

**Masters of Business Administration  
New Program Proposal  
May 3, 2003**



THE  
UNIVERSITY  
COLLEGE  
OF THE  
CARIBOO



**Masters of Business Administration**  
**New Program Proposal**  
**May 3, 2003**

*need a graduate  
studies office?*

# **THE UNIVERSITY COLLEGE OF THE CARIBOO**

## **MASTERS OF BUSINESS ADMINISTRATION**

### **CONTENTS**

#### **Appendix**

1. Education Planning and Program Review Documents	A
2. MBA – Program Structure	B
3. Library & Admissions Consultation	C
4. Business Case – Executive Summary & Market Research	D
5. Letters of Support	E
6. External Advisory Committee & Minutes	F
7. Financial Plan	G
8. Other	H

A





## EDUCATION PLANNING AND PROGRAM REVIEW

### REQUEST FOR A NEW PROGRAM

Date of Request: 5 May 2003

Attach a completed "New Program Proposal" (see UCC Policy ED-8-2 for guidelines on completing the New Program Proposal).  
(Note: EPPR is not able to consider New Program proposals which do not comply with policy ED-8-2).

Program Name: **Masters of Business Administration**

Proposed Date of Implementation: **April 2004**

Has this program been submitted to DPRC/non-DPRC?

☐ Yes ☒ No

What impact will this have on other departments or program areas?

The School of Tourism will be offering the Tourism concentration. Student Development may have ESL students as they upgrade English, but this is less likely as the students will have an undergraduate degree and English performance will be evaluated prior to entry. UCC International has been very interested in the development of this program as they expect great interest from International students.

Will this have an impact on International Education?

☒ Yes ☐ No

If yes, specify impact.

UCC International is very keen on this proposal as they have been consulted with regard to international demand.

How does this fit with your Department or Division/Faculty/School's Strategic Plan?

This initiative will increase the profile of the School. It will increase FTE's and improve the attraction of the School to students as it increases the options for students locally and internationally. Options for faculty are increased as more research opportunities become available through working with students on research projects in the Master's program.

List all courses comprising the new program (subjects, numbers & titles—e.g. ENGL110-3 - Composition):

New course subjects and numbers MUST be initialled by the Manager of Admissions and Records.

Courses in each Stage:

#### MASTERS OF BUSINESS ADMINISTRATION

##### Delivery:

- Term: 1 Mid-April – Mid June (10 weeks)  
Term: 2 Mid-June – August (10 weeks)  
Term: 3 September – December (Full semester)  
Term: 4 January – April (Full semester)  
Term: 5 May – June (10 weeks)

- Program – Total of 60 Credits
- 18 courses, 3 credits each plus research project, 6 credits
- Number in brackets after course title represents the term in which the course will be delivered.

##### Foundation (6 courses – 18 credits)

- GBUS 500-3 Financial Reporting and Analysis (1)  
GBUS 505-3 Planning and Control Systems (2)  
GBUS 510-3 Organizational Behaviour and Design (2)  
GBUS 512-3 Quantitative Decision Making (1)  
GBUS 515-3 Global Macroeconomics (2)  
GBUS 517-3 Economics of the Firm (1)

##### Core (6 courses – 18 credits)

- GBUS 520-3 Marketing Management (3)  
GBUS 522-3 Corporate Financial Decisions (3)  
GBUS 525-3 International Business (3)  
GBUS 530-3 Operations Management (3)  
GBUS 532-3 Human Resource Management (4)  
GBUS 535-3 Leadership (3)

##### Integrative (3 courses – 12 credits)

- GBUS 550-3 Strategic Management (5)  
GBUS 545-3 Practical Research and Consulting Methods (5)  
GBUS 540-6 Applied Management Project (5)

**Concentrations:**

**General (4 courses - 12 credits)**

GBUS 542-3 Strategic (Management) Information Systems (4)  
Three elective courses\* (3 credits each) (4)  
\*From the current offering of concentration(s).

**1. Tourism (4 courses - 12 credits)**

TMGT 550-3 Tourism Foundations: Issues in Contemporary Tourism  
TMGT 552-3 The Tourism Consumer: Motivation and Behaviour  
TMGT 554-3 Tourism Management  
TMGT 556-3 Tourism Destinations: Planning and Strategy

**2. Finance (4 courses - 12 credits)**

GBUS 560-3 Financial Engineering and Risk Management  
GBUS 562-3 Advanced Corporate Financial Decisions  
GBUS 564-3 Investment Analysis and Management  
GBUS 566-3 Financial Institutions Management

**3. International Business (4 courses - 12 credits)**

GBUS 570-3 International Financial Management  
GBUS 572-3 International Trade, Policy and Strategy  
GBUS 574-3 Business Applications in a Global Environment  
GBUS 576-3 International Marketing Strategy

**4. Leadership (4 courses - 12 credits)**

GBUS 590-3 Strategic Human Resource Management  
GBUS 592-3 Leadership and Innovation  
GBUS 594-3 Leading and Managing Organizational Change  
GBUS 596-3 Leadership and Sustainability

Library Consultation Nancy Lesage

Library consultation MUST be initiated by Library staff prior to Chair signing off

What impact will this have on other departments?

The registrar's office will have to deal with another 30 admissions and the application processing.

The library will be impacted by an increase in research requests and inter-library loans due to the research components and emphasis.

There may be an increase in ESL training if the International students need support or prior upgrading for the program. The admission standards will require English skills and a GMAT. Therefore there should not be a great demand for ESL. However some students may come for upgrading prior to admission.

Audio visual and computer services will be needed as this program will be a technology advanced program relying on the most up to date presentation skills and a high level of service.

Co-op consultation (if applicable) N/A

(If this program involves co-operative education, the Co-op department MUST be consulted and must sign above)

Co-op requirements:

Not currently but in the future may be developed to include a Coop component.

**Budgetary Implications:**

The program will need additional faculty and could also require a director for the program subject to future demand. This number of faculty would also require the support services and support budget that is comparable. The budget is enclosed and is supported to indicate that this program is designed to be self-sustaining. (See Appendix G.)

Division/Faculty/School Committee (if appropriate): N/A

Date \_\_\_\_\_ ☐ Approve ☐ Reject

Curriculum Committee  
Chairperson's Recommendation: [Signature]

Date May 1/03 ☒ Approve ☐ Reject

Dean's Recommendation: [Signature]

Date May 7/03 ☒ Approve ☐ Reject

EPPR Recommendation: \_\_\_\_\_

Date \_\_\_\_\_ ☐ Approve ☐ Reject

Program needs to be submitted to DPRC/non-DPRC

☐ yes ☐ no

Education Council Review: \_\_\_\_\_

Date \_\_\_\_\_ ☐ Approve ☐ Reject

Board of Governors Recommendation: \_\_\_\_\_

Date \_\_\_\_\_ ☐ Approve ☐ Reject

*see comment on next page*



VP, Academic Recommendation\*: \_\_\_\_\_

Date \_\_\_\_\_ ☐ Approved subject to budget  
OR  
☐ Budget approved;  
enter in Colleague/timetable

\*Note: VP Academic MUST approve Colleague/ timetable entry prior to program being scheduled. Please resubmit this form for lifting of this restriction.

DPRC/non-DPRC approval not needed; enter in Colleague/ timetable ☐  
OR  
Approved subject to DPRC/non-DPRC approval ☐  
OR  
DPRC/non-DPRC approval granted; enter in Colleague/timetable ☐

Note: VP Academic MUST approve Colleague/ timetable entry prior to program being scheduled. Please resubmit this form for lifting of this restriction.

IMMEDIATELY AFTER RECEIVING EPPR APPROVAL,  
THE DEPARTMENT CHAIR OR PROGRAM COORDINATOR MUST FORWARD THE ADMISSIONS PACKAGE MATERIAL TO THE REGISTRAR'S OFFICE.

Registrar to confirm and circulate transferability status to Counselling, Academic Advising and appropriate chair.

SUBMISSION DEADLINE - 19 months prior to anticipated implementation

Distribution:

Registrar  
Dean - Williams Lake

Counselling  
Academic Advising

Library  
Public Relations

Dean  
Chair

International Education

*It has come to my attention that two faculty members in the School of Business & Economics have concerns about the "leadership" concentration. Although the faculty members support the core, they feel more dialogue and debate needs to occur relative to the "leadership" concentration.*

*[Signature]*



# NEW PROGRAM PROPOSAL

School of Business and Economics

Masters of Business Administration

Date of Proposal: April 24 2003

Proposed Implementation Date:

## CALENDAR DESCRIPTION

- i. Credential (Certificate, Diploma, Degree)  
**Masters degree**
- ii. Chairperson(s) and Faculty Members  
**Co Chairs: Rishma Vedd and Peter Tsigaris**  
**Faculty members: Ying Kong, Rafiqul Bhuyan, Len Hutt, Tony Brower, Lian Dumouchel**  
**Ex officio: Dean Sibylla Lane**
- iii. Program Description

### **Masters of Business Administration.**

The program is designed to be an integrative case study approach to executive business training. The program is twelve-months full-time or two years part-time to enable students to complete and take their training into business and industry as soon as possible. Yet the program is academically rigorous with a thesis or project component. The focus is on the International global environment for which UCC is renowned. Such an international focus develops creativity and networking that creates advantage to businesses and the aspiring executive. The program integrates technology and E-commerce throughout the program with the expectation that the graduates will use information technology in every aspect of their program and in the future. The program is constructed in compliance with the requirements of the AACSB, the International Association for Management Education.

It is a four-stage MBA program.

- Stage I offers the foundation courses for the program.
- Stage II offers the core courses.
- Stage III offers courses for concentrations and electives, and
- Stage IV offers the capstone course, Practical Research and Consulting Methods and the Applied (Research) Management Project to complete the program.  
(See Appendix B.)

- iv. Admission Requirements

An undergraduate degree in any discipline. **TOEFL 550.** A minimum "B" average in the last two years of an undergraduate program. Preferably work experience at the managerial level. **GMAT. PASS? 500.**

- v. Program Policies

Students who have a Bachelor degree (B.A., B.S., B.Sc. or B.ED) will be required to complete the foundation courses. Students who have completed commerce degree will be evaluated for advanced standing by the committee.

