk About How to Do It Right*, 4<sup>th</sup> Ed., Danvers, MA: John Wiley & Sons, Inc.

Other resources to be purchased/provided by students.

- a. Textbook, reference and resource sources and internet access (see Textbook requirements above)

b. Use of PowerPoint and other software programs, as required, on laptop computer.

**Student Evaluation:**

Case studies/project	50%
Class participation	20%
Exams	30%

**Course Designer/Developer:**

Dr John Friedlan

**Faculty to teach the course:**

Drs John Friedlan, Joseph Krasman, and/or faculty to be hired

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or related discipline with relevant experience in research and graduate teaching in business ethics.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. There are no special equipment or lab facilities required to support the offering of this course. Access to newspapers and current business publications will be necessary.

### **BUSI 5100G Accounting Systems (3 cr, 3 lec)**

#### **Course Description:**

This course provides an overview of financial and managerial accounting. The first part of the course develops students' ability to read, understand, and use corporate financial statements. The course focuses on the user of financial accounting data (rather than the preparer). The second part of the course examines the concepts and tools of managerial accounting. The course covers alternative costing methods and illustrates how the resulting cost information can be used for decision-making and examines the role of the internal accounting system in evaluating managerial performance and in coordinating the activities within a firm.

#### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- To be able to use accounting information effectively for decision making.
- To understand the limitations of accounting information and to be able to critically evaluate the usefulness of a set of information for a particular decision.
- To be able to choose the appropriate financial information necessary to make decisions.
- To develop critical thinking and problem-solving skills.
- To understand the basics of recording and reporting of transactions and economic events

#### **Topics:**

- The financial statements
- Measurement in financial accounting
- Balance sheet valuation
- Income determination
- Cash flow
- Financial statement analysis
- Pricing and product planning
- Product costing
- Financial control
- Budgeting and financial planning
- Motivating behaviour
- Balanced scorecard

#### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. The course will develop critical thinking skills through the use of short case analyses.

**Sample textbook:**

Friedlan, John (2007), *Financial Accounting: A Critical Approach*, 2nd Edition, Toronto: McGraw-Hill.

Reading package with selected chapters and articles for managerial accounting topics.

List of bibliography will be prepared by the instructor to stay current with the market trend. Availability of newspapers and popular business publication will be important for students to link classroom concepts with real-world activities.

**Student Evaluation:**

Assignments	10%
Project:	20%
Exams:	70%

**Course Designer/Developer:**

Dr John Friedlan

**Faculty to teach the course:**

Drs John Friedlan, Pamela Ritchie and/or faculty to be hired

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or related discipline with relevant experience in research and graduate teaching in accounting.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. There are no special equipment or lab facilities required to support the offering of this course.

## **BUSI 5200G Marketing Management (3 cr, 3 lec)**

### **Course Description:**

The Marketing Management course is designed to offer a broad overview of the fundamental areas in the marketing process. The approach is a blend of theory and practical application which permits immediate implementation in the workplace. The topics covered in the course include Marketing planning; segmentation and positioning; and devising strategies for new products, appropriate pricing, marketing communications and distribution. The format includes world-class marketing lectures, case studies and a competitive computer marketing simulation – resulting in a lively, participatory environment for a maximized learning experience.

### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Understand the concepts and principles of marketing as applied to the context of consumer goods and services
- Identify and appreciate marketing issues which affect decision making organizations.
- Apply marketing concepts and frameworks to problem definition, environment analysis, and strategy formulation in a wide range of contexts
- Appreciate how the dynamics of team-work and interpersonal skills influence marketing decisions

The major concepts covered in the course include marketing environment analysis and planning, marketing research, consumer behavior, and decisions pertaining to the 4 Ps of marketing: namely, product, price, place and promotions.

The course format comprises of lectures, case discussions and a marketing simulation exercise. Lectures cover the theoretical concepts relevant to marketing and supplement them with evidence and examples from the 'real world'. The Cases provide an opportunity to apply these concepts to real-life marketing issues. The Simulation is a competitive game in a simulated market environment, whereby students would take marketing decisions every week to compete with other classmates. The decisions students make would affect their performance in the game and also determine their grade.

The class environment is designed to enhance learning via the use of technology accessible to each student, and entails an extensive usage of WebCT and a Marketing simulation software.

### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc.



### Team/Group work

All students shall be responsible to be a part of a team of 3 to 5 members each. The same team would work on both the Marketing Simulation and the Case Assignments.

### Cases

There are several cases in the course, that each gives students an opportunity to apply concepts and frameworks learnt in class to real-life marketing issues. Students would be required to come prepared to discuss the assigned case in each class and be ready to answer questions posed by me during the discussion of the case. In addition, students would be required to submit written reports (as a Team / Group) for any two of the cases. Each team/group is required to make an oral presentation of any one of the cases in class as consultants in corporate setting.

### Class Participation

Class participation would be assessed throughout the semester for all aspects of the course material discussed in class. The major focus would, however, be on the case discussion and analysis component of the course.

### Marketing Simulation

A sizable portion of the course grade is based on a Marketing Simulation exercise wherein several teams compete in a simulated market environment. The simulation would help students understand the dynamics of real-life decision making in marketing and its impact on a firm's performance. The operational details of the simulation and the decision making schedule would be discussed in detail in class.

### Sample textbook:

Kotler, Phillip and Kevin Lane Keller (2006), *A Framework for Marketing Management*, 3<sup>rd</sup> edition, Toronto: McGraw Hill.

List of bibliography will be prepared by the instructor to stay current with the market trend.

### Student Evaluation:

Marketing Project:	30%
Case Written reports:	20%
Case Oral Presentation:	10%
Class Participation:	10%
Final Exam:	30%

### **Course Designer/Developer:**

Dr Tripat Gill

### **Faculty to teach the course:**

Drs Tripat Gill and Ying Jiang

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or related discipline with relevant experience in research and graduate teaching in marketing.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. This course is supported by the Marketing Research Lab.

## **BUSI 5400G Quantitative Analysis in Business (3 cr, 3 lec)**

### **Course Description:**

This course introduces the fundamental concepts and applications of descriptive and inferential statistics and probability theory. Emphasis is balanced among theoretical concepts, calculations (including computer-based calculations), and data interpretation. Major topics covered include: frequency distributions; graphic presentation of data; measures of location, variation, and shape; probability, and probability distributions; Central Limit Theorem; hypothesis testing; correlation and regression analysis; and basic nonparametric statistics.

### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Understand the fundamental concepts and applications of descriptive and inferential statistics and probability theory
- Use analytical tools for decision making related to complex business issues and problems
- Systematically apply tools of analysis to interpret data, process information, think critically, develop and evaluate alternative policies.
- Evaluate statistical tools for utility

### **Topic coverage:**

- Sampling plans and techniques
- Tables and charts for univariate and multivariate numerical and categorical data
- Measures of locations
- Measures of variation and shape
- Skewness and kurtosis
- Probability
- Binomial distribution
- Normal distribution
- Sampling distributions and the central limit theorem
- Confidence intervals
- Hypothesis testing
- Regression
- Significance testing and intervals
- Chi-square tests
- Significance testing and inferences
- Non-parametric statistics

### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc.

### **Sample textbook:**

Goodman, William M. (2008), *Modern Statistics: A Canadian Perspective*, Scarborough, ON: Thomson Nelson.

**Student Evaluation:**

Midterm exam	30%
Labs/Assignments	20%
Final Examination	50%

**Course Designer/Developer:**

Dr Bill Goodman

**Faculty to teach the course:**

Drs Bill Goodman, Jennifer Percival and/or faculty to be hired

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in statistical analysis.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. There are no special equipment or lab facilities required to support the offering of this course.

## **BUSI 5410G Financial Management (3 cr, 3 lec)**

### **Course Description:**

This course is an overview of corporate finance. Students in this course will develop skills in understanding financial systems and analyzing financial decisions within the firm. Topics covered are financial statement analysis and ratios, time valuation of money, capital budgeting, financial markets, valuation of stocks and bonds, financial risk, cost of capital, financial leverage, dividend policy, and options and futures.

Prerequisite: BUSI 5010G Accounting Systems

### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Understand the concepts and principles of corporate finance.
- Value financial and physical asset investments.
- Evaluate alternative financing sources to raise capital for the firm.
- Analyze the riskiness of investment and financing decisions along with techniques to manage the risk.

### **Content:**

The focus of this course is the operation of the finance function in the firm. Students learn the valuation of investments such as financial assets and physical assets such as plant capacity increases, store expansion, advertising campaigns, product development, and training programs along with cash flow estimation. Capital budgeting techniques (payback, discounted payback, average accounting return, net present value, profitability index, internal rate of return and modified internal rate of return) are applied towards making the investment decision. The measurement of risk, in the context of stand-alone investments and portfolios, including the analysis of the risk-return tradeoff is examined. The capital structure decision is evaluated from the perspective of both cost of capital, corporate ownership and control, and risk choosing from financing alternatives including equity, short and long term debt, convertibles, warrants, and other hybrid financing vehicles. Distributions to stockholders via cash dividends, stock dividends, and share repurchase is studied. Financial analysis and forecasting including ratio, common size and index series analysis is conducted to determine the financial condition of the corporation. The pricing of calls, puts, swaps and other options as well as futures and forward contracts is learned. In addition, strategies with a combination of such derivatives are assessed for their return-probability distributions to generate desirable upside and downside return payoffs.

### **Course Design:**

The course website that will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. However, the Library currently subscribes to EBSCO Host Academic Search Primer and ProQuest as well as other sources to provide readily available current academic literature.

**Sample textbook:**

Brealey, Richard A., Stewart C. Myers, Alan J. Marcus, Elizabeth Maynes and Devashish Mitra (2006), *Fundamentals of Corporate Finance*, 3<sup>rd</sup> edition, Whitby, ON: McGraw-Hill Ryerson.

**Student Evaluation:**

Comprehensive Case Study:	30%
Midterm Test:	30%
Final Exam:	40%

**Course Designer/Developer:**

Dr Raymond Cox

**Faculty to teach the course:**

Drs Raymond Cox, Bin Chang, Shantanu Dutta, Kamal Smimou.

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in finance.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. This course is supported by the Virtual Trading Lab.