- vi. Program Requirements

The 60-credit program comprises of 18 courses, 3 credits each plus Applied Management (research) Project with 6 credits. (See Appendix B.)

- vii. Clinical, Cooperative Education, or other work experience components

A study abroad component will be encouraged for students to augment their International learning in the program.



## **Course Descriptions**

[New courses must also include the "Request for a New Course Form", "New Course Proposal", and "Course Outline". If the new courses have not yet been developed, they must go through the approval process prior to being implemented.]

These are the course descriptions subject to program approval. The full outlines for the courses will be submitted for approval as they are developed subsequent to the external program approval.

## **FOUNDATION COURSES**

**GBUS 500: Financial Reporting and Analysis.** The concepts, conventions and techniques involved in the preparation of financial statements leading to the analysis and interpretation of the financial information. The financial accounting course focuses on financial information from the user's perspective. The impact of alternative accounting policies on investing, financing, activities on organization is presented. The course uses financial analysis technique for understanding financial reports: balance sheet, income statements, and cash statements.

**GBUS 505: Planning and Control Systems.** This course examines financial statements from the perspective of both prepares and users of financial information. Commencing with analytical models of information productions, the course focuses on various mechanisms of information extraction. Techniques such as ratio analysis, signal extraction, forecasting used to establish functional relations between the accrual process and the economic position of a firm. Consequently, the course provides a framework for using accounting information to evaluate a firm. It progresses through financial statement analysis of Canadian and international companies in different industries and in different geographical areas.

**GBUS 510: Organizational Behaviour and Design:** This course will provide students with the concepts and theories of organizational behaviour and design. Major topics include job attitudes, motivation, conflict, leadership, structure, power, culture and decision-making. It will also provide opportunity for the theories and concepts to be applied to facilitate organizational effectiveness.

**GBUS 512: Quantitative Decision Making.** This course surveys basic statistical and forecasting techniques in order to analyze and interpret business data so that managerial decisions can be made. The lectures will be conducted in computer labs in order to illustrate the application of the statistical and forecasting techniques.

**GBUS 515: Global Macroeconomics.** The course deals with the international macroeconomic environment within which business operate. Topics include the benefits and costs of international capital mobility; the operation of the spot and forward markets, the balance of payments, the experience of fixed exchange rate systems and why such systems collapse; monetary union as a solution to currency crises; the international monetary system without commitments; formal models of exchange rates; measuring excessive nominal and real exchange rate variability; governments and the exchange rate markets; the cost of exchange rate variability.

**GBUS 517: Economics of the Firm.** This course is designed to apply economic principles and tools to solve managerial problems. Utilizing case studies the lectures will explore issues such as consumer behaviour, pricing, cost and production analysis, decisions under risk and uncertainty, optimal size and scope of a firm, strategy under different market structures, externalities and public goods.

## **CORE COURSES**

**GBUS 520: Marketing Management.** This course covers basic concepts in marketing, including marketing orientation, relationship marketing, and the marketing research process, consumer versus industrial marketing, uncontrollable versus controllable variables, market segmentation, and development of a marketing plan. The course also introduces marketing in special contexts such as not-for-profit, international, services, and environmental issues.

**GBUS 522: Corporate Financial Decisions.** This course examines topics in corporate finance and investments. An important component of the course is to understand how firm value is determined. This involves understanding of the risk-return relationship in portfolio decisions, the valuation of financial securities in the market, and capital market efficiency. With this framework as a prerequisite, the course examines corporate investment criteria and cash flow estimation, cost of capital and project risk, as well as capital structure decisions.

**GBUS 525: International Business.** This course is a broad introductory survey of the field of international business, focusing on the international environment; international trade theory and policy; the balance of payments and foreign exchange markets; and the theory of multinational enterprises and foreign direct investment. The course also focuses upon international business operations, including global strategic management; international modes of entry; organizational structure and control issues and international functions.

**GBUS 530: Operations Management.** This course will investigate internal processes such as manufacturing, delivery of services, and business processes such as customer relations management and the external processes such as logistics (procuring raw materials, and providing finished products to customers). It also includes the processes that cross boundaries between organizations, such as Supply Chain Management (SCM) and Total Quality Management (TQM).



**GBUS 532: Human Resource Management.** This course is designed to provide students with an advanced understanding of the human resource management (HRM) function within organizations. It includes an appreciation of the roles of both HRM personnel and line managers in designing and implementing effective HRM policies and practices.

**GBUS 535: Leadership.** This course examines a wide variety of different theoretical and research approaches to leadership and managerial effectiveness in the broader context of work organizations. It explores aspects of the subject that draw attention to the link between strategy, human resource management and leadership. Aspects of leadership covered will include: historical conceptions, topologies of leadership, attributes, contexts, power, gender and strategic management and learning. Practical application of this knowledge will be undertaken with the use of case studies, projects and exercises.

## **INTEGRATIVE COURSES**

**GBUS 550: Strategic Management.** The concepts underpinning the formulation, implementation, and evaluation of cross-functional decisions that directly affect the ability of an organization to achieve its stated objectives. The course focuses attention on the role of the senior management function to develop and implement strategy in the context of the resources. Participants focus on the analysis of the firm's external and internal environment to identify and create competitive advantage in a global context. It draws upon case materials based on international companies case studies are used to describe actual problems.

**GBUS 545: Practical Research and Consulting Methods.** This course examines the process of research design and methodology. Lectures will focus around the design, methodology, conduct, and evaluation of applied business research projects.

**GBUS 540: Applied Management Project.** This is a comprehensive research project course. The topic of this research project will be selected by the students of their interest under the supervision of the respected faculty(s).

## **CONCENTRATIONS**

### **GENERAL**

**GBUS 542: Strategic (Management) Information Systems.** The course addresses what every MBA student needs to know in order to leverage information systems for the design and implementation of business models of an organization. The course also examines the capability of information technology to enhance the quality and efficiency of decision making by improving various elements of decision-making processes and enabling superior management of information content.

### **TOURISM CONCENTRATION**

**TMGT 550: Tourism Foundations: Issues in Contemporary Tourism.** This course will provide students with a broad understanding of the principles of tourism and its complex nature using a multidisciplinary approach. Students will examine the structure and organization of tourism as an industry; the sociology of tourism and the role of human involvement in the development and delivery of tourism products; the geography of tourism; tourism systems and models; the impacts of tourism; and sustainable tourism development.

**TMGT 552: The Tourism Consumer: Motivations and Behaviour.** This course examines the psychological, social, cultural, and marketplace determinants of tourist motivations and behaviour. Topics covered will include tourism demands, motivations and decision-making; tourist perceptions; the tourist experience; tourism and the environment; trends in tourist behaviour; and tourist satisfaction.

**TMGT 554: Tourism Management.** This course examines the unique nature of tourism organizations and operations and the challenges these organizations present to effective management. Topics covered will include designing and managing the tourism experience; managing the quality of tourism services; and effectively integrating marketing, operations, and human resources.

**TMGT 556: Tourism Destinations, Planning, and Strategy.** Tourism managers must learn to effectively navigate within a complex web of public and private sector stakeholders in a highly dynamic environment. This course examines the relationship between tourism destinations, their environments, and their stakeholders from a management perspective. Students will learn how tourism managers can successfully develop strategic plans that will work toward developing thriving and sustainable tourism destinations.

### **FINANCE CONCENTRATION**

**GBUS 560: Financial Engineering and Risk Management.** This course deals with the valuation and hedging using options, forward contracts, futures contracts, swaps, and other derivatives. The course provides an understanding of these instruments including their valuation and application. Within this framework risk management and the design of securities using derivatives for both the corporate sector and at the personal investment level is undertaken.



**GBUS 562: Advanced Corporate Financial Decisions.** The purpose of this course is to develop an understanding of modern corporate finance. The emphasis of this course is on financing, especially equity financing. Topics covered in this course include an analysis of the cost of capital, capital structure, and firm valuation, including the use of comparable firm multiples. Attention is focused on raising external capital, both for publicly traded firms and firms going public. Option pricing theory is then covered and applied to the valuation of convertible bonds. The lease versus buy decision is analyzed. Risk management issues are also discussed. Throughout the course theoretical analysis will be integrated with evaluation of the empirical evidence and analysis of specific examples.

**GBUS 564: Investment Analysis and Management.** This course provides an overview of investment choices, the workings of investment markets, the valuation of investments, and the management of investment portfolios. The goal of the course is to provide the student with an overall understanding of what investment choices are available, how the investments are traded, and how the investments are valued. Specific topics covered include, the trading of securities, asset allocation for individuals, efficient markets, equity valuation and analysis, bond evaluation and analysis, equity portfolio management, bond portfolio management, the workings of investment companies, and concepts of risk and return.

**GBUS 566: Financial Institutions Management.** The course teaches students how to be effective global financial managers. The course deals with the financial and real decisions facing firms in an international environment. Topics include the institutions and instruments that facilitate trade and investment activity, review of international parity conditions, the measurement of accounting and real exposure of exchange rate changes on the firm's financial statements; the impact of exchange rate movements on the operating exposure and the real decisions facing exporters and importers; the forecasting of exchange rates; the methods of management of foreign exchange risk, working capital management in an international setting, capital budgeting decisions for direct foreign investment, as well as international portfolio investments.

#### **INTERNATIONAL BUSINESS CONCENTRATION**

**GBUS 570: International Financial Management.** The course teaches students how to be effective global financial managers. The course deals with the financial and real decisions facing firms in an international environment. Topics include the institutions and instruments that facilitate trade and investment activity, review of international parity conditions, the measurement of accounting and real exposure of exchange rate changes on the firm's financial statements; the impact of exchange rate movements on the operating exposure and the real decisions facing exporters and importers; the forecasting of exchange rates; the methods of management of foreign exchange risk, working capital management in an international setting, capital budgeting decisions for direct foreign investment, as well as international portfolio investments.

**GBUS 572: International Trade, Policy and Strategy.** The course reviews the theories and practical case applications on the dynamics of global competitiveness. The course studies how countries and organizations develop and sustain competitive advantage in the rapidly expanding global economy. It also examines commercial policies in international trade such as tariffs and non-tariff trade barriers, trade regulations and industrial policies. The course also discusses international factor movements and strategy for multinational enterprises. Finally trade policies for the developing nations and regional trading arrangements will be examined.

**GBUS 574: Business Applications in a Global Environment.** This course is a capstone application course within the concentration. The course is based on weekly analysis of business case studies. The business case studies examine the difficult choices and decisions firms are required to conduct when faced with turmoil from the forces of the global economic environment. The course will be team-taught depending on the case study under consideration.

**GBUS 576: International Marketing Strategy.** The course will focus on understanding the international environment, formulating strategy, deciding on the mode of market entry, and the role marketing levers in the expansion into foreign markets. The course will provide an opportunity for students to develop an understanding of the key elements and issues involved in developing an international marketing strategy. The emphasis in the course is on self-learning, and therefore, the cases and a major project will be used to supplement the lecture discussions.

#### **LEADERSHIP DEVELOPMENT CONCENTRATION**

**GBUS 590: Strategic Human Resource Management:** The role of the Human Resource department is evolving to fill a critical gap in the organization's ability to survive in the information age. No longer can the HR department take a back seat to strategic planning. HR has a critical role in ensuring that the organization has a recruitment and retention program driven by and aligned with the organization's strategic plan. The case study method is used to further the students' understanding of the theoretical underpinnings of human resource management in the global economy.

**GBUS 592: Leadership and Innovation:** The role and challenge of the leader as an innovator. With the emphasis on developing consulting skills the student will not only learn about the role of the internal change agent, but will also be expected to become equipped with the essential consulting skills required to facilitate the appropriate organizational interventions to effect a dynamic and healthy work environment.



**GBUS 594: Leading and Managing Organizational Change:** Today's leaders are constantly challenged by the complexity, accelerated pace and diversity of social, technological and economic change. In such an environment, it is incumbent upon leaders at all levels to understand the emotional turbulence and upheaval of those experiencing the omnipresent organizational change; they must know how to anticipate and take a proactive stand in helping the organization's human capital to carve through the rough waters. They must be skilled in responding effectively to their external environment while maximizing their internal operations and processes.

**GBUS 596: Leadership and Sustainability:** Different eras and different places in the organizational lifecycle call for a variety of leadership styles. Knowing what style is effective under what conditions is the challenge of today and tomorrow's organizations. The selected style must be informed by the critical economic, social and environmental dimensions (the triple-bottom line of sustainability). Utilizing a case study approach, this course familiarizes the student with current leadership theory and hones the appropriate critical thinking skills.

## **RATIONALE, PHILOSOPHY, AND GOALS**

- i. Contribution to UCC goals; consistency with UCC and Divisional Plans.

The strategic plan of the institution is to develop Applied Masters programs further to the Government approval for UCC to offer such degrees. The Masters degree in Business Administration is an applied degree in so far as it is offering further education to professionals in business and industry to develop international learning applied to leadership and financial skills in management. The research component of the program will promote research by faculty and students and further develop the research infrastructure of UCC. This program will also increase and promote global learning as the focus is international.

- ii. Replacement program or new program?

This is a new program.

- iii. Planned Program Profile

The program plans to take in 30 students each year on a full-time basis. Students may also take the program on a part-time basis depending on the program mix. Courses will be offered at the weekend and in the evening on a revolving basis to facilitate part-time students. A mix of students will be part of the admission process as the shared learning component means that the student mix is important to the case study environment.

- iv. Evidence and results of consultations with external agencies. (Refer to Business Case - external advisory group)

Attached are the minutes of the Advisory Committee with local business leaders. There has been consultation with other institutions to make sure that the program does not overlap with their program development locally. The focus of the UCC MBA is unique as it is developed on the strengths of UCC and with regard to the needs of the local and international business environment.

- v. Employment and educational opportunities for graduates.

MBA's are still defined as a growing need as the business environment becomes more global and competitive. Again refer to the Business Case package attached. The development of MBA's by other institutions indicates a still growing demand for this program. Part of the reason is that business skills are generic to every industry so graduates of all undergraduate programs wish to access an MBA to further their career opportunities.

## **CONSULTATION, ACCOUNTABILITY AND EVALUATION**

- i. Details of consultations between the department proposing the program and other departments

There has been consultation between departments within the School of Business & Economics and that of School of Tourism.

- ii. Uniqueness of the program.

The MBA program offers concentration in areas such as International Business, Leadership, Finance and Tourism. It has emphasis on global perspective with applied case study approach. It spans three disciplines that of Management, Economics and Tourism. This interdisciplinary approach provides students with knowledge and skills necessary for global competitive market. This will be the first MBA program in the heartland of B.C.

iii. Minimum instructor qualifications.

**Phds in related discipline in Business, Economics, and Tourism are preferred. MBAs with substantial work experience in business and industry will also be considered.**

iv. Preferred instructor qualifications.

**As above**

v. Impact on other programs.

**This should increase the appeal of UCC as this is a degree that undergraduates from any discipline may wish to take to complete their education.**

vi. Advisory Committee for the program, if appropriate. (Refer to Business Case)

**As attached. A continuous advisory will be established once the program is approved.**

vii. When/how will evaluation of the program take place.

**There will be continuous evaluation through student evaluation, advisory input, instructor development and knowledge, and local feedback. The program will also be subject to the institutional review process.**

viii. Anticipated approval or accreditation requirements from external agencies.

**The proposal will be forwarded to the Degree Program Review Committee once approved by UCC.**

ix. Are sufficient advising and counseling services available in the program and institution?

**UCC has a strong international office to support the international components of the program. There is also a good ESL program and student development department at the university to support the needs of students.**

## **RESOURCES**

i. Staffing required.

**The program will require additional faculty and may require a director once the program is established. (Refer to Business Case)**

ii. Details of instructional, library, technical, special facilities, or other support.

**The integrated information technology component will require connectivity on the campus. (See Appendix C-Library and Appendix G-Financial Plan.)**

iii. Lecture, seminar, lab utilization.

**The instruction is largely case study and therefore requires small break out rooms for student group work and seminars. The instruction will require the use of technology effective classrooms that are tiered to facilitate the interactive instructional approach to business learning.**

iv. Impact on other support services.

**Audio visual support for projectors and visual aids. Computer support for the connectivity component to learning.**

## **BUDGET**

i. Operating Budget Requirements.

**Attached**

ii. Capital Budget Requirements.

**Classroom and seminar rooms. Computer projector and visual support in the classrooms.**



iii. Funding Sources.

**Some international funding. Student tuition. Some reallocation of internal funds. Self financing through tuition and fundraising efforts. (See Appendix G.)**

**B**

## MASTERS OF BUSINESS ADMINISTRATION

### **Delivery:**

Term: 1	Mid-April – Mid June (10 weeks)
Term: 2	Mid-June – August (10 weeks)
Term: 3	September – December (Full semester)
Term: 4	January – April (Full semester)
Term: 5	May – June (10 weeks)

- Program – Total of 60 Credits
- 18 courses, 3 credits each plus research project, 6 credits
- Number in brackets after course title represents the term in which the course will be delivered.

### Foundation (6 courses – 18 credits)

*Non-commerce degrees*

GBUS 500-3 Financial Reporting and Analysis (1)  
GBUS 505-3 Planning and Control Systems (2)  
GBUS 510-3 Organizational Behaviour and Design (2)  
GBUS 512-3 Quantitative Decision Making (1)  
GBUS 515-3 Global Macroeconomics (2)  
GBUS 517-3 Economics of the Firm (1)

### Core (6 courses – 18 credits)

GBUS 520-3 Marketing Management (3)  
GBUS 522-3 Corporate Financial Decisions (3)  
GBUS 525-3 International Business (3)  
GBUS 530-3 Operations Management (3)  
GBUS 532-3 Human Resource Management (4)  
GBUS 535-3 Leadership (3)

### Integrative (3 courses – 12 credits)

GBUS 550-3 Strategic Management (5)  
GBUS 545-3 Practical Research and Consulting Methods (5)  
GBUS 540-6 Applied Management Project (5)

### Concentrations:

#### General (4 courses - 12 credits)

GBUS 542-3 Strategic (Management) Information Systems (4)  
Three elective courses\* (3 credits each) (4)

\*From the current offering of concentration(s).

*Only offering aspects of the concentrations*

**1. Tourism (4 courses - 12 credits)**

TMGT 550-3 Tourism Foundations: Issues in Contemporary Tourism ★  
TMGT 552-3 The Tourism Consumer: Motivation and Behaviour ★★  
TMGT 554-3 Tourism Management ★★  
TMGT 556-3 Tourism Destinations: Planning and Strategy

**2. Finance (4 courses - 12 credits)**

GBUS 560-3 Financial Engineering and Risk Management  
GBUS 562-3 Advanced Corporate Financial Decisions  
GBUS 564-3 Investment Analysis and Management  
GBUS 566-3 Financial Institutions Management

**3. International Business (4 courses - 12 credits)**

GBUS 570-3 International Financial Management  
GBUS 572-3 International Trade, Policy and Strategy  
GBUS 574-3 Business Applications in a Global Environment  
GBUS 576-3 International Marketing

**4. Leadership (4 courses - 12 credits)**

GBUS 590-3 Strategic Human Resource Management  
GBUS 592-3 Leadership and Innovation  
GBUS 594-3 Leading and Managing Organizational Change  
GBUS 596-3 Leadership and Sustainability

C



# MEMO



THE  
UNIVERSITY  
COLLEGE  
OF THE  
CARIBOO  
Penny Haggarty  
Collections Librarian

To: Nancy Levesque  
Date: May 6, 2003  
Subject: Library Resources for MBA Degree

---

Essential Electronic Resources:	Annual cost	No. of sim. Users
Can Corp Financials	\$7,718	2 to 4
Int'l Financial Stats	\$1,950	1 to 5
Marketresearch.com	\$5,958	Unlimited
Leisuretourism.com	\$1,408	Unlimited
Lexis Nexis Academic	\$36,109	Unlimited
<b>Subtotal</b>	<b>\$53,143</b>	

Desirable Electronic Resources:	Annual cost	No. of sim. Users
EconLit	\$5,688	Unlimited
Soc Sci Cit Index current	\$8,404	1 to 5
Soc Sci Cit Index back-files 1990-2002	\$21,892	1 to 5
<b>Subtotal</b>	<b>\$35,984</b>	

<b>Total Essential/Desirable</b>	<b>\$89,127</b>
----------------------------------	-----------------

Books, videos, software, back issues of journals – Startup costs \$50,000.00

Journal subscriptions – annual ongoing cost \$40,000.00

Books, videos, software – annual ongoing cost \$30,000.00

Total Startup costs, including essential electronic resources: \$143,143.00

Total Ongoing costs: \$123,143.00

*Penny Haggarty*

Date: Tue, 06 May 2003 16:28:56 -0700  
From: Ray Pillar <rpillar@cariboo.bc.ca>  
Subject: Fwd: Re: Tourism in the MBA.  
To: rvedd@cariboo.bc.ca  
X-Mailer: Novell GroupWise Internet Agent 6.0.3 Beta  
Original-recipient: rfc822;rvedd@cariboo.bc.ca

I have just corresponded with Dave Twynam and we think all the Tourism courses should be TMGT (i.e. TMGT 550, 552, 554, and 556).