## **BUSI 5500G Management Information Systems (3 cr, 3 lec)**

### **Course Description:**

This course provides the knowledge of management frameworks and analytical tools to understand the economic and strategic implications of information systems (IS) for supporting intra- or inter-enterprise business processes. The course also explores emerging IS-driven business applications such as supply chain management (SCM), customer relationship management (CRM), and enterprise resource planning (ERP) to meet organizational objectives and foster competitive advantages from both managerial and technical perspectives.

Prerequisites: BUSI 5100G Accounting Systems and BUSI 5400G Quantitative Analysis in Business or permission of the instructor.

### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Identify current technical aspects of information systems hardware, software, and network environments
- Discuss the strategic implication of information systems
- Describe how information systems support each functional area of business and its role in a modern organization
- Express a clear understanding of CRM and ERP and how these can be used to create a competitive advantage
- Understand the systems development process and basic database design
- Analyze the threat and opportunity that new technologies pose to existing practices and market position

### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. Case studies are completed in teams and one team per case will present their analysis and solution to the class (e.g. in PowerPoint) as it would be done in a corporate setting as consultants.

### **Sample textbook:**

Lucas, Henry Jr. (2005), *Information Technology: Strategic Decision Making for Managers*, John Wiley and Sons.

Frenzel, C, and J. Frenze (2004), *Management of Information Technology*, 4<sup>th</sup> edition, Thompson Learning Inc.

### **Student Evaluation:**

Cases (8):	40%
Presentation:	15%
Participation:	10%
Final Exam:	35%

**Course Designer/Developer:**

Dr Jennifer Percival

**Faculty to teach the course:**

Drs Patrick Hung, Clemens Martin, Jennifer Percival and/or faculty to be hired

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in management information systems and/or management sciences.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. There are no special equipment or lab facilities required to support the offering of this course.



## **BUSI 5600G Operations and Project Management (3 cr, 3 lec)**

### **Course Description:**

This course develops methods to manage resources efficiently within scope, time and cost constraints. For ongoing operations the effective and efficient management of the production and distribution process including delivery of services is studied. Specialized topics include procurement, quality management, logistics, critical path analysis (PERT) and budgeting.

Pre-requisite: BUS 5400G Quantitative Analysis in Business

### Topic coverage

- Forecasting
- System Design
- Supply Chain Management
- Purchasing/Supplier Management
- Inventory Management
- Aggregate Planning
- Material Requirements Planning (MRP)
- Just-in-Time and Lean Manufacturing
- Quality Management
- Scheduling
- Project Management

### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Define operations and project management
- Explain roles of operation and project management in business
- Identify current trends in operations and project management

### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc.

### Sample textbook:

Stevenson, W.J. and Hojati, M. (2004), *Operations Management*, 2<sup>nd</sup> Canadian Edition. Toronto: McGraw-Hill Ryerson.

Belanger, T.C. (1995), *Successful Project Management (PM)*. Amacom.

### Student Evaluation:

Assignments	20%
Project	20%
Exam(s)	60%

### **Course Designer/Developer:**

Dr Bill Goodman

**Faculty to teach the course:**

Drs Bill Goodman, Jennifer Percival and/or faculty to be hired

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in operations management or a related discipline with relevant experience in research and graduate teaching the operation/project management. Faculty should also have the PMP designation.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. There are no special equipment or lab facilities required to support the offering of this course.

### **BUSI 6700G Strategic Management (3 cr, 2 week workshop)**

#### **Course Description:**

This course examines strategy and related concepts. The focus throughout is on strategic management: choosing and defining purposes and objectives, formulating and implementing a viable strategy, and monitoring strategic performance. The thrust of the course is to view the organization in its totality: the external environment in which it operates its strategy, and its internal administrative activities. Topics include the strategic process, the role of the general manager, the external environment, internal analysis, competitive advantage, strategy and structure, diversification, integrations and alliances, organizational structure, strategy and control, corporate strategy, and practical analytical skills that can be used to improve strategic decision making.

Prerequisite: Completion of semesters 1 and 2 of the MBA program

#### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- understand strategic management concepts, research, tools and theories.
- develop a framework of analysis that will form the basis of strategic thinking and developing strategy in organizations.
- develop a deeper understanding of the strategic business environment in Canada, the U.S., and the rest of the world.
- think strategically about a company, its business position, and how it can gain sustainable competitive advantage.
- build skills in conducting strategic analysis in a variety of industries and competitive situations.
- use hands-on experience in crafting business strategy, reasoning carefully about strategic options, using what-if analysis to evaluate action alternatives, and initiating the changes necessary to keep the strategy responsive to newly emerging market conditions.
- manage the organization process by which strategies get formed and executed.
- use managerial judgment, assess business risk, and demonstrate a solid understanding of the competitive challenges of a global market environment.
- integrate knowledge learned in the course to other parts of the program.

#### Topic Coverage:

- What Is Strategy and Why Is It Important?
- Strategic thinking
- The Process of Crafting and Executing Strategy
- Competitive analysis
- Corporate strategy
- Global strategy and the multinational corporation
- Corporate governance and stakeholder analysis
- Strategic leadership and organizational change
- Organization structure and controls
- Strategy implementation
- Strategy, Ethics, and Social Responsibility
- Current trends in strategic management

**Course Design:**

- The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc.
- The course will make extensive use of case studies to an understanding of corporate strategy and to get hands on experience applying learning to real-world scenarios.

**Sample textbooks:**

Thompson, Arthur A., A.J. Strickland III and John Gamble,(2006), *Crafting and Executing Strategy: The Quest for Competitive Advantage: Concepts and Cases*. New York:McGraw-Hill.

Thompson, Arthur A., A.J. Strickland III and John Gamble (2007), *Selected Readings from Crafting and Executing Strategy: Text and Readings*. McGraw-Hill. (Custom Publication for University of Ontario Institute of Technology) or Grant, Robert N. (2006), *Contemporary Strategic Analysis*. Blackwell Publishing.

**Student Evaluation:**

Case Assignments/group project:	50%
Participation:	15%
Final Exam:	35%

**Course Designer/Developer:**

Dr John Friedlan

**Faculty to teach the course:**

Professor Suhaib Riaz and/or faculty to be hired

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in strategic management.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. There are no special equipment or lab facilities required to support the offering of this course.

### **BUSI 6900G MBA Project (6 cr)**

#### **Course Description:**

This course provides graduating students with the opportunity to apply the knowledge and skills they have acquired in the MBA program to an applied management problem in conjunction with a business in the community. Students are expected to search for alternatives and recommend the best solution to a business problem and present their findings in a written report.

Prerequisite: Completion of all other requirements of the general MBA program.

#### **Learning Outcomes:**

Students who successfully complete this course will be able to develop a clear understanding and appreciation of various aspects in business, and to apply the knowledge and skills learned from required and elective courses in the program.

#### **Course Design:**

Normally each student completes a separate project although, in appropriate circumstances, teams of students may be assigned to a larger project in which each student focuses on a different aspect of the overall business problem. Each student prepares a written report of the project including a detailed description of the problem examined, alternative solutions and the recommended resolution.

6cr.

#### Class Participation

Each student is assigned to a supervisor and makes regular reports on the project's progress to the supervisor.

#### **Course Designer/Developer:**

Dr Terry Wu

#### **Faculty to teach the course:**

Supervised by faculty members in the appropriate field.

#### **Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with experience in research and graduate teaching in a relevant business field.

#### **Classroom/Equipment requirements:**

There are no special equipment or lab facilities required to support the offering of this course.

**BUSI 6910G MBA Research Project (9cr)**

**Course Description:**

This course provides graduating students with the opportunity to apply the knowledge and skills they have acquired in the MBA program to a research problem in their area of concentration. Projects may be related to problems in local businesses, but in contrast to the project in the general MBA, the research project places a heavier emphasis on the theoretical basis of a problem and its resolution at the theoretical level. In conjunction with a faculty supervisor students are expected to produce a written report describing the problem, summarizing relevant literature and presenting and defending a solution.

Prerequisite: Completion of all other program requirements of the MBA with Concentration.

**Learning Outcomes:**

Students who successfully complete this course will be able to develop a clear understanding and appreciation of business research, particularly as it is applied within their area of concentration.

**Course Design:**

Normally each student completes a separate research project although in appropriate circumstances two or more students may be assigned to a larger project in which each student focuses on a different aspect of the overall business problem. Each student prepares a written report of the project including a detailed description of the problem examined, including reference to the appropriate literature, alternative solutions and the recommended resolution.

Class Participation

Each student is assigned to a supervisor and makes regular reports on the project's progress to the supervisor.

**Course Designer/Developer:**

Dr Terry Wu

**Faculty to teach the course:**

Supervised by faculty members in the appropriate field

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with experience in research and graduate teaching in a relevant business field.

**Classroom/Equipment requirements:**

There are no special equipment or lab facilities required to support the offering of this course.

## B: Elective Courses

### **BUSI 5300G Organizational Behaviour (3 cr, 3 lec)**

#### **Course Description:**

This course provides students with an understanding of the fundamentals of organizational behaviour and its application to human resources management. It focuses on the management aspects of organizational behaviour in order to create an environment that is conducive with maximum productivity. Topics include group dynamics, organization structure, change management, and organizational design.

#### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Understand basic organizational behaviour theories and how these can be applied in their management techniques
- Develop skills and abilities (in themselves and others) to implement organizational behaviour principles
- Describe and implement appropriate leadership, team management, and conflict resolution techniques based on situational analysis
- Engage in critical analysis and problem solving on organizational dilemmas focusing on organizational effectiveness from a behavioural perspective
- Improve their own interpersonal skills through self-reflection, class discussion, and case analysis.

#### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. Case studies are completed in teams and one team per case will present their analysis and solution to the class (e.g. in PowerPoint) as it would be done in a corporate setting as consultants.

#### **Sample textbook:**

Ancona, *et al.* (2005), *Managing for the Future: Organizational Behaviour & Processes*. Thomson Southwestern.

Hellriegel and Slocum (2004), *Organizational Behaviour*. Thomson Southwestern,  
Cohen, Fink, Gadon and Willits (2001), *Effective Behaviour in Organizations*. McGraw-Hill, New York.

#### **Student Evaluation:**

Cases (10):	50%
Presentation:	10%
Participation:	10%
Final Exam:	30%

#### **Course Designer/Developer:**

Dr Jennifer Percival

**Faculty to teach the course:**

Dr Joseph Krasman

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in human resources management, organizational behavior, or management sciences.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. There are no special equipment or lab facilities required to support the offering of this course.



### **BUSI 5510G E-Commerce Strategies (3 cr, 3 lec)**

#### **Course Description:**

This course provides the knowledge of electronic commerce (E-Commerce) strategies for supporting any form of economic activities between business partners via an electronic communication networks (e.g., Internet, Intranet, Extranet, etc). The course explores the strategies which encompass organization's internal operations and policies from both managerial and technical perspectives. The course also discusses the emerging applications of business process management (BPM).

#### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Design E-Commerce strategies for business applications.
- Understand the latest E-Commerce technological developments.
- Analyze and devise solutions for real-world business cases discussed in each lecture.

#### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc.

Sample textbook:

Schneider, Gary (2006), *Electronic Commerce*. 6<sup>th</sup> Edition. Course Technology Inc.  
Other resource sources will be available via internet access.

Student Evaluation:

Assignments (2):	20%
Project:	30%
Mid-term Exam:	20%
Final Exam:	30%

#### **Course Designer/Developer:**

Dr. Patrick Hung

#### **Faculty to teach the course:**

Dr. Patrick Hung and/or faculty to be hired

#### **Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in management sciences and computer science.

#### **Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. There are no special equipment or lab facilities required to support the offering of this course.

### **BUSI 5640G Optimization (3 cr, 3 lec)**

#### **Course Description:**

This introductory course in optimization covers structure and classification of optimization problems, branch-and-bound algorithms, linear optimization models, linear programming including geometric interpretations, basic solutions, the simplex method, cutting plane algorithms, and network optimization. Students will use various software packages to apply the optimization techniques to inventory and project management problems.

Prerequisite: An appropriate background in mathematics and permission of the instructor.

#### **Learning Outcomes:**

Students who successfully complete the course will have reliably demonstrated the ability:

- Define an optimization tableau and objective function from a given set of organizational data
- Graphically represent the optimization problem and discuss the relationship between the algebraic and geometric representations of the problem.
- Solve simple linear optimization problems using the simplex method
- Conduct sensitivity analysis on their optimal solutions to determine the impact of minor changes in the organization on a previously solved problem.
- Understand the difference and application of various algorithms for large scale optimization problems
- Analyze simple network optimization problems and use the network simplex method to find optimal solutions or routes in the network.

#### **Course Design:**

Up to 50% of the course materials will be made available on a website that will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc.

#### **Sample textbook:**

Bertsimas, Dimitris, and J. Tsitsiklis (1997), *Introduction to Linear Optimization* Massachusetts: Athena Scientific.

Chong, Edwin, and Stanislaw Zak (2001) *An Introduction to Optimization*, 2<sup>nd</sup> Edition, Wiley Interscience Hoboken, N.J. : Wiley.

#### **Student Evaluation:**

Assignments:	10%
Group Cases:	25%
Test:	25%
Final Exam:	40%

#### **Course Designer/Developer:**

Dr Jennifer Percival

**Faculty to teach the course:**

Drs William Goodman, Jennifer Percival, and/or faculty to be hired

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in supply chain management.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom already exists in our current building. There are no special equipment or lab facilities required to support the offering of this course.

### **BUSI 5650U Supply Chain & Vendor Management (3 cr, 3 lec)**

#### **Course Description:**

This introductory course in Supply Chain Management covers the following topics: supply chain activities and functions, the role of purchasing in the supply chain, the purchasing process, purchasing and information technology, sourcing strategies, electronic marketplaces and e-procurement, negotiating techniques, quality considerations in purchasing, outsourcing and supplier price determination.

#### **Learning Outcomes:**

Students who successfully complete the course have reliably demonstrated the ability to:

- explain the implications on Purchasing, of using Material Requirements Planning (MRP) and a Just-in-Time (JIT) system
- describe the various purchasing procedures that are necessary to achieve an effective purchasing organization
- explain the various business and economic factors that have a significant impact on supply chain management
- perform a make versus buy analysis
- describe the role of information sharing and various supplier integration approaches in supply chain management
- explain how third party logistics providers add value to the supply chain
- evaluate existing suppliers in order to determine whether the supplier is capable of providing the purchaser's requirements satisfactorily in both the short and long term
- analyze the various reasons why an organization may decide to purchase a good or service outside, rather than produce it in-house
- understand when negotiation with suppliers is required and how to plan for negotiations, including developing an appropriate negotiation strategy
- Analyze the impact of business strategies on the logistics function, as well as the impact of both vendor and supplier strategies on the supply chain as a whole

#### **Course Design:**

The knowledge content of this one semester course will be delivered primarily in the form of three lectures of one-hour duration per week. The laptop computer will be used extensively in class, to demonstrate solutions to problems and cases. Lectures will tend to follow the "studio" mode where theory will be demonstrated in the first half hour of class. In the second part of the hour students would apply the theory using the laptop.

#### **Sample textbooks:**

Chopra, Sunil and Peter Meindl (2004), *Supply Chain Management: Strategy, Planning and Operations*, 2<sup>nd</sup> Edition. Upper Saddle River, NJ: Pearson Prentice Hall.

Gehrlein, William V. (2005), *Operations Management Cases*, New York: McGraw-Hill Irwin.

Student Evaluation:

Assignments:	10%
Group Cases:	25%
Group Presentations:	25%
Final Exam:	40%

Course Designer/Developer:  
Dr Jennifer Percival

**Faculty to teach the course:**

Drs Clemens Martin, Jennifer Percival and/or faculty to be hired.

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in supply chain management.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom already exists in our current building. There are no special equipment or lab facilities required to support the offering of this course.

### **BUSI 5700G Entrepreneurship (3 cr, 3 lec)**

#### **Course Description:**

Entrepreneurship is studies from the perspective of the established organization and for start-up entities. Issues studies include creating a business plan, sources of capital, types of financing, valuation of the firm, managing change, managing for creativity, organizational renewal, creating and sustaining competitive advantage and how to encourage or obstruct innovation.

#### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Appreciate the importance of entrepreneurship in terms of the economy, society and the individual
- Understand what constitutes an entrepreneurial person
- Understand of the process of entrepreneurship and the essential factors needed for the successful growth of a new venture
- Identify and assess business opportunities, and
- Recognize the benefits of entrepreneurship, thereby cultivating an entrepreneurial spirit.

#### Topic Coverage:

- Entrepreneurs, Entrepreneurship and Small Business
- Opportunity Identification and Verification
- Entrepreneurs and Society
- Entrepreneurial Education and Careers
- Entrepreneurship and Economic History
- The Entrepreneurial Economic Model
- Defining the Entrepreneur
- The Entrepreneurial Model
- The Entrepreneurial Process Initiating the Enterprise
- Evaluation of Environmental Factors
- Entrepreneurial Strategies and Plans
- New Venture Marketing Plans and Ch. 14 Operations Systems in New Ventures
- Financing the New Venture
- Managing New Venture Growth
- Building the Entrepreneurial Team
- Intrapreneurship and Building the Intrapreneurial Organization
- Entrepreneurship: Issues and Prospects

#### **Course Design:**

- The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc.
- Case studies will be used to give hands on experience with the entrepreneurial process.
- The course will include a project in which students will have the opportunity

to practice and apply course material.

Sample textbooks.

Blawatt, Ken R. (1998), *Entrepreneurship Process and Management*. Prentice Hall Canada.

Hisrich, Peters, Shepherd, and Mombourquette (2006), *Entrepreneurship*. Canadian edition, McGraw Hill Ryerson.

Additional Reading:

- a. Schumpeter, J. (1983), *The Theory of Economic Development: An Inquiry into Profits, Capital, Credit, Interest & the Business Cycle*, Transaction Publishers.
- b. Drucker, P. (1993), *Innovation & Entrepreneurship: Practice & Principles*, HarperCollins Canada, Limited.
- c. Michalko (1998), *Cracking Creativity: The Secrets of Creative Genius*, Ten Speed Press.
- d. Foot & Stoffman (1997), *Boom, Bust, & Echo: How to Profit from the Coming Demographic Shift*, Macfarlane Walter & Ross.
- e. Popcorn and Marigold (1997), *Clicking: 17 Trends That Drive America*, Zondervan Publishing House.
- f. Naisbitt and Aburdene (1991), *Megatrends, 2000: Ten New Directions for the 1990's*, Avon Books.

Student Evaluation:

Assignments/project/business plan	50%
Participation	20%
Exam(s)	30%

**Course Designer/Developer:**

Dr John Friedlan

**Faculty to teach the course:**

Faculty to be hired

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in entrepreneurship.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. There are no special equipment or lab facilities required to support the offering of this course.

### **BUSI 6090G Special Topics in Business (3 cr, 3 lec)**

#### **Course Description:**

This course is a special topics course chosen from one of the following areas: marketing, finance, management, international business, and e-commerce.

Prerequisites: BUSI 5000G - Contemporary Business Management

#### **Learning Outcomes:**

The class environment is designed to enhance learning via the use of technology accessible to each student, and entails an extensive usage of WebCT.

Students who successfully complete this course will be able to develop a clear understanding and appreciation of certain advanced or specialized topic in business.

#### **Course Design:**

Classes will be a combination of lectures, case studies, class presentations, plus group discussions. Students will be expected to analyze a number of marketing cases and discuss their strategies in class. A competitive marketing simulation or a real-life project may also be involved.

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc.

#### Team/Group work

All students shall be responsible to be a part of a team of 3 to 5 members each. The same team would work on Projects and the Case Assignments.

#### Cases

There are several cases in the course, that each gives students an opportunity to apply concepts and frameworks learnt in class to real-life business issues. Students would be required to come prepared to discuss the assigned case in each class and be ready to answer questions posed by me during the discussion of the case. In addition, students would be required to submit written reports (as a Team / Group) for any two of the cases. Each team/group is required to make an oral presentation of any one of the cases in class as consultants in corporate setting.

#### Class Participation

Class participation would be assessed throughout the semester for all aspects of the course material discussed in class. The major focus would, however, be on the case discussion and analysis component of the course.