=====  
Ray Pillar e-mail: rpillar@cariboo.bc.ca  
Admissions and Records Manager  
University College of the Cariboo voice: (250) 828-5250  
Box 3010  
900 McGill Rd  
Kamloops, BC V2C 5N3 fax (250) 371-5960  
=====

Date: Tue, 06 May 2003 16:25:28 -0700  
From: "Dave Twynam" <dtwynam@cariboo.bc.ca>  
To: "Lian Dumouchel" <ldumouchel@cariboo.bc.ca>, "Ray Pillar" <rpillar@cariboo.bc.ca>  
Subject: Re: Tourism in the MBA.  
Mime-Version: 1.0  
Content-Type: multipart/alternative; boundary="=\_FFA07454.2D4C2F72"

I am in full agreement TMGT 5XX

Dave

David Twynam Ph.D  
Dean  
The School of Tourism  
The University College of the Cariboo  
Box 3010  
Kamloops B.C.  
V2C 5N3  
Phone 250 371 5861  
Cell 250 851 1816  
Fax 250 371 5582  
<http://www.cariboo.bc.ca/tourism>

>>> Ray Pillar 05/06/03 04:15pm >>>  
Tourism courses should definitely be TMGT. This should be a function of the course content, not the source of the instructor. I think all of the Tourism courses (550, 552, 554 and 556) should be TMGT.

What do you two think about this?

=====  
Ray Pillar e-mail: [rpillar@cariboo.bc.ca](mailto:rpillar@cariboo.bc.ca)  
Admissions and Records Manager  
University College of the Cariboo voice: (250) 828-5250  
Box 3010  
900 McGill Rd  
Kamloops, BC V2C 5N3 fax (250) 371-5960  
=====



Date: Wed, 07 May 2003 08:19:11 -0700  
From: Ray Pillar <rpillar@cariboo.bc.ca>  
Subject: Re: MBA Revised structure  
To: rvedd@cariboo.bc.ca  
X-Mailer: Novell GroupWise Internet Agent 6.0.3 Beta  
Original-recipient: rfc822;rvedd@cariboo.bc.ca

All of the course subjects (GBUS and TMGT) and all of the course numbers are approved. Consider this email my initials for the EPPR approval on the program. They are all in Colleague as pending courses. The best of luck the rest of the way.

```
=====
Ray Pillar                                e-mail: rpillar@cariboo.bc.ca
Admissions and Records Manager
University College of the Cariboo         voice: (250) 828-5250
Box 3010
900 McGill Rd
Kamloops, BC V2C 5N3                    fax    (250) 371-5960
=====
```

>>> Rishma Vedd <rvedd@cariboo.bc.ca> 05/06/03 04:30pm >>>  
Ray,  
Further to our meetings, attached is the revised MBA structure for your approval.

Appreciate all your help!

Thank you again.  
Rishma

D



# **BUSINESS CASE**

**Name of Institution:**

University College of the Cariboo

**Name of New Applied Degree Program:**

**MASTERS OF BUSINESS ADMINISTRATION**

**DRAFT**

**March 17<sup>th</sup> 2003**

## Executive Summary

The University College of the Cariboo (UCC) is presenting the case study and feasibility of offering The Masters of Business Administration (MBA) Program. Evidence supports the need for the program, the ability of this University to sustain it, and the willingness of the business community to be involved with it. With the growing needs of an international student population and the demands of the global marketplace, more education than a general business degree becomes imperative. This University is in a growth phase with its programs and facilities and is planning a new International Centre to house offices, language labs and classrooms to support its fast growing local and international population. UCC is also renowned for its International programs and its large contingent of international students.

The MBA program proposed provides practical and immediate benefits to students and other University faculties and opportunities for the district and province. With the involvement and support of local businesses, there are increased possibilities for the future employment of graduates at more senior and strategic levels. The uniqueness of this MBA program opens new fields of research and marketability in specialised areas, such as Tourism and Global Business Management in which UCC is a recognized leader.

Unable to grant MBA degrees themselves, some University Colleges are penetrating the MBA market by partnering with international schools. Malaspina and its British partner University of Hertfordshire is one such example. In this example, it is evident that there is a strong MBA market. This is manifested by the over-subscription rates of their program.

These alliances seem to be a win-win situation. The partnership has not only allowed the University College to enter the MBA market, it has also enhanced both the image and the financial position of the International Institution (University of Hertfordshire in this case) that is lending its name and status.

While such initiatives are to be applauded, we must also be cognizant of the missed opportunity inherent in these initiatives. Specifically, our BC University Colleges are missing both the full financial and status enhancements that would come as a result of offering their own MBA programs.

Thus, the Business Case presented in this document represents an opportunity for a British Columbia University College (UCC) to develop and deliver its own applied MBA program and consequently gain the status, reputation and financial rewards that come with directly meeting the demands of a very viable and sustainable market. It also means that the students will graduate with a Canadian and BC credential as oppose to a British credential. We suggest that it is now time for our provincial government to seize the window of opportunity and by favourably responding to this business case, enable a B.C. University College to offer an MBA program to a waiting market.



The University College of the Cariboo MBA program, planned with the consultation of other Universities with Masters of Business Administration programs, will be completely self-financed and is expected to generate profits to contribute toward new initiatives and the future growth of UCC. It is a viable, sustainable and positive initiative that is expected to benefit the students from the local, provincial, national and international communities it will serve.

## **BUSINESS CASE FOR A MASTERS OF BUSINESS ADMINISTRATION**

### **Introduction**

UCC is situated in the western edge of the Rocky Mountains and is renowned for such unique undergraduate programs as the Business Administration and Tourism Management. The University now has been approved to offer Applied Masters degrees. The University College of the Cariboo is proposing the offering of the Masters of Business Administration (MBA) program for the benefit and growth of its students and the business community. UCC wants to be involved in promoting successful business graduates capable of being leaders in the rapidly changing global business climate.<sup>1</sup>

The Masters of Business Administration (MBA) is professional master's degree program and is in high demand, with an annual growth of 15% worldwide in the past decade (Guardian Weekly, Training for Business, March 7-13). Even with the tuition increases, by as much as a 376% increase by Simon Fraser University, more Universities are offering the program.<sup>2</sup> Such an increase in supply and prices indicates that the demand for these programs still outstrips the supply. Also, these programs are revenue generating ('more than \$61 million in tuition alone in Canada last year', Canadian Business, Nov 2002). This increase in demand suggests that the skills and knowledge acquired from such program has value added to the business community. The supply growth is in response to the expectations of future demand increases. If this were not the case, the universities would likely be responding by lowering prices or terminating programs. According to the Federal Government Report, British Columbia has shown the strongest University growth in Canada.<sup>3</sup>

The MBA has a strong universal appeal in today's business world. Career opportunities need some advanced business training. The Financial Times reports every year on this particular program and ranks the universities' MBA programs around the world. The MBA is highly sought to increase a person's career potential by offering the relevant management training and knowledge of the skills needed to manage. As entry to advanced employment in the business world, it is a program that has broad appeal and is not a niche program dependent on a limited current market demand by potential students in one industry. The networking it offers for future business opportunities is a career advantage. The MBA program provides value added to companies as they strive to compete globally. For example, Shulich (York University) jumped to the highest ranking

---

<sup>1</sup> . This initiative by UCC builds upon the Economic Heartlands Strategy that the Premier outlined in his State of the Province address. The provincial government has agreed to implement economic development plans across the province, incorporating plans for infrastructure, human capital and marketing. ISee also the B.C. 2003 Budget highlights.

<sup>2</sup> Recently a growth from 21 to 32 universities (Globe and Mail, Nov 25<sup>th</sup> 2002)

<sup>3</sup> The Report on the Millennium Scholarship Fund indicates 42% growth. Visit the following website for additional information: [www.millenniumscholarships.ca/factbook](http://www.millenniumscholarships.ca/factbook)



ever for a Canadian University Business School due to its increased efforts towards globalization of the program (Financial Post, November 2002).

This report proceeds with the following sections. First the benefits to students is analyzed, then the business/employer/industry involvement and support is described, followed by the institutions capacity to deliver the program, and finally we examine the system's coordination with other MBAs across BC.

### **Benefits to Students**

There is value added by the MBA program over an undergraduate degree program and enhanced career opportunities as well as potential income. Statistics Canada recent Census of population on earnings, levels of schooling, field of study and school attendance finds that university education and experience pay off in higher earnings. Average annual earnings were \$31,757 in 2000 relative to \$29,596 in 1990. According to Statistics Canada this increase was a result of the demand for high skilled workers due to technological advancements and globalization (Daily, March 11, 2003), the aging and experience of the baby boomer workforce, and more working people with University degrees.