#### Student Evaluation:

Project:	30%
Case Written reports:	30%
Case Oral Presentation:	10%
Class Participation:	10%
Final exam or Project presentation:	20%



**Course Designer/Developer:**

Dr Terry Wu

**Faculty to teach the course:**

Faculty in the appropriate areas of business

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in business.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom already exists in our building. There are no special equipment or lab facilities required to support the offering of this course.

## **BUSI 6210G Consumer Behaviour (3 cr, 3 lec)**

### **Course Description:**

This course applies knowledge from areas such as psychology, sociology, and anthropology to describe and understand How Consumers Select, Purchase, Use, and Dispose products, and Why. Basic concepts and theories in consumer behavior are applied through in-class discussions and real-world marketing situations.

Prerequisite: BUSI 5200G Marketing Management or permission of the instructor

### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- understand the theories and concepts relevant to various aspects of consumer behavior;
- apply these concepts to analyze real-life marketing issues, e.g. advertising, new product development, pricing strategy, via assignments, projects, and case studies;
- develop and evaluate marketing strategies intended to influence consumer behaviors.

### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. Case studies are completed in teams and one team per case will present their analysis and solution to the class (e.g. in PowerPoint) as it would be done in a corporate setting as consultants.

### **Sample Textbooks:**

Solomon, Zaichkowsky, and Polegato (2004), *Consumer Behavior: Buying, Having and Being*, 4<sup>th</sup> Canadian Edition, Prentice-Hall.

Peter and Olson (2005), *Consumer Behavior & Marketing Strategy*, 7<sup>th</sup> Edition, McGraw-Hill.

### **Student Evaluation:**

Individual Assignments (3):	12%
Group Assignments (3)	12%
Midterm	15%
Final Project and Presentation:	16%
Class Participation:	10%
Final Exam:	35%

### **Course Designer/Developer:**

Dr Jill Lei

### **Faculty to teach the course:**

Dr Jill Lei and/or faculty to be hired

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or related discipline with relevant experience in research and graduate teaching in marketing.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. This course is supported by the Marketing Research Lab.

**BUSI 6220G Marketing Strategy (3 cr, 3 lec)**

**Course Description:**

This course focuses on strategic planning and evaluation of marketing decisions in a competitive environment. The purpose of the course is to help students develop analytical abilities by integrating all major areas of marketing. Special emphasis is placed on problem-solving and decision-making in the formulation of marketing strategies.

Prerequisite: BUSI 5200G Marketing Management.

**Learning Outcomes:**

Students who successfully complete this course will be able to:

- Integrate the marketing concepts learnt in earlier courses into a strategic framework.
- Apply the concepts in developing effective Marketing strategies for real-life Marketing problems.
- To investigate and develop Marketing strategies to successfully launch and market a new product.
- To be able to work effectively in teams.

**Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. Case studies are completed in teams and one team per case will present their analysis and solution to the class (e.g. in PowerPoint) as it would be done in a corporate setting as consultants.

**Student Evaluation:**

Cases	25%
Presentation	5%
Participation	15%
Group Project	20%
Final Exam:	35%

**Sample Textbook:**

Walker Jr., Orville C. and John W. Mullins (2007), *Marketing Strategy: A Decision-Focused Approach*, 6<sup>th</sup> edition, McGraw-Hill Irwin.

**Course Designer/Developer:**

Dr Tripat Gill

**Faculty to teach the course:**

Dr Tripat Gill and/or other marketing faculty

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research

and graduate teaching in marketing.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. This course is supported by the Marketing Research Lab..

### **BUSI 6230G Internet Marketing (3 cr, 3 lec)**

#### **Course Description:**

This course is designed as an introduction to the rapidly changing world of internet marketing. The opportunities, problems, and strategies associated with incorporating the internet medium into the marketing function are examined. The topics covered will include the importance of web-site traffic and brand building, online customer support and data collection, online pricing tactics and internet marketing models. Marketing issues facing internet start-ups and established online firms would also be discussed.

Prerequisites: BUSI 5200G Marketing Management

#### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Understand how both marketing and the consumer are changing as a result of the Internet
- Describe the marketing capabilities of the Internet and related technologies, such as CRM
- Provide consultancy to e-companies regarding their Internet marketing strategies and tactics

#### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. Case studies are completed in teams and one team per case will present their analysis and solution to the class (e.g. in PowerPoint) as it would be done in a corporate setting as consultants.

#### **Sample textbook:**

Hanson, Ward A. and Kirthi Kalyanam, (2007). *Internet Marketing & e-Commerce*, 2<sup>nd</sup> edition Mason, OH: Thomson South-Western.

#### **Student Evaluation:**

Cases (12):	60%
Presentation:	10%
Participation:	10%
Final Exam:	20%

#### **Course Designer/Developer:**

Dr Cuiping Chen

#### **Faculty to teach the course:**

Dr Cuiping Chen

#### **Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in marketing specializing in internet marketing.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. This course is supported by the Marketing Research Lab.

**BUSI 6250G International Marketing (3 cr, 3 lec)**

**Course Description:**

This advanced course provides further experience in applying marketing concepts, analyses and tools to the distinctive challenges of formulating and implementing international marketing programs. Topics will include an examination of the impact of the international environment on marketing decisions, international pricing and promotion, market entry and penetration strategies, and how to organize international marketing operations for maximum effectiveness.

Prerequisites: BUSI 5200G Marketing Management and Permission of Instructor

**Learning Outcomes:**

Students who successfully complete this course will be able to:

- Understand the development of globalization and its impact on international marketing
- Examine and analyze the environment of international marketing and its impact on marketing decisions
- Identify and assess international marketing opportunities
- Understand different market entry strategies
- Adapt marketing strategies to specific markets

**Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, handouts, supplementary notes, discussion topics, etc. Case studies are completed both by individuals and in teams. When case studies are completed in teams, one team per case will present their analyses and solution to the class (e.g. in PowerPoint) as it would be done in a corporate setting as consultants.

**Sample textbook:**

Keegan, Warren J. and Mark C. Green (2005), *Global Marketing*, 4<sup>th</sup> edition, Prentice Hall.

Czinkota, Michael R. and Ilkka A. Ronkainen (2004), *International Marketing*, 7<sup>th</sup> edition, South-Western.

Kotabe, Masaaki and Kristiaan Helsen (2006), *Global Marketing Management*, 4<sup>th</sup> edition, Wiley.

**Student Evaluation:**

Participation:	10%
Individual Assignment:	20%
Group Cases:	20%
Group Project:	30%
Final Exam:	20%

**Course Designer/Developer:**

Dr Ying Jiang



**Faculty to teach the course:**

Dr Ying Jiang and/or faculty to be hired

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in marketing.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. This course is supported by the Marketing Research Lab.

### **BUSI 6260G Marketing Research (3 cr, 3 lec)**

#### **Course Description:**

This course familiarizes students to marketing research scope and techniques. Upon completing this course, students are expected to know how to gather and analyze information used to make marketing decisions.

Prerequisite: BUSI 5200G Marketing Management.

#### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- translate a marketing problem into a feasible research question;
- understand the marketing research process;
- have a thorough understanding of the strengths and weaknesses of alternative research tools;
- be aware of the many sources of marketing information and of the various means for gathering such information;
- learn the biases and limitations of marketing data and data analysis;
- have a general understanding of data analysis techniques (i.e., should be able to decide when a technique is appropriate and understand the managerial implications of the analytical results);
- design and execute a basic survey research project.

#### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. Assignments and projects are completed in teams and each team makes two presentations of their project (interim and final).

#### **Student Evaluation:**

Group Assignments (4):	20%
Group Project	30%
Midterm:	20%
Final Exam:	30%

#### **Sample Textbook:**

Hair, Jr., Joseph, Robert Bush and David Ortinau (2009), *Marketing Research*, 4<sup>th</sup> Edition. McGraw-Hill Higher Education.

#### **Course Designer/Developer:**

Dr Salma Karray

#### **Faculty to teach the course:**

Dr Salma Karray

#### **Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research

and graduate teaching in marketing.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. This course is supported by the Marketing Research Lab.

**BUSI 6410G Global Finance (3 cr, 3 lec)**

**Course Description:**

This course examines the impact of global finance on the corporation. The management of currency risk with different financial instruments and interfacing with diverse sovereign institutions is studied. Foreign investment and financing is also explored.

Pre- or co-requisite: BUSI 5410G Financial Management.

**Learning Outcomes:**

Students who successfully complete this course will be able to:

- Construct and evaluate a country balance of payments statement.
- Evaluate the impact of differential interest rates and inflation on currency value in the spot and forward markets.
- Utilize foreign currency derivatives to manage risk.
- Measure accounting and economic risk exposure to firms.
- Assess sovereign risk affecting investments and financing.

**Content:**

This course studies the global financial environment. The international monetary system is explored in the context of funds flows and the balance of payments. Foreign exchange theory is explored and the effect of interest rates and inflation rates on exchange rates. Foreign exchange rate forecasting and how that can be utilized in the foreign exchange market is studied. Accounting exposure from the perspective of transaction and translation is measured as well as operating exposure. Raising equity and debt capital from the global markets is studied including the determination of the cost. Risk management using currency derivatives such as swaps is examined. Multinational capital budgeting including foreign direct investment and cross-border mergers, acquisitions and strategic alliances is studied.

**Course Design:**

The course website that will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. However, the Library currently subscribes to EBSCO Host Academic Search Primer, and ProQuest as well as other sources to provide readily available current academic literature.

**Sample textbook:**

Eiteman, Stonehill, Moffett (2007), *Multinational Business Finance* 11<sup>th</sup> edition, Toronto: Pearson Addison Wesley.

**Student Evaluation:**

Cases (2):	20%
Participation:	10%
Midterm Exam:	30%
Final Exam:	40%

**Course Designer/Developer:**

Dr Raymond Cox

**Faculty to teach the course:**

Drs Raymond Cox, Bin Chang, Shantanu Dutta, Kamal Smimou

**Faculty qualifications (academic and experience) to teach the course:**

Ph.D. degree in business or a related discipline with relevant experience in research and graduate teaching in finance.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. This course is supported by the Virtual Trading Lab.