The aging of the workforce in Canada could result in a reduced standard of living in the near future, if appropriate corrective measures are not undertaken. One corrective measure is for the Canadian society to invest more in human capital. Economists and the Business community have long recognized that the most important engine of economic growth is that of human capital. Economic growth, through productivity and technological advancements, attributed to human capital will lead to growth in real wages. Evidence indicates that the monetary return from investing in human capital is rewarding. The Statistics Canada Census shows that higher education is a gateway to higher earnings. The Census shows that the individuals with more experience and with higher education made the most significant earnings gains. According to the Census, Canada is entering the 21<sup>st</sup> Century with the most educated population ever. In 2001, 1.1 million people in the working age population (i.e., age 25 to 64) had degrees above the bachelor level. The Census also reports that there is an increase in the number of students choosing technology and business as their field of study relative to previous decade.

The Canadian Business Magazine on November 11, 2002 had a special issue on examining Canada's MBA programs. In an effort to rank the Canadian MBA programs, and being unbiased, the magazine conducted a survey of 500 randomly selected executives and human resource recruiters. The survey found many interesting and surprising results. First, 84% of the executives believe that an MBA graduate is more likely to find employment than a non-MBA graduate. Secondly, 66% of the executives think that an MBA graduate should start at a higher salary than someone without an MBA but with equal qualifications. From the human resource recruiters, 84% stated that they would be more likely to hire an MBA graduate relative to a non-MBA with equal credentials. The same percentage of HR recruiters expressed the view that an MBA graduate would climb the corporate ladder faster than a non-MBA and is likely to start at



a higher salary. According to the HR recruiters the average starting salary for an MBA across Canada is \$50,000. On the downside of the survey results, many executives and recruiters thought that current MBA programs do a poor job in teaching students, leadership, creative thinking, and ability to make decisions.

The article ends its discussion on ranking the MBA programs across Canada by stating that an MBA still has value. From the survey, twenty-five percent of executives think that the MBA degree is important today as it was a decade ago, while forty-eight think it is even more important. The above percentages are even better with recruiters. The good news for MBA graduates is that both executives and recruiters will continue to hire the same number or more employees in the next three to five years.<sup>4</sup>

The placement and promotion of our MBA graduates will be the strongest testament to the value of the programs for their careers. Our alumni will find rewarding and challenging positions as managers, entrepreneurs, and innovators in a wide range of fields and types of organizations. From large commercial banks to small start-up technology firms, this credential will enable our graduates to develop successful careers.

The University has identified three potential markets for the MBA if it were offered by UCC. The two markets are the local Kamloops market, larger Canadian market and the international market:<sup>5</sup>

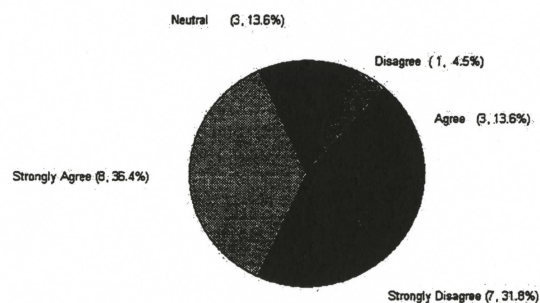
- The Local Kamloops Market

Figure 1: Alumni Survey

The local market for UCC has two distinct groups. The business and employee market and the UCC undergraduate student body are the two groups. The first group is composed of the local working community of middle managers or professionals who are trying to advance their career. This group is interested in a program that has flexibility and is easily accessed locally so they can

remain in the labour force while seeking a higher degree. These people are not interested in leaving the community, as they want to remain local or have home commitments that preclude leaving home or travel to the lower mainland. There has been a demonstrated interest from this group in the proposed MBA offering by UCC. A survey was conducted

I am considering pursuing an MBA degree in the Future



N = 22

<sup>4</sup> Similar conclusions have been reached from the Economist on March 11<sup>th</sup> 2003, on the MBA Outlook.

<sup>5</sup> Another potential market is undergraduate students from institutions in Alberta, British Columbia, Ontario and Saskatchewan who normally would not go to a one of the large Universities.

on 24 Alumni UCC students, with almost half of these having obtained a Tourism Management undergraduate degree from UCC, and the results confirm that the demand for UCC offering an MBA is strong.<sup>6</sup> Asked if they would consider pursuing an MBA degree in the future, 50% of the 22 responded they strongly agree or agree that they would pursue an MBA degree. One former Bachelor of Tourism Management (BTM) alumni from UCC that is currently completing a Masters of Arts in Leisure and Recreation Studies at Waterloo University said the following:<sup>7</sup>

"I truly believe that an MBA will be a good addition to the already existing programs of UCC. I for one know that if it were available during my time, I would have definitely pursued it. An MBA as a follow up to the Bachelor of Tourism Management would be a wonderful resource. I strongly support all those involved in this endeavour."

Christine Buzinde  
BTM Graduate 2001

Furthermore, an offering by SFU in partnership with UCC of the SFU part time MBA program resulted in much interest from the local community. Approximately forty local businesses people came to an information session in the summer of 2002. The first intake with SFU is running at capacity. These students are an indicator of potential student demand from the local market. These students already have careers and so the post placement potential is excellent. They also enhance the employment potential for the Kamloops area and influence its future expansion. As the cohorts in the program progress it will increase the pool of more highly educated business people with international contacts and business expertise in Kamloops and region. This will likely have a positive impact on the future commerce for this area.

Another potential student market exists within the post-secondary college system. Many college instructors in Canada have not completed graduate studies. New standards are forcing the instructors at colleges to seek educational upgrading and the MBA program is an attractive option for this group. The October 2002 UCC fact book indicated that approximately 25% had a doctoral degree, 40% had a masters degree. Only 20% of UCC's faculty had a bachelor degree in 2001. The MBA program will offer the post-secondary college system in B.C. and other provinces the much-needed opportunity to allow faculty to upgrade their skills and knowledge.

The UCC undergraduate student population is also very much in favor of having access to the MBA program. A student survey conducted by UCC identified, as the top priority use of the funds raised by the Students' Enhancement Fund, the development of Master's programs.<sup>8</sup>

---

<sup>6</sup> Appendix 1 provides the Alumni Survey that was distributed on March 3<sup>rd</sup> 2003 during the Alumni Night at UCC and it was also distributed to Tourism Alumni students via e-mail.

<sup>7</sup> E-mail sent to the undergraduate program advisor of the Bachelor of Tourism Management Ms. Lian Dumouchel.

<sup>8</sup> See the attached Daily Kamloops News article for the allocation of funds, February 28<sup>th</sup> 03.



An undergraduate students' survey was conducted across UCC about the MBA initiative with 111 respondents. The survey results indicate strong support for the MBA program. Asked if they are not interested in pursuing a MBA degree, 61% of the total respondents (82) strongly disagreed or simply disagreed with the statement, thus indicating that they would consider pursuing in the future a MBA degree. Asked on the timing of their MBA study, 41% of the total respondents (109) would be considering in the future in pursuing a MBA degree immediately after completing their undergraduate degree. A larger percentage, 51%, of the respondents (109), to another question on the timing of undertaking the MBA, would be considering in the future in pursuing a MBA after they have gained some work experience. Only 19% of the respondents would be considering in the future in pursuing a MBA degree on a part time basis while working full time. It should be noted that an MBA appeals not just to Business Graduates but to graduates in all programs. An MBA therefore does not have the limitation of other Masters programs which usually only draw from a limited undergraduate program base. Current undergraduate students will find themselves challenged and inspired to achieve new levels of academic and professional success to compete in a global market. With flexibility to pursue their studies on a part time basis while working locally, undergraduate students will acquire the skills and knowledge that are essential to becoming future successful leaders in a rapidly changing global business climate.

- The larger Canadian Market

The larger Canadian market is growing and has an increasing demand for the MBA and higher education. The demand for an MBA from UCC is especially attractive to students who graduate from the many Colleges in places such as Alberta and Ontario that now offer Degrees and Applied Degrees. These students like the smaller University College atmosphere and they will also find greater acceptance of their degrees at UCC than at more traditional universities. Ontario is now also facing the bulge of grade 13 students who will be looking for alternative options for their education as the institutions in Ontario cannot meet the student demand.

Royal Roads University cannot meet their demand for an MBA that is designed to minimize the amount of time needed away from work. Our intention is build a degree that has also some of those elements. In the research of the trends of how MBA's are built this is an overriding attraction and one we hope to incorporate to attract more students from across Canada to BC and UCC.

- The International Market

The University College of the Cariboo (UCC) has a very high profile internationally with an active international program and a large international student cohort. UCC facts book has recorded 919 international students during the 2001-02. Of which 43% where registered in academic programs. The international student population in UCC represents the first largest student body after the Kamloops area is accounted for.



The MBA program is very attractive to international students. UCC recently commissioned a global education market study. According to this study the international market is expected to grow as a result of growing disposable income in developing nations (i.e., China's economy growing at 8% over the last 15 years, Economist), insufficient domestic supply of post-secondary institutions, and increased prestige of international education among students and potential employers. The total number of post-secondary students enrolled outside of their home countries is estimated at 1.6 million of which half come from developing nations. Given that the population of developing nations is over 3 billion people one can consider that this potential market is still at its infancy and ready to explode. Post-secondary participation rates are expected to continue to increase dramatically over the next two decades. Canada, as a leader in educational institutions, attracts many international students. Canada is considered a safe and welcoming multi-cultural nation, with affordable living costs. Although the United States ranks first in terms of international student enrolments (514,000 students), Canada, lagging behind United Kingdom (198,000) and Australia (84,000), still has 36,000 international student enrollments and is expected to grow in the next decade. The study also indicates that in Canada 40% of the students come from Asia, while Europe provides 24% and Latin America 10%. The table below indicates the origins of international students attending US, Australia and UCC as a percentage of the total number attending each jurisdiction:

Table 1: International Students Attendance, 01-2002, %

Country	United States	Australia	UCC
China	10.0	5.5	38.0
Hong Kong	2.0	11.0	4.0
India	8.2	6.0	1.0
Japan	9.1	6.0	16
Korea	8.0	6.0	10
South East Asia	7.3	37.0	3.0
Taiwan	5.7	3.7	11
Mexico	2.1	0.0	4.0
Other	47.6	24.8	13

As seen from table 1, UCC has a strong percentage of international students from China, Japan, Korea and Taiwan. The South East Asia market (Indonesia, Singapore, Malaysia and Thailand) is currently under exploration by the International Education at UCC.<sup>9</sup> Following the Team Canada visit to China and the loosening of Chinese visa restrictions, UCC has experienced a 25 times increase in enrolments of Chinese students from 1997 to 2001.

Currently UCC captures a small fraction of its international enrolments from India; however, with the forthcoming visit of Team Canada to India, growth is expected.

<sup>9</sup> See table 2 and figure 2 for interest from Vietnam and Thailand for an MBA program.

The international education division at UCC has explored the international target market for offering an MBA program at UCC. In a recent "send information" survey conducted in Thailand and Vietnam during the month of January 2003 there was overwhelming evidence that the MBA program was the leader in the selection, even though the survey did not actively solicit interest in the MBA program.<sup>10</sup> Table 2 shows the results of a survey from Vietnam. From an education fair, 48 people responded and indicated that they would like information on the following programs from UCC:

Table 2: Interest for UCC Programs

VIETNAM	# Of Students	Percent
MBA	20	41.67
Other Masters	9	18.75
TESL	4	8.33
Postgraduate IT	3	6.25
B.B.A.	3	6.25
Other	9	16.67
Total	48	100.00

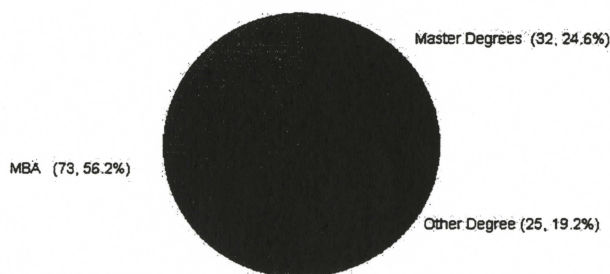
Note: the other category includes programs such as: BTM, Biotechnology, Law, Pharmacy, Architecture, Diploma in Business, and Journalism.

Approximately twenty individuals (42%) wanted information on MBA programs. Of the twenty individuals who wanted information on the MBA program, four mentioned Banking and Finance as a concentration and one mentioned Tourism.<sup>11</sup> The second most popular program was a Master in Environmental Science.

Figure 2: Thailand Send Information Survey

In Thailand, a larger sample consisting of 130 participants demonstrated that the interest was again on finding information about an MBA program offered at UCC. More than half of those surveyed asked for information on the MBA program. A quarter of those surveyed in Thailand

Interest in Information on MBA from Thailand



Note: Master degrees could be M.A., M.Sc., or MBA degrees. Most respondents in this category did not specify type of masters degree. Other degree category includes Bachelor, Diploma, Certificates and ESL courses.

<sup>10</sup> See appendix 3 for the send information survey. The survey has ESL courses, Bachelor Degrees, Diploma Programs, Certificate Programs, and other.

<sup>11</sup> The other respondents did not specify a concentration preference. Also the send information survey did not specify specialization. See appendix 3



asked for information on other Masters degree programs.<sup>12</sup>

Another potential huge market is the Peoples' Republic of China (PRC). Currently, 270 full time students from China are studying in various undergraduate programs at UCC. The largest fraction of these students is studying Business and Economics. Furthermore, 160 students are pursuing a UCC BBA degree at the Tianjin University of Technology in Tainjin, PRC. Recently, UCC lost a contract opportunity with the Peoples Republic of China for approximately one million dollars annually because it did not offer the Master of Business Administration degree, a program that UCC has the instructional capability and expertise to deliver (International Education, UCC).

Finally, the MBA program will build on existing programs to stir international demand. UCC School of Business and Economics currently offers a post-graduate diploma in pre-MBA studies. This program prepares international students for success in full time North American MBA programs. As needed, the pre-MBA curriculum blends general education foundations in the social sciences, sciences, mathematics and the humanities with core pre-business courses, English language training, and preparation for the GMAT. Assuming that an MBA program will be in place at UCC, then the demand for the pre-MBA program will increase. The increased demand for the pre-MBA will spillover to UCC's MBA program since many of the upgrading international students may decide to continue their MBA studies at UCC.

### **Industry/Business/Employer Involvement and Support**

The School of Business and Economics and the School of Tourism at the University College of the Cariboo, have been in the consultation process to examine the feasibility of a new MBA program. The MBA program is expected to start in 2004 when the international building is completed. The new program is the result of a process of intense consultations with an external advisory committee, local employers, alumni students, undergraduate students, library, International Education at UCC, faculty across the School of Business and Economics (Department of Management and the department of Economics) and the School of Tourism (Department of Tourism Management and Adventure Tourism) and finally administration. Below we summarize the outcomes of such consultations.

The outcome of this six-month consultation process, can be summarized as follows; "An MBA program at UCC will add enormous value to the community"

UCC has received numerous letters of support from the local community.<sup>13</sup> Mr. Michael Prosser, Manager for Community Relations in BC for Air Canada states the following:

---

<sup>12</sup> "Information send" surveys on UCC's programs from the Indonesia and Taiwan markets and the international Education division of UCC is expected to report the results of their findings soon.

<sup>13</sup> See further details of the letters of support in Appendix 4.



"Companies recognize that to attract the most qualified employees they need to ensure their children have access to a local college or university. I support a program that may help stimulate business development and economic growth in the communities we serve."

Michael Prosser, Manager,  
Community Relations, BC, Air Canada

Mr. Terry Wiebe, Investment Executive at Scotia McLeod says the following about the importance of an MBA program offered in the interior:

"I believe this is a program that is desperately needed in the interior of BC, and that it will be well supported by a wide variety of students and professionals from Kamloops and throughout the surrounding areas."

Terry Wiebe, BBA, FMA  
Investment Executive, Scotia McLeod

Mr. Al Thompson, former mayor of the City of Kamloops and currently employed for the Ministry of Health & Ministry Responsible for Seniors, states:

"This MBA program would definitely contribute in building a stronger business community."

Al Thompson, Marriage Commissioner  
Ministry of Health & Ministry Responsible for Seniors

Ms. Fiona Chan, from the Business Development Bank of Canada in Kamloops, states in her letter of support:

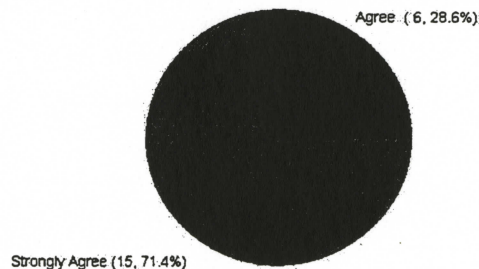
"I personally believe that Kamloops and area has lots of opportunities in developing into a diverse economy and the requirement for higher education is obvious. I will gladly participate in the evolution of the program when opportunity arises."

Fiona Chan, Director  
Business Development Bank of Canada, Kamloops

Figure 3:  
Employer Survey

I am in Favour of U.C.C. Offering Applied  
Masters Degree such as a MBA

A survey has been  
circulated at the local  
rotary club to examine if  
the local firms are



interested in UCC offering a MBA degree. The Dean of the School of Business and Economics, Ms. Sibylla Lane surveyed twenty-one local employers-employees over a period in mid February. As seen from figure 3, 90% of the respondents were in favour of UCC offering an applied masters degree such as an MBA.

Furthermore, an MBA committee has been setup to develop the structure of the MBA degree.<sup>14</sup> The first action that the committee undertook, with the Ms. Sibylla Lane, Dean of the School of Business and Economics, involvement, was to seek local businesses support to participate in the development of the MBA program. The advisory committee is comprised of fourteen members from various businesses within the community. The committee members are:<sup>15</sup>

- Nakib Ahmed, BBA Graduate, Bank of Montreal
- Brent Baker, Partner, McNair Baker Hurd & Associates
- Fiona Chan, Director, Business Development Bank of Canada
- Randy Diehl, Chief Administrative Officer, City of Kamloops
- Kathy Humphrey, Supervisor, B.C. Lottery Corporation
- Daphne Martin, Accounting Manager, Sun Peaks Resort
- Alex Munro, Business Manager, Kamloops Regional Correctional Centre
- Mike Parker, Tax Specialist, KPMG
- Geoff Sharples, Chartered Accountant, CJS Financial Group
- Anita Starke, Divisional Accountant, Tolko Industries Ltd.
- Al Thompson, Marriage Commissioner, Ministry of Health & Ministry Responsible for Seniors
- Terry Wiebe, Financial Planner, ScotiaMcLeod
- Karen Watt, President, Excel Personnel
- Lynn Wilkinson, Personal Banking Area Manager, Bank of Montreal

A meeting between the MBA committee and the advisory has taken place on November 2002 and positive feedback was provided by the advisory. The advisory group was supportive of UCC having an MBA program.<sup>16</sup>

The MBA program would add value to the local community in terms of finding qualified human capital with trained expertise in management areas. Overall there has been a strong support from the members of the advisory group. One of the members stated,

“I was much impressed with your proposed program details. Over the last couple of weeks I had a number of opportunities to discuss your program outline with my colleagues in the Kamloops-Kelowna finance community

---

<sup>14</sup> The MBA committee consists of Dr. Rafiq Bhuyan, Mr. Tony Brower, Ms. Lian Dumouchel, Dr. Len Hutt, Dr. Ying Kong, Ms. Sibylla Lane (Dean of School of Business and Economics), Dr. Peter Tsigaris (Co-Chair), Dr. Rishma Vedd (Co-Chair)

<sup>15</sup> See Appendix 5 for the full address of external advisory committee

<sup>16</sup> For the discussion between the advisor and the MBA committee see attached minutes in Appendix 5.



and we are quite excited about your MBA initiative and would like to see it offered soon”

Mr. Nakib Ahmed, BBA Graduate,  
Bank of Montreal, Kamloops, B.C.

The major goal is to make our graduates more competitive in today's marketplace. UCC's MBA will integrate employers' requests (see meeting with advisory committee) to put more resources into improving communication skills, providing a global perspective, and putting management theory into practice. We believe that these changes will strengthen our program's market share. The members of the advisory committee will play a pivotal role in the development of the quality, flexible and marketable program. The program will also attract more international students to BC and Canada and place more people out in the world with a BC MBA credential. The MBA committee received constructive feedback from the community business leaders and various regulatory bodies.