## **BUSI 6420G Equity Securities (3 cr, 3 lec)**

### **Course Description:**

This course studies equity assets with a variable income stream. Valuation models of fundamental analysis learned include single growth, H-model, and multi-stage growth of dividends, residual income and free cash flows as well as technical analysis. Other factors such as the business cycle, stock market outlook, and industry environment are considered in the analysis process.

Prerequisite: BUSI 5410G Financial Management.

### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Evaluate the impact of the economy and stock market on equities.
- Conduct an industry and company analysis.
- Estimate the dividend, residual income and cash flow stream of stocks.
- Value equities utilizing fundamental analysis and technical analysis.

### **Content:**

This course studies equity securities. The effect of the economy, stock market and industry in equity valuation is explored. Return stream methods to estimate dividends, residual income and free cash flows are studied. Different valuation models are learned including single growth, H-model, and multi-stage growth. Market-based technical analysis methods of price multiples such as price to earnings, price to book value, price to sales, price to cash flow, price to EBITDA and earnings yield are evaluated. Factor analysis and stock screening techniques are also studied to support the stock selection process.

### **Course Design:**

The course website that will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. However, the Library currently subscribes to EBSCO Host Academic Search Primer, and ProQuest as well as other sources to provide readily available current academic literature.

### **Sample textbook:**

Stowe, Robinson, Pinto and McLeavey (2007), *Equity Asset Valuation 2<sup>nd</sup> edition*, Mississauga, Ontario: John Wiley and Sons.

Chincarini and Kim (2006) *Quantitative Equity Portfolio Management*, New York: McGraw-Hill.

### **Student Evaluation:**

Equity Project:	30%
Participation:	10%
Midterm Exam:	30%
Final Exam:	30%

**Course Designer/Developer:**

Dr Raymond Cox

**Faculty to teach the course:**

Drs Raymond Cox, Bin Chang, Shantanu Dutta, Kamal Smimou

**Faculty qualifications (academic and experience) to teach the course:**

Ph.D. degree in business or a related discipline with relevant experience in research and graduate teaching in finance.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. Financial database requirements are already available within the Faculty. This course is supported by the Virtual Trading Lab.

## **BUSI 6430G Fixed Income Securities (3 cr, 3 lec)**

### **Course Description:**

This course studies fixed income securities from the viewpoint of investors including individuals and institutions. Different sectors of fixed incomes such as corporate, government, mortgage-backs and other asset-backs are examined for valuation and risk exposure.

Prerequisite: BUSI 5410G Financial Management

### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Value fixed income securities.
- Evaluate the different risks of debt securities.
- Analyze yield spreads for investment opportunities.
- Evaluate different bond sectors.
- Immunize a bond portfolio.

### **Content:**

This course studies the features of fixed income securities. The risks of debt securities including interest rate, yield curve, call and prepayment, reinvestment, credit, liquidity, exchange rate, inflation, volatility, event and sovereign are examined. An overview of the sectors; sovereign, corporate, government, mortgage and asset-backed, plus collateralized debt obligations is conducted. The valuation of fixed incomes including yield spreads and the relationship to the forward and swap market is learned. The unique aspect of price volatility with respect to duration and convexity is studied. The management of risk utilizing cash flow matching, duration matching and contingent matching as well as credit derivatives is explored.

### **Course Design:**

The course website that will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. However, the Library currently subscribes to EBSCO Host Academic Search Primer, and ProQuest as well as other sources to provide readily available current academic literature.

### **Sample textbook:**

Fabozzi (2007), *Fixed Income Analysis* 2<sup>nd</sup> edition, Mississauga, Ontario: John Wiley and Sons.

### **Student Evaluation:**

Fixed Income Securities Project:	40%
Participation:	10%
Final Exam:	50%

### **Course Designer/Developer:**

Dr Raymond Cox



**Faculty to teach the course:**

Drs Raymond Cox, Bin Chang, Shantanu Dutta, Kamal Smimou

**Faculty qualifications (academic and experience) to teach the course:**

Ph.D. degree in business or a related discipline with relevant experience in research and graduate teaching in finance.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. Financial database requirements are already available within the Faculty. This course is supported by the Virtual Trading Lab.

## **BUSI 6440G Derivative Strategies (3 cr, 3 lec)**

### **Course Description:**

This course is an overview of derivative instruments and strategies. Students in this course will develop skills in the valuation of derivatives and strategies employing derivatives. Topics covered are futures markets and valuations, options market and valuation, option strategies, swaps, and option sensitivities.

Prerequisite: BUSI 5410G Financial Management

### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Value derivatives using the Black-Scholes and the binary option pricing models.
- Construct real option decision trees for corporations.
- Form short and long futures strategies.
- Build delta, gamma, theta and sigma positions.
- Create option strategies for varying market scenarios.
- Develop swaps to hedge or speculate on credit and investment positions.

### **Content:**

This course studies futures, future options, call and put options, swap, swaptions, and other derivative products. Contract specifications, for example the description of the underlying security, strike price (if any), expiration date, size of contract, delivery mechanism, and margin requirements for traded derivative contracts are reviewed. The concept of cost of carry and the effects of a full carry, above full carry and below full carry market are examined as well as backwardation. Option valuation for European and American options is learned using the Binary Option Pricing and Black-Scholes models. Different option strategies are developed along with the estimation of their payoff structures. Option sensitivities; delta, gamma, theta, vega, rho and sigma are computed and investment strategies are formed for speculation and hedging purposes.

### **Course Design:**

The course website that will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. However, the Library currently subscribes to EBSCO Host Academic Search Primer, and ProQuest as well as other sources to provide readily available current academic literature.

### **Sample textbook:**

Hull, John C. (2009), *Futures, Options and Other Derivatives with Derivagem 7<sup>th</sup>* edition, Toronto, Ontario: Prentice-Hall, Canada.

**Student Evaluation:**

Strategy Project:	30%
Participation:	10%
Midterm Exam:	30%
Final Exam:	30%

**Course Designer/Developer:**

Dr Raymond Cox

**Faculty to teach the course:**

Drs Raymond Cox, Bin Chang, Shantanu Dutta, Kamal Smimou

**Faculty qualifications (academic and experience) to teach the course:**

Ph.D. degree in business or a related discipline with relevant experience in research and graduate teaching in finance.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. Financial database requirements are already available within the Faculty. This course is supported by the Virtual Trading Lab.

### **BUSI 6450G Portfolio Management (3 cr, 3 lec)**

#### **Course Description:**

This course studies how portfolios are managed from the viewpoint of running a hedge fund, mutual fund and other financial institution. Strategies employed to achieve portfolio goals will include investments from equities, fixed income, real estate and commodities.

Prerequisites: BUSI 5410G Financial Management.

#### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- Construct portfolios to achieve performance targets.
- Evaluate the return and risk tradeoffs of portfolios.
- Employ different pricing models, e.g. CAPM and APT, to execute portfolio strategies.
- Examine the opportunities in global and emerging markets to invest funds.

#### **Content:**

This course studies the portfolio management process of planning, execution and feedback. The management of different clientele portfolios such as the individual investor and institutional investor are examined. The impact of risks including market, credit, liquidity, operational, model, settlement, regulatory, legal, tax, accounting and sovereign risks are considered for investment selection in the portfolio. The execution of portfolio strategy including monitoring and rebalancing is learned. Portfolio performance metrics are evaluated as well as comparison to the investor's objectives and goals. The investments and asset classes considered for inclusion in the portfolio are from the global and emerging markets.

#### **Course Design:**

The course website that will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. However, the Library currently subscribes to EBSCO Host Academic Search Primer, and ProQuest as well as other sources to provide readily available current academic literature.

#### **Sample textbook:**

Maginn, Tuttle, Pinto, and McLeavey (2007), *Managing Investment Portfolios A Dynamic Process*, 3<sup>rd</sup> edition, Mississauga, Ontario: John Wiley and Sons, Canada.

#### **Student Evaluation:**

Portfolio Project:	50%
Participation:	10%
Final Exam:	40%

#### **Course Designer/Developer:**

Dr Raymond Cox

**Faculty to teach the course:**

Drs Raymond Cox, Bin Chang, Shantanu Dutta, Kamal Smimou

**Faculty qualifications (academic and experience) to teach the course:**

Ph.D. degree in business or a related discipline with relevant experience in research and graduate teaching in finance.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. Financial database requirements are already available within the Faculty. This course is supported by the Virtual Trading Lab.

### **BUSI 6630G Inventory Management & Logistics in the Supply Chain (3 cr, 3 lec)**

#### **Course Description:**

This course looks at the strategic role of inventory management, key strategic drivers of uncertainty in the supply and demand of products, and the tools and techniques for inventory analysis. The course emphasizes issues which are critical to supply chain performance as perceived by the customer, including finished goods inventory planning, transportation industry cost and performance structure, and other third party logistics services, especially warehousing, information technology, and integrated logistics services. order fulfillment process and the role of internal supply chain functions; measurement issues and practices in the supply chain ; transportation cost drivers and structure of the transportation industry; other cost drivers within the supply chain; and current and best practices in logistics

Prerequisite: BUSI 5400G Quantitative Analysis in Business and BUSI 5600G Operations and Project Management.

#### **Learning Outcomes:**

Students who successfully complete the course have reliably demonstrated the ability to:

- identify the major objectives of holding inventory and how they often conflict
- perform an ABC analysis of inventory items
- contrast periodic physical inventory techniques with those of cycle counting
- differentiate between independent and dependent demand inventory items and the significance of each
- understand the various inventory replenishment approaches utilized in industry including Economic Order Quantity (EOQ) model and its limiting assumptions
- identify and understand discrete order quantity models for situations where demand is not continuous
- choose and apply examples of just-in-time principles that relate to independent as well as dependent demand inventory management
- describe the principles underlying Distribution Resource Planning (DRP) as a planning and control system
- describe collaborative inventory management initiatives such as Vendor Managed Inventory (VMI) and Collaborative Planning, Forecasting, and Replenishment (CPFR)
- Describe the bullwhip effect and its impact on the firm's inventory management performance
- Understanding of facility location and routing optimization algorithms
- Identify and discuss legal and customs related aspects to international supply chain operations
- To conduct thorough transportation and logistics audits

#### **Course Design:**

The knowledge content of this one semester course will be delivered primarily in the form of three lectures of one hour duration per week. The laptop computer will be utilized extensively in class to demonstrate solutions to problems and cases. Lectures

will tend to follow the “studio” mode where theory will be demonstrated in the first half hour of class. In the second part of the hour, students would apply the theory using the laptop.