The program will promote the area of managerial effectiveness, leadership and ability to make decisions. The Canadian Business magazine survey of executives and recruiters indicates that interpersonal, leadership, and communication skills are critical to success. Both full-time and part-time students will get training in business writing, presentations, team skills, negotiations, business ethics, and the social responsibility of business. The emphasis will be on how to apply the course material to real business problems. All students will take a course in the global dimensions of business. They will be able to choose from a set of concentrations to develop their career in specific areas. The objectives and outcomes of the various courses are integrated in order to allow the application of concepts in business decisions.

Throughout the development of the program there has been extensive consultation both within our institution and with various stakeholder groups.

The focus of the UCC MBA is unique as it builds on the strengths of UCC and meets the needs of our local and international markets. Cyndi McLeod, the Executive Director of International Education at UCC has strongly recommended that we incorporate an international market perspective. UCC has a growing number of international linkages through formal affiliation agreements with overseas institutions in Malaysia, China and Thailand. These relationships provide opportunities for graduates from these programs to pursue MBA studies at UCC. Further, these linkages would provide overseas exchange opportunities for MBA students as well as faculty. According to Cyndi McLeod the uniqueness of this program would definitely provide strong international market demand. This fundamental collaboration has enabled the MBA team to explore a wide range of areas to integrate toward achieving its strategic objectives.

Consultation with the McLeod, of the International Education division at UCC suggested we explore the strong overseas corporate links for our students to provide overseas work experience. The MBA program will be closely linked with UCC Cooperative Education



Centre. The UCC MBA will provide its students with valuable work experience through the international co-op placement center. The international coop will build upon the cooperative education foundation of the BBA program as well as the established internship programs offered by the School of Tourism.

Consultation is taking place with the Library in order to upgrade the business databases, journals and books for the students have access to data and recent information that would be relevant to their projects and research papers. The financial plan indicates that approximately \$15,000 annually would be allocated initially toward purchasing/subscribing to business databases, journals and book purchases. The library allocation will increase over the five-year plan to respond to the student enrolment.

Consultation throughout the process has taken place with administration. Consultation and feedback has been provided from the Dean of the School of Tourism, Dr. Dave Twynam, the Dean of the School of Business and Economics, Ms. Sibylla Lane, the Dean of Science, Dr. Collin James, and the Vice President Education Academic, Dr. Neil Russell.

Consultation and feedback has also been conducted with the Department of Management, Department of Economics, Department of Tourism Management, and the Department of Adventure Tourism Management. The departments and the institution are all in favor of UCC offering an MBA program.

### **Institution – Capacity to Deliver**

UCC has an institutional review program process that requires the regular assessment and review of all programs offered by UCC. The Bachelor of Business Administration degree (BBA) will be undergoing institutional review in the near future. The Bachelor of Tourism (BTM) was introduced in 1997 and will be undergoing institutional review in 2003. The BTM and BBA programs undergo annual internal reviews by their respective schools. The internal evidence indicates that student and employer satisfaction has been consistently high. This is evident from the increased enrolment since the programs' inception. For example, UCC undergraduate Business degree students who wrote the national accounting exam earned the top position in Canada last year. One hundred percent of the UCC graduates writing the Uniform Final Exam of the Canadian Institute of Chartered Accountants passed the exam, the top pass rate of all university business schools in Canada. The Bachelor of Business Administration degree at UCC, the only traditional university business degree offered outside Vancouver or Victoria, was first developed with SFU and was the first degree at UCC to become fully independent. The MBA degree will be built upon this foundation in order to become a credible and reputable MBA program across Canada.

The University College of the Cariboo (UCC) has well-established expertise and an extensive track record in the areas of Business, Economics, and Tourism education. The proposed MBA program builds upon the strong foundations of the Bachelor of Business

Administration (BBA) and the Bachelor of Tourism Management (BTM) programs offered at UCC.<sup>17</sup>

UCC will offer concentration areas that build upon its centers of excellence, focus on areas with market demand, and show promise of future expected growth such as Tourism Management and International Business. An MBA with specific concentrations has also found support from International Education division at UCC.

Based on consultation with all stakeholder groups, market analysis, and a thorough examination of UCC's areas of strength, the MBA program will be offered in a four-stage format. The first stage will be comprised of foundation courses in business management, the second stage will include core courses, the third stage will allow students to select from a family of concentration areas, and the final stage will integrate all the components to apply their learning in "real world" settings.

The UCC MBA program and its family of concentration areas will be phased-in over a period of five years. The group of distinctive concentrations developed for the program will be introduced according to market demand. The first concentration area will be introduced in year 1, the second in year 2 or 3, the third will be offered in year 4, and finally the fourth concentration developed for the program will be introduced in year 5.

Should demand for our concentration areas exceed our demand projections, we will introduce the concentration areas over shorter timelines. The speed at which our concentration areas are introduced will dictate our faculty requirements for the program. Initially we expect to launch the program with five new full-time faculty equivalents. As additional concentrations are introduced, our faculty requirements will increase on an incremental basis.

Refer to table 3 for an overview of our faculty requirements over the first five-year period.

**Table 3: Faculty and Staff Positions Required**

	Year 1	Year 2	Year 3	Year 4	Year 5
# Sections Offered	1	1	2	2	3
# Concentrations Offered	1	2	2	3	4
Expected Student Enrollment	32-35	35	54-70	59-70	84-105
Faculty Requirements – Instruction	5	6	10	11	16
Program Director	1	1	1	1	1
Administrative Assistant	1	1	1	1	1
Total Faculty and Staff Requirements	7	8	12	13	18

<sup>17</sup> See appendix for a list of existing faculty in the schools.



A financial plan has been developed for this program based on the above implementation schedule, sound management principles and extensive institutional consultation. Refer to Appendix 6 for supporting information related to the financial plan.

The University College of the Cariboo is committed to construct a twelve million dollar, approximately 50,000 sq ft, state-of-the-art building which will contain up to 5 language labs, 6 large classrooms, 16 regular sized classrooms, 5 case rooms, 50 offices for instructors, and an International Center to house the operations of UCC International. The International Building is scheduled to be complete by August 2004. This building is designed to facilitate a strong demand for UCC's international services and also to accommodate professional masters programs such as the MBA program. A potential site has been identified adjacent to the existing Arts and Education Building.<sup>18</sup> This building will be self-funded with no financial support from government. This new facility, housing the MBA program, is expected to result in the doubling of UCC's international student population.

### **System Coordination**

MBA programs offered in other BC institutes, which have similar objectives, are the University of British Columbia, the Simon Fraser University, University of Victoria, and distance delivery by Royal Roads.<sup>19</sup> Some of the content and structure will differ relative to the other institutions in B.C. UCC is unique in its available resources, its location and the local and international demand for its programs.<sup>20</sup> However, the foundation and core elements of the program are similar. The MBA program at UCC is designed to offer an integrative case study approach to business training. The MBA program will be developed in accordance with the guidelines for professional Master's programs offered by Simon Fraser University's Dean of graduate studies, Dr. Jon Driver. These guidelines, written in October 2002, set out the guidelines to maintain quality and uniqueness of new professional graduate programs. The guidelines of the SFU report will be used to design UCC's MBA program. UCC's MBA program will have the following characteristics:

- Students will acquire managerial skills and knowledge in order to improve the efficiency and productivity in defined career areas.
- The program will contain one or more of the following: co-op/intern opportunities; case studies; interaction with members of professions; consulting business projects.
- A requirement of the program is that students will apply their knowledge to "real life" managerial environments and problems, through theses, projects, consulting reports for members of professions, international co-op/internship program;

---

<sup>18</sup> See Blue Prints in Appendix 7

<sup>19</sup> Malaspina University College has not been included because it is offered by forming a partnership with the University of Hertfordshire, London, England.

<sup>20</sup> UBC is also introducing a new professional degree under the name: Masters in Management (MM). The MM degree has specializations and differs to their existing MBA that is of a general management focus.

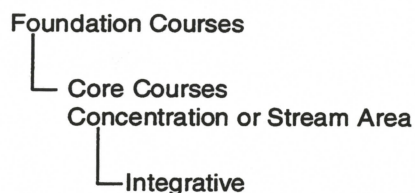


- The MBA degree will enhance employment opportunities and salary levels of graduates

In terms of structure, the program also satisfies most of the guidelines set by SFU's Dean of graduate programs. The MBA program will be completed over a twelve-month period on a full-time basis or two-year part-time basis to enable students to complete and take their new skills and knowledge into business and industry as soon as possible.<sup>21</sup> The program is academically rigorous with a project/consulting component in the last term so that students can apply their skills and knowledge acquired from the program. UCC's MBA will also offer the possibility of an international co-op work semester that is combined with the project.<sup>22</sup> Such an

international focus develops creativity and networking creating advantages to businesses and the aspiring executive. The program integrates technology and E-commerce throughout with the expectation that graduates will use information technology in every aspect of their careers. Leadership and ability to make decisions will be stressed throughout the program. The UCC MBA program will consist of 20 courses. Each course will carry weight of 3 credits.<sup>23</sup> It is a four-stage MBA program. In Stage I, foundation courses prepare students with a broad base in Accounting, Economics, Marketing, and Statistics. They are also expected to develop organizational development as well as leadership skills. These courses must be completed before taking the core courses. Stage II is composed of advanced core courses in the functional areas of management. In Stage III students select a concentration area. UCC is exploring areas that are unique and applied in nature. The areas that are being considered are Finance, Financial Institution Management, Tourism Management, Leadership and Global Business Management.<sup>24</sup>

Flow Chart Showing Stage Sequence



In the final stage, the conceptual integration is sought after the completion of the Stage II and Stage III courses. It is attained through completion of strategy/policy course (functional capstone), and a project/consulting business report. As stated previously an international student co-op semester program is also under consideration. Students are required to take courses in a predetermined sequence offered through out the year. UCC has already collaborated with SFU and is offering a part time MBA program on campus that has the focus on developing skills and knowledge for industrial management. This program has been successful with the local market and is running on a part time basis at capacity.