Sample textbook:

Ballou, Ronald H. (2004), *Business Logistics / Supply Chain Management*, 5th Edition, Upper Saddle River, NJ: Pearson Prentice Hall.

Student Evaluation:

Assignments: 25%  
Cases: 20%  
Midterm: 25%  
Final exam: 30%

Course Designer/Developer:

Dr Jennifer Percival

**Faculty to teach the course:**

Drs Clemens Martin, Jennifer Percival, Pamela Ritchie and/or faculty to be hired.

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in supply chain management.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom already exists in our current building. There are no special equipment or lab facilities required to support the offering of this course.

### **BUSI 6650G Advanced Supply Chain Management (3 cr, 3 lec)**

#### **Course Description:**

This course covers strategic role of the supply chain, key strategic drivers of supply chain performance, and the tools and techniques for supply chain analysis. The course presents ways that managers can use in practice for the forefront of supply chain management and information technology in the supply chain. It presents the impact of technology on supply chain operations and the development of products and services. The course examines the current practices and future technological directions in supply-chain management and business strategy, and provides innovative new ideas about integrating new technologies into operations, technology-based product and service development, and knowledge management and supply-chain integration issues.

Prerequisite: BUSI 5650G Supply Chain and Vendor Management.

Co-requisite: BUSI 5640G Optimization

#### **Learning Outcomes:**

Students who successfully complete the course have reliably demonstrated the ability to:

- analyze supply chain applications to determine the best systems for the flow of goods in a multiple-location environment
- calculate which current supply chain techniques offer the lowest cost, highest service levels, and ease of integration for all participants
- develop integrated logistics systems within the supply chain, utilizing multiple modes of transportation, distribution, and warehousing systems
- identify measurement systems that enable tracking and implementation of best practices within the supply chain for all participants
- evaluate complex warehousing and distribution applications in a global supply chain
- determine transportation and distribution cost models that can be utilized to implement reductions in overall supply chain costs
- produce a modeling system for outpartnering, which will ensure all members of a supply chain benefit from their participation
- explain the need for a common platform of information sharing between all participants

#### **Course Design:**

This course will be delivered using a combination of lectures and business presentations from companies involved in supply chain activities. Group and individual study, field trips, and case studies will be used extensively to broaden the students' scope.

#### **Sample textbook:**

Stock, James R. and Douglas Lambert, (2000), *Strategic Logistics Management*, 4th Edition. Boston, MA.: McGraw-Hill Irwin.



Student Evaluation:

Assignments:	20%
Group Cases:	20%
Group Presentations:	20%
Final Exam:	40%

Course Designer/Developer:

Dr Jennifer Percival

**Faculty to teach the course:**

Drs Clemens Martin, Jennifer Percival, Pamela Ritchie and/or Faculty to be hired.

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in supply chain management.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom already exists in our current building. There are no special equipment or lab facilities required to support the offering of this course.

**BUSI 6660G Impact of Technology on the Supply Chain (3 cr, 3 lec)**

**Course Description:**

This course examines the impact of technology, information systems, and e-commerce on supply chain management. The course will consider the impact of advanced manufacturing and inventory management systems, the impact of the Internet on supply chain co-ordination and procurement, EDI, SOA, RFID, inter-organizational systems, ERP integration across the supply chain, data management and security issues for Internet transactions, and the impact of international legal requirements on supply chain systems integration.

Prerequisites: BUSI 5600G Operations and Project Management and BUSI 5500G Management Information Systems.

**Learning Outcomes:**

Students who successfully complete this course will be able to:

- Understand the application, legal concerns, and data management issues of various forms of inter-organizational data sharing environments such as EDI, SOA, Security and Privacy preserving internetworking technologies, inter-organizational systems, integrated ERP systems, and RFID interfaces
- Identify appropriate technologies to support improvements in the value creation of the entire supply chain
- Assess the impact of technological change on the co-ordination of the supply chain
- Recommend improvements to existing supply chain management systems to enhance the competitive position of an organization

**Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. Case studies are completed in teams and one team per case will present their analysis and solution to the class (e.g. in PowerPoint) as it would be done in a corporate setting as consultants.

**Sample textbook:**

To remain current, this course will use current cases from the news as well as journal articles and trade publication articles.

**Student Evaluation:**

Cases (10):	50%
Presentation:	10%
Participation:	10%
Final Exam:	30%

**Course Designer/Developer:**

Dr Jennifer Percival

**Faculty to teach the course:**

Drs Jennifer Percival, Clemens Martin, Patrick Hung and/or faculty to be hired.

**Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in supply chain management.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom already exists in our current building. There are no special equipment or lab facilities required to support the offering of this course.

### **BUSI 6800G International Business (3 cr, 3 lec)**

#### **Course Description:**

This course provides students with an overview of international business environment. Topics include globalization, information technology, international trade, regional economic integration, global monetary system, foreign exchange, future markets, global competition, foreign direct investment, entry strategy, strategic alliances, global production, and global capital markets. Prerequisites: BUSI 5000G Foundations of Business and BUSI 5020 Ethic and Leadership

#### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- understand recent developments of global economy and international business;
- distinguish different types of international business and explain how they differ from domestic business;
- identify specific environmental factors (economic, political, cultural, and institutional) associated with international business;
- adapt business strategies to specific international markets.

#### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, handouts, supplementary notes, discussion topics, etc. Case studies are completed both by individuals and in teams. When case studies are completed in teams, one team per case will present their analyses and solution to the class (e.g. in PowerPoint) as it would be done in a corporate setting as consultants.

#### **Sample textbook:**

Hill, Charles (2005), *International Business: Competing in the Global Marketplace* 5<sup>th</sup> edition, McGraw-Hill Irwin.

Brooks, Ian, Jamie Weatherston, and Graham Wilkinson (2004), *The International Business Environment*, Prentice Hall.

#### **Student Evaluation:**

Participation:	10%
Cases:	20%
Term Project:	30%
Final Exam:	40%

#### **Course Designer/Developer:**

Dr Terry Wu

#### **Faculty to teach the course:**

Drs Bin Chang, Terry Wu, Professor Suhaib Riaz and/or faculty to be hired

#### **Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in

research and graduate teaching.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. There are no special equipment or lab facilities required to support the offering of this course.

### **BUSI 6810G International Management (3 cr, 3 lec)**

#### **Course Description:**

This course examines the dimensions of business management in foreign countries. The course provides a framework for analyzing managerial issues and problems faced by management as a result of economic, cultural, political and social differences within the global environment.

Prerequisite: BUSI 5800G International Business.

#### **Learning Outcomes:**

Students who successfully complete this course will be able to:

- understand the impact of a variety of foreign environments on conducting business
- appreciate the importance of cultural awareness throughout the business enterprise
- discuss a cross-section of problems which have arisen in international management
- prepare and evaluate strategies for introducing a business in a new foreign environment

#### **Course Design:**

The course website will play an integral role in the delivery of resources for this course: syllabus, schedule, assignments, solutions to homework and exams, handouts, supplementary notes, online tutorials, etc. Cases are completed in teams and presented and discussed in class.

#### **Student Evaluation:**

Cases (6):	30%
Participation	10%
Midterm:	25%
Final Exam:	35%

#### **Sample Textbook:**

Phatak, Bhagat and Kashlak (2005), *International Management: Managing in a Diverse and Dynamic Global Environment*, McGraw-Hill.

#### **Course Designer/Developer:**

Dr Terry Wu

#### **Faculty to teach the course:**

Professor Suhaib Riaz and Dr Terry Wu

#### **Faculty qualifications (academic and experience) to teach the course:**

PhD degree in business or a related discipline with relevant experience in research and graduate teaching in management.

**Classroom/Equipment requirements:**

This course only requires a technology-enhanced classroom with laptop connections, data projector, and internet access. This type of classroom is already existed in our current building. There are no special equipment or lab facilities required to support the offering of this course.

**4.5 Collateral and Supporting Departments**

At this time, the development and implementation of the program is limited to the faculty members in the Faculty of Business and Information Technology.

## 5 OUTCOMES

### 5.1 Enrolment and Graduations

As this is an application for a new program, this section is not applicable.

### 5.2 Employment

Employment records of the graduates from the program will be maintained on an ongoing basis.

### 5.3 Publications

Publication records of the graduates from the program will be maintained on an ongoing basis.

### 5.4 Projected Graduate Intake and Enrolments

Table 5.1 shows the projected graduate student enrolment (both full-time and part-time students) over the next seven years. As additional faculty will be hired over the next few years, the planned enrolment in the program is expected to increase. As a conservative estimate intake is shown as stabilizing from 2013.

**Table 5.1: Projected Intake and Enrolments<sup>7</sup>**

YEAR	FULL-TIME				PART-TIME		TOTAL ENROLMENT
	MBA		MBA with Concentration		Intake	Enrol.	
	Intake	Enrol.	Intake	Enrol.			
2009-10	15	15	5	5	15	15	35
2010-11	20	20	8	10.5	20	35	65.5
2011-12	25	25	12	16	25	45	86
2012-13	35	35	15	21	30	55	111
2013-14	35	35	20	27.5	30	60	122.5
2014-15	35	35	20	30	30	60	125
2015-16	35	35	20	30	30	60	125

<sup>7</sup> Notes: Students in the MBA with Concentration are expected to complete in four semesters and so are shown as enrolled for 1.5 years. Part-time students are shown as enrolled for 2 years.



## Appendix A:

### LIBRARY SUBMISSION TO ONTARIO COUNCIL OF GRADUATE STUDIES (OCGS)

FOR:

THE MASTER OF BUSINESS ADMINISTRATION (MBA)

University of Ontario Institute of Technology (UOIT)

Compiled by: Carol Mittlestead, B.A. (Hon), M.L.S., Associate Librarian

### **Introduction:**

This document outlines the resources and services provided by the Library in support of the University of Ontario Institute of Technology's Master of Business Administration (MBA). In the first section, an overview of the Library from an "all users" perspective is provided. The second section details collections and services that specifically support the research endeavours of those teaching or enrolled in the MBA program. In this report, the term "collections" is used to describe both paper and electronic resources – books, indexes, periodicals (journals, magazines, newspapers), librarian recommended web sites, and data sets. The term "accessibility" addresses the physical presence of the Library, onsite reference assistance, the Library web page [www.uoit.ca/library](http://www.uoit.ca/library) as a 24/7 portal, and interlibrary loan and document delivery.

### **The Library: An Overview**

#### **Facilities:**

The Library is an American Library Association (ALA) award winning building designed by Toronto architects Diamond & Schmitt. Opened in late 2004, the Library boasts several noteworthy features:

- 75,000 square feet
- 500 seats
- 10 group study rooms
- 2 library orientation classrooms
- Round reading room with fireplace (2<sup>nd</sup> floor)
- Silent study and special collections room (3<sup>rd</sup> floor)
- *Graduate Student Quiet Study Zone (4<sup>th</sup> floor) – Swipe card access ONLY*
- *Graduate Student Lockers*
- Special needs adaptive technology area
- 160 public computers – wired and wireless
- Microsoft Office Suite
- Photocopiers and printers

#### **Collections:**

The Library's acquisition plan is based on evolving pedagogical needs as determined by the academic faculties. In close liaison with the deans and professors, subject specialist librarians define collection development strategies for the ongoing curriculum-based

purchase of resources as well as for the evaluation and review of existing material.

#### “Traditional” (largely paper based) Resources

While the majority of the library’s acquisition budget is devoted to electronic resources in accordance with new technology, customer service demands and UOIT’s laptop university mandate, there is a small but comprehensive print collection. The plan is to increase paper book holdings by at least 5,000 volumes annually for several successive years with a current projected cost of \$400,000 to \$450,000 per annum. Similarly, the paper periodical collection is expected to remain constant with an investment of about \$50,000 per year excluding costs (e.g. binding) incurred through donations. It is realized that not all current and archival holdings have moved to electronic format. As noted below, other “traditional” resources are also being maintained.

- 88,000 volumes (160,000 volume capacity)
- 400 paper copy journals
- 4,200 audiovisuals (Media Services)
- 877 microfilm reels
- Special Collections e.g. Nuclear, Law
- Leisure reading paperback collection
- Archives including Dissertations & Theses (see also below)

#### Digital Resources

Just as the availability of digital resources increases substantially from year to year so does their use as UOIT enrollment increases. Currently over \$1.7 million or approximately 77% of the acquisitions budget is devoted to purchasing and maintaining electronic subscriptions.

There are primarily four categories of online publications – electronic books or e-books, electronic journals or e-journals (also includes electronic transactions, conference proceedings, standards, country and company profiles etc.), data sets and in-house documents stored within the Library’s institutional repository. The “explosion” of the technical document is reflected by the Library statistics recorded below:

- 47,000 e-books  
\$63,000 in both 2004-5 and 2005-6; \$116,000 in 2006-7; \$150,000 in 2007-8; \$175,000 anticipated in 2008-9
- Indexing and abstracting for over 75,000 electronic journals through various multidisciplinary and subject specific databases; 46,000 journals available immediately in full text  
\$450,000 in 2005-6; \$550,000 in 2006-7; \$1.3 million in 2007-8; \$1.7 million anticipated in 2008-9

Access to statistics is provided through the Library’s subscriptions to four data sets – E-Stat, DLI (Data Liberation Initiative), ICPSR (Inter-University Consortium for Political and Social Research) and ODESI (Ontario Data Documentation Extraction Service and Infrastructure Initiative). E-Stat is Statistics Canada’s educational database including

census data and CANSIM (Canadian Socio-economic Management System). The DLI is a far more expansive and comprehensive collection of statistical sets assimilated and maintained by Statistics Canada and offered through the IDLS (Internet Data Library System) hosted by the University of Western Ontario's Social Science Computing Laboratory. ICPSR is the international equivalent of DLI and is hosted by the University of Michigan. ODESI is a new project funded by the Ontario Council of University Libraries and Ontario Buys that assimilates much of the government data described above as well as including information from polling companies and public domain files such as the Canadian National Election Surveys. Given the broad focus of the MBA Program, data sets from any of the four platforms that relate to a variety of issues including business ventures (e.g. small business start ups, industry mixes), international trade and population disbursement and composition will be of particular value.

The Library obtains its electronic resources by both approaching the vendor directly and by participating in consortium negotiations. This is largely dependent on subject content and company or organization specifications. UOIT is a member of both OCUL (Ontario Council of University Libraries) and CRKN (Canadian Research Knowledge Network) – the provincial and national university library consortia, respectively, that provide for the effective group purchase and distribution of electronic resources.

The Library provides access to *PQDT (Proquest Dissertations and Theses)* and *Theses Canada Portal*. PQDT is a multidisciplinary international database of more than 2 million theses. Indexing and abstracting is provided from 1861 to the present with fulltext provided from 1998 to the present. The mission of the Theses Canada Portal is to digitize and consolidate Canadian theses documents into one database. Each product offers interlibrary loan and purchase options for items not yet available in electronic format. As well as housing a paper copy of each UOIT postgraduate thesis in its Archives, the Library posts an electronic copy on Digilog, its own tailored version of D-Space or institutional repository software. Faculty and graduate students are also invited to post their research findings on Digilog.

### **Resource Accessibility & Assistance:**

The Library constantly strives to make its resources and services more readily available to faculty, staff and students. Despite the increasing demand for electronic resources with off campus access, the Library is still valued for its sense of place and study facilities. Hours have been extended each academic year since the Library's 2004 opening for a total of 94 hours per week in 2008-9.

General inquiries or requests for specific assistance are handled in person, by phone or by e-mail. The Reference team including Subject Specialist Librarians offers class orientations, workshops and individual reference appointments.

The UOIT Library web site [www.uoit.ca/library](http://www.uoit.ca/library) is available 24 hours per day, 7 days a week. It is both the portal for accessing resources and for discovering a multitude of procedural and instructional information. For guidance in navigating and assessing the collection in relation to one's research interest, it is recommended that all library users consult the tabs entitled "Research a Topic" and "Search Collections". Librarian Prepared Subject Guides are included here. For each topic a list of recommended books, e-books, media resources, electronic indexes and full text databases is provided

along with links to statistics, data, government information and “free” but academically sound websites. A “special notes” or “need to know” section prefaces the Subject Guide if there are unique collections or lending conditions associated with a given topic. Help Sheets are available under the “Get Help” tab on the Library web page if the patron needs further research or technical assistance.

In addition to the Subject Guides mentioned above that emphasize pertinent indexes and databases, there are also other ways to effectively access electronic journals, magazines, and newspapers. Scholars Portal and E-Journals at Scholars Portal are OCU platforms that allow an individual to access a number of databases simultaneously. The Library also provides a searchable alphabetical list of all indexes and databases, a searchable alphabetical list of all periodical (journal, magazine and newspaper) titles, and a citation locator that checks for either journal or article availability. Further, cross-referencing amongst databases is provided by a federated search engine or linking software called “Find It @ UOIT”. If a patron is searching one database, but the article is available in another, he/she will be redirected to this resource. If the article is not available at UOIT, the option to request an ILL (interlibrary loan) is displayed.

Refworks is a software tool that allows for citations to be “harvested” from various periodical databases or imported directly so bibliographies can be easily prepared. The user selects the appropriate bibliographic format (e.g. MLA, APA) and Refworks applies it to the references that have been assimilated. The complementary component is Refshare; it allows for bibliographies to be shared amongst colleagues and/or to be used as electronic reserve listings. Students may be directed to an article by their professor and simply authenticate into the Library system. The Library also provides information and assistance in creating durable links or persistent URLs as permitted by database licensing agreements and copyright law. This is yet another method of sharing resources amongst colleagues and/or creating reserve reading lists.

Interlibrary Loan (ILL) is currently free to all UOIT staff, students and faculty. Patrons are directed to an online request form available on the library’s web site. Borrowing and lending occur through RACER (rapid access to collections by electronic requesting) a VDX (Virtual Document Exchange) interlibrary loan system implemented in OCU member libraries. Searches are primarily performed throughout Ontario universities, but items are obtained from other Canadian universities, CISTI (Canada Institute for Scientific and Technical Information) and international institutions too.

Faculty and students from UOIT may visit most other Canadian university libraries and borrow books (Reciprocal Borrowing Agreement) directly upon presentation of their UOIT photo identification card. Materials may be returned directly to the lending library or may be left at the UOIT Library where they will be returned to the appropriate lending library.

Further details about the Library’s plans for serving online students are described under “Program Specifics”.

## The Library: Program Specifics

### **Collections:**

The Library acknowledges that a key objective of the MBA program is to provide students with an understanding of the fundamental tools needed for a successful career in management; courses therefore cover both core business areas such as accounting, finance, marketing, and economics as well as leadership, negotiation skills, organizational behavior and other people focused issues. The Business Subject Guides posted on the UOIT Library web site [www.uoit.ca/library](http://www.uoit.ca/library) are in fact divided into numerous sub-categories -- General, Company Research, Economics, Finance, Human Resources, Industry and Market Research, Marketing, Public Relations. An attempt has been made below to highlight resources featured in these Guides and from a variety of perspectives to illustrate the scope and breadth of research materials and tools available to the MBA candidate.

Accommodation for resource delivery both in person and in online format is also discussed.

### “Traditional” (largely paper based) Resources:

At present there are approximately 25,000 books on the shelves that have been purchased for the Faculty of Business and Information Technology. Since moving to its current location in 2004, the Library has invested over \$60,000 per annum in these titles. Despite the popularity of e-books, this expenditure is expected to remain constant for several years.

For perspectives on legal and social issues and government programming, MBA students and faculty will also “borrow” heavily from those books purchased for the Faculty of Criminology, Justice and Policy Studies (presently 22,000 volumes). Together, books purchased for these two Faculties represent over half of the Library’s print collection. Titles addressing topics such as white collar crime, income distribution, social stratification, the impacts of technology and environmental standards for business are readily available. The Library offers a comprehensive collection of Canadian statutes and regulations both in paper and electronic format.

The practical information needs of post graduate students are addressed by the Library as well. For example, books on qualitative and quantitative research methods, the drafting of research proposals, intellectual property, grant writing, presentation techniques, technical communications, and university teaching are found on the Library’s shelves.

Borrowing privileges for Faculty and Graduate Students are quite generous given the limited size of the collection:

- Limit of 50 regular loan items
- 30 day loan period with 2 renewals (i.e. 90 day total)
- Semester loan by REQUEST

Digital Resources:

E-books

As mentioned above, the Library is investing heavily in e-books. While some are yearly subscriptions, others are individual titles or publisher groupings by subject or date release (e.g. titles published in 2007) purchased on a one time basis. Listed below are e-book databases most likely to interest MBA candidates. Each collection contains a minimum of 50 works; an example of a title relevant to management is provided following the e-book database name.

- *Books 24 x7* – over 25,000 titles divided into the four subsets of Business, Engineering, Finance and IT e.g. *The Leadership advantage: How the best companies are developing their talent to pave the way for future success* (2008)
- *Canadian Electronic Library* - approximately 9,000 titles including government policy documents e.g. *Capital markets and sustainability: Investing in a sustainable future* (National Round Table on the Environment and the Economy (Canada) 2007)
- *Gale Virtual Reference Library* – e.g. *Encyclopedia of business and finance* (2007)
- *NetLibrary* – e.g. *Chinese culture, organizational behavior and international business management* (2003)
- *Oxford University Press* - e.g. *Oxford encyclopedia of economic history* (2003)
- *Springer* – almost 28,000 titles - e.g. *Advanced data mining techniques* (2008)
- *World Bank* – over 4,500 documents – 1,800 World Bank publications and over 2,700 Policy Research working papers – e.g. *A Capital accord for emerging economies?* (2002)

The Library is currently participating in OCUL negotiations for the acquisition of Sage e-books; by February 2009, 85 more e-books should be added to the collection. Titles of interest to MBA candidates include *21<sup>st</sup> Century management*, *Encyclopedia of leadership*, and *Encyclopedia of business ethics and society*.

Journals, Newspapers, Transactions, Conference Proceedings and Country and Company Information

Below is an overview of electronic indexes and databases pertinent to the MBA program. First, those products that focus on periodicals (journals, magazines, newspapers) are highlighted. Patrons can search for journals through an abstracting or indexing tool such as *Social Science Citation Index* for a comprehensive subject overview (linking to full text through Find It @ UOIT and interlibrary loan provided as described above) or they can choose a product such as *Business Source Complete* that offers full text. In both instances, the value of these electronic resources lies in their ability to perform subject searches across all content held within the database; the user starts with a concept and pulls articles from numerous journals simultaneously. Secondly, a select list of journal titles is provided based of their impact factors and thus relevancy to business research.

Thirdly, this section concludes with a list of UOIT Library databases that offer country overviews, industry profiles and forecasts, company data, market reports and trend analysis. Knowledge of historical financials and economic indicators is essential to MBA professors and students.

*Journal and Newspaper Indexes and Databases:*

Extremely Relevant:

*ABI/INFORM Dateline* (regional business publications)  
*ABI/INFORM Global*  
*ABI/INFORM Trade & Industry*  
*Business Source Complete*  
*CBCA Business*  
*Conference Board of Canada*  
*E-Journals @ Scholars Portal* (OCUL portal for simultaneous access to multiple publishers e.g. Springer, Oxford University Press, Elsevier, Taylor & Francis)  
*EconLit*  
*Factiva*  
*Human Resources Abstracts*  
*Lexis Nexis*

Newspapers:

*Canada's Heritage* (*Globe & Mail* archives)  
*Canadian Newsstand* (Ontario newspapers including the *Toronto Star*)  
*CBCA Current Events* (Canadian)  
*Factiva* (Local, national and international newspapers including the *Globe & Mail*)  
*Lexis Nexis* (American and international newspapers)  
*Regional Business News* (American regional business newspapers)

Very Relevant

*Annual Reviews: Economics; Law & Social Science; Political Science*  
*Communication & Mass Media Complete*  
*Peace Research Abstracts*  
*Political Science: A Sage Full-text Collection*  
*Social Science Citation Index*  
*Urban Studies & Planning*  
*Urban Studies Abstracts*

Relevant (Multidisciplinary)

*Academic OneFile*  
*Academic Search Premier*  
*Canadian Reference Centre*  
*CPI.Q* (Canadian Periodicals)  
*JStor* (Journal Storage – archival)  
*Periodicals Archive Online*

Postgraduate students are directed to *JCR (Journal Citation Reports)*, an electronic resource that ranks journals by impact factor and indicates which journals are most frequently cited in each field. The Library scores exceedingly well under the JCR categories of *Business* and *Management*. Examples of high impact titles that are available through the UOIT Library are provided below. On the average holdings are for 13-15 years with the minimum time period being 7 years plus current. The Library is, however, acutely aware of UOIT's "youth" and strives to obtain full text electronic archives of key journals as well as current issues whenever possible. As means of illustration, the start date for journals where more than 25 years of holdings are available is given.

<i>Academy of Management Journal</i>	1963-
<i>Academy of Management Learning &amp; Education</i>	
<i>Academy of Management Review</i>	1976-
<i>Administrative Science Quarterly</i>	1956-
<i>British Journal of Management</i>	
<i>California Management Review</i>	1958-
<i>Corporate Governance</i>	
<i>Decision Sciences</i>	
<i>Entrepreneurship Theory &amp; Practice</i>	
<i>Gender, Work &amp; Organization</i>	
<i>Harvard Business Review</i>	1922-
<i>Human Relations</i>	
<i>Industrial &amp; Corporate Change</i>	
<i>Industrial Marketing Management</i>	
<i>Information &amp; Management</i>	
<i>International Business Review</i>	
<i>International Small Business Journal</i>	
<i>International Journal of Forecasting</i>	
<i>International Journal of Management Reviews</i>	
<i>International Journal of Research in Marketing</i>	
<i>Journal of Advertising</i>	1972-
<i>Journal of Business Venturing</i>	
<i>Journal of Consumer Affairs</i>	1967-
<i>Journal of Environmental Economics &amp; Management</i>	
<i>Journal of Interactive Marketing</i>	
<i>Journal of International Marketing</i>	
<i>Journal of Management Information Systems</i>	
<i>Journal of Management Inquiry</i>	
<i>Journal of Marketing</i>	1936-
<i>Journal of Operations Management</i>	
<i>Journal of Organizational Behavior</i>	
<i>Journal of Public Policy &amp; Marketing</i>	1982-
<i>Journal of Retailing</i>	
<i>Journal of Service Research</i>	
<i>Journal of the Academy of Marketing Science</i>	
<i>Leadership Quarterly</i>	
<i>Long Range Planning</i>	
<i>Management Science</i>	1954-
<i>MIS Quarterly (Society of Information Management)</i>	1977-



<i>Omega – International Journal of Management Science</i>	
<i>Organizational Behavior &amp; Human Decision Processes</i>	
<i>Organizational Research Methods</i>	
<i>Organizational Studies</i>	1980-
<i>Research Policy</i>	
<i>Small Business Economics</i>	
<i>Strategic Management Journal</i>	1980-
<i>Technovation</i>	

Likewise, given the focus on international markets, the following examples of high impact journals from the JCR categories of *Area Studies* and *International Relations* will prove helpful to MBA candidates.

<i>American Journal of International Law</i>	1907-
<i>Asian Survey</i>	1961-
<i>China Journal</i>	
<i>China Review</i>	
<i>Common Market Law Review</i>	
<i>Contemporary Pacific</i>	
<i>Critical Asian Studies</i>	
<i>Emerging Markets Finance &amp; Trade</i>	
<i>Europe-Asia Studies</i>	
<i>European Journal of International Law</i>	
<i>Foreign Affairs</i>	1922-
<i>International Interactions</i>	
<i>International Organization</i>	1947-
<i>International Studies Quarterly</i>	1967-
<i>Journal of Asian Studies</i>	1941-
<i>Journal of Conflict Resolution</i>	1957-
<i>Journal of Contemporary Asia</i>	1970-
<i>Modern Asian Studies</i>	1967-
<i>Modern China</i>	1975-
<i>Ocean Development &amp; International Law</i>	
<i>Pacific Affairs</i>	1928-
<i>Pacific Review</i>	
<i>Review of World Economics</i>	
<i>World Politics</i>	1948-

The library also operates a very active donation program searching for specific back run titles in paper format as necessary.

As mentioned above, it is not enough for MBA candidates to solely review articles written about business and industry. They must make their own analyses based on economic, financial and market statistics. The following electronic products offer assistance.

<p><i>Country, Industry and Company Indexes and Databases:</i></p> <p><i>ABI/Inform Trade &amp; Industry</i>  <i>Business Source Complete</i>  <i>EIU (Economist Intelligence Unit)</i></p>
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*Factiva*  
*FP Infomart Advisor*  
*Global Development Finance*  
*GMID (Global Market Information Database)*  
*Hoover's Company Records*  
*Lexis Nexis*  
*Mergent Online*  
*WDI (World Development Indicators)*

Data Sets (see comment in general section)

Thesis Databases and Digilog (see comment in general section)

Document Delivery:

While the MBA program will not initially be delivered online, the Library is preparing for this option for all UOIT courses. Although the Library has significant digital resource collections, it is realized that off site students and faculty may require materials that are not readily available. This possibility obviously increases as individuals advance through their academic careers and hone in on their own personal research interests. Further, copyright restrictions do not allow for the transmission of articles and books in electronic format from one Library's population to another. The UOIT Library is therefore working to expand its present Interlibrary Loan procedures to serve its online patrons. Initiatives include:

- Mailing of items from the UOIT library print collection
- Arrangements with other libraries for the mailing of books directly to students and faculty and the direct return to the lending library
- Arrangements with other libraries for the mailing of photocopied articles directly to students and faculty; photocopies would not have to be returned to the lending library
- Negotiations with vendors for pre-paid downloads of articles from journals not held by the UOIT Library e.g. Elsevier's Article Choice -- After the user confirms that the article is not available through a UOIT subscription, he/she would be given a login and password for access.

The Library is preparing for UOIT's initial post graduate programs and is committed to supporting the resource and research needs of both faculty and students.

CM –11/07/08