The UCC MBA model allows more flexibility in terms of choice and program completion. A full-time one-year completion is in accordance with the international

<sup>21</sup> See appendix 8.2 for a comparison of the length of MBA programs across Canada.

<sup>22</sup> University of Victoria has a co-op program in the MBA program offering.

<sup>23</sup> This is constructed in compliance with the requirements of the AACSB, the International Association for Management Education.

<sup>24</sup> See appendix 8 for a comparison of concentrations across BC and Canada.



market demand.<sup>25</sup> Furthermore the program will offer specialized areas built upon its expertise (i.e., Tourism Management, Finance, and Leadership). For the international market, specialization will also be made available in International Business, the most popular concentration amongst all Canadian Universities as seen in the appendix 8. The following are the areas of specialization that the existing B.C. institutions are offering:

**Table 4: Concentrations Around B.C**

<b>British Columbia</b>	<b>Concentrations</b>
University of British Columbia	Finance, Information Technology, Marketing, Strategic management, and International Business
Simon Fraser University	Management and Organizational studies, International Business, Marketing, Management Information Systems, Global Asset Allocation Management
University of Victoria	International Business, Entrepreneurship, Service management
Royal Roads	Leadership specialization is available in the Executive
University College of the Cariboo	The following concentrations are under consideration currently by the committee: Finance, Tourism, Leadership, and Global Management

## **References**

Canadian Business, "Corporate Canada Ranks the MBAs." Special Issue, Volume 75, Issue 21, November 11, 2002

Daily Kamloops News, "UCC has Funds to Develop Masters' Degree Programs." February 28<sup>th</sup> 2003.

Economist, "If at first you're not Employed." MBA Outlook, Tuesday March 11<sup>th</sup>, 2003

Federal Government, The Canada Millennium Scholarship Foundation, Report, 2003  
<http://www.millenniumscholarships.ca/>

Financial Post, "Canadian University business Schools.", November 2002.

Globe and Mail, "MBA Programs Grow." November 25<sup>th</sup> 2002

Guardian Weekly, "Training for Business.", March 7-13, 2002.

Statistics Canada, "Census of Population: Earnings, Levels of Schooling, Field of Study and School Attendance." The Daily, Tuesday, March 11, 2003

UCC, "Fact book 2001/2002", Report, Office of Institutional Research and Planning, 13<sup>th</sup> Edition, October 2002

UCC, "Invitation to Tender Capital Financing for International Building", UCC Report, August 2002

<sup>25</sup> See appendix 8 for length of time to completion of MBA programs across Canada

UCC, "The Comprehensive University Enhancement Fund Committee." UCC Report, 2003.



## Financial Plan for New Applied Degree Program

**Name of Institution:** University College of the Cariboo

**Name of New Applied Degree Program:** Masters in Business Administration

### 1. *How the new applied degree program will impact our current and future...*

The Masters of Business Administration (MBA) program will build upon existing programs and expertise at UCC. The program will be completely self-financed and is expected to generate profits that will contribute toward new initiatives and future growth across the institution.

### 2. *The impact of the new applied degree program on our current and future target...*

The MBA program will have no negative impact on current and future target enrolments in other program areas. At a minimum, it has the potential to attract a wider range of students to our institution as a result of our growing base of expertise and program offerings. Students pursuing undergraduate programs at UCC will have the option of remaining at our institution for a longer period of time and earn more than one credential.

### 3. *Annual operating budget for the new applied degree program.*

The financial projections below are based on **minimum** expected levels of enrolment.

<b>PROPOSED PROGRAM OPERATING BUDGET</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Revenues:</b>				
Provincial Grants (notional allocation)	-	-	-	-
Tuition Fee Revenue	\$ 800,000	\$ 901,250	\$ 1,432,215	\$ 1,611,772
Other Revenues (please specify)	-	-	-	-
<b>Total Revenues</b>	<b>\$ 800,000</b>	<b>\$ 901,250</b>	<b>\$ 1,432,215</b>	<b>\$ 1,611,772</b>
<b>Expenditures:</b>				
Direct Instructional Costs (salaries and supplies)	456,588	577,494	1,005,893	1,158,470
Non-instructional costs	262,923	285,381	372,673	407,650
Library Resources	15,000	13,500	14,850	16,335
Equipment	30,000	4,000	26,000	4,000
One-time Start-up Costs	17,500			
Other Expenditures:				
Ongoing marketing and recruitment		5,500	10,300	6,145
<b>Total Expenditures</b>	<b>782,010</b>	<b>885,875</b>	<b>1,429,716</b>	<b>1,592,600</b>
<b>Net Surplus (Deficit)</b>	<b>\$ 17,990</b>	<b>\$ 15,375</b>	<b>\$ 2,499</b>	<b>\$ 19,172</b>
Net Surplus (Deficit) as a % of revenues	2.2%	1.7%	0.2%	1.2%

## **APPENDICES**



## **Appendix 1: Surveys**

# Appendix 1.1: Alumni Survey

## Alumni Survey for Masters In Business Administration University College of the Cariboo

---

U.C.C. is considering offering a Masters degree in Business Administration. The School of Business and Economics and the School of Tourism have setup a committee to examine the feasibility of offering such a program. This survey is designed by the MBA committee to assess the interest in an applied Masters Degree program. We appreciate your help and thank you in advance for participating in this survey.

Using the following rating scale, please circle the number that most accurately reflects your opinion where applicable:

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

### ***Applied Masters Degree at U.C.C.***

---

1. I am in favour of U.C.C. offering Applied Masters Degrees such as a Masters degree in Business Administration

5                      4                      3                      2                      1

### ***B. Background (please specify or circle the appropriate answer)***

---

1. Year you obtained your Bachelor degree from U.C.C:
2. Program earned and specialization within your program (please specify BBA, BA, or BTM, with specialization in Accounting, Economics, Human Resources, Marketing, Adventure, Tourism Management, etc):

3. Are you currently employed (please circle):                      Yes                      No

*If your answer is No in question 3 please proceed to section C otherwise continue:*

4. Is your employment (please circle):    Full Time                      Part Time

5. Firm's Location (i.e., Kamloops, Vancouver, etc):



6. Industry in which the company operates (i.e., Finance, Manufacturing, Transportation, Retail, Tourism, Government, etc):
7. What is your age?
8. Gender (please circle):      Female      Male
9. How many jobs have you changed since graduation?
10. How many years (months) are you employed with your current employer:

### **C. Future Studies**

---

*There are a variety of factors that play a role in your future plans. We have developed a number of statements relating to these factors and would like you to indicate your answer on the following ranking scale:*

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

I am considering pursuing an MBA degree in the future:

5	4	3	2	1
---	---	---	---	---

I am interested (would consider at some time in the future) in pursuing a Masters degree in Business Administration on a part time basis while working full time.

5	4	3	2	1
---	---	---	---	---

I am not interested in pursuing a Masters degree in Business Administration.

5	4	3	2	1
---	---	---	---	---

If you are not interested in pursuing a Masters degree in Business Administration thank you for your assistance. If you are interested in pursuing a MBA in the future proceed to Section D of the survey:

**D. Masters Degree in Business Administration at U.C.C.**

---

11. I would consider specializing in the following area(s) within the MBA program:

Accounting

5                      4                      3                      2                      1

Finance

5                      4                      3                      2                      1

Financial Institution Management

5                      4                      3                      2                      1

International Business

5                      4                      3                      2                      1

Leadership

5                      4                      3                      2                      1

Tourism Management

5                      4                      3                      2                      1

Other please specify (i.e., Investments, Human Resource Management, Marketing, General MBA, etc):

5                      4                      3                      2                      1

Thank you for participating in this survey.



## Appendix 1.2: Student Survey

### Student Survey for Masters In Business Administration University College of the Cariboo

---

U.C.C. is considering offering a Masters degree in Business Administration. The School of Business and Economics and the School of Tourism have setup a committee to examine the feasibility of offering such a program. This survey is designed by the MBA committee to assess students' interest in an applied Masters Degree program. We appreciate your help and thank you in advance for participating in this survey.

Using the following rating scale, please circle the number that most accurately reflects your opinion where applicable:

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

#### ***Applied Masters Degree at U.C.C.***

---

I am in favour of U.C.C. offering Applied Masters Degrees such as a Masters degree in Business Administration

5	4	3	2	1
---	---	---	---	---

#### **B. Background** (please specify or circle the appropriate answer)

---

1. My current program of study: (please specify, B.A., B.B.A., B.Sc., B.T.M., etc)
2. Specialization within program of study (please specify Accounting, Economics, Geography, etc):
3. Year of study (please circle):

1. 1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
--------------------	-----------------	-----------------	-----------------
4. Are you an international student (please circle)?      Yes      No
5. Gender (please circle):      Female      Male
6. Age:

### ***C. Future Studies***

---

*There are a variety of factors that play a role in your future plans. We have developed a number of statements relating to these factors and would like you to indicate your answer on the following ranking scale:*

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

I am considering pursuing a Masters degree in the future:

5	4	3	2	1
---	---	---	---	---

I am interested (would be considering in the future) in pursuing a Masters degree in Business Administration immediately after completing my undergraduate degree:

5	4	3	2	1
---	---	---	---	---

I am interested (would be considering in the future) in pursuing a Masters degree in Business Administration after I have gained some work experience:

5	4	3	2	1
---	---	---	---	---

I am interested (would be considering in the future) in pursuing a Masters degree in Business Administration on a part time basis while working full time.

5	4	3	2	1
---	---	---	---	---

I am not interested in pursuing a Masters degree in Business Administration.

5	4	3	2	1
---	---	---	---	---

If you are not interested in pursuing a Masters degree in Business Administration thank you for your assistance. If you are interested in pursuing a MBA in the future proceed to Section D of the survey:



**D. Masters Degree in Business Administration at U.C.C.**

12. I would consider specializing in the following area(s) within the MBA program:

Accounting

5                      4                      3                      2                      1

Finance

5                      4                      3                      2                      1

Financial Institution Management

5                      4                      3                      2                      1

International Business

5                      4                      3                      2                      1

Leadership

5                      4                      3                      2                      1

Tourism Management

5                      4                      3                      2                      1

Other please specify (i.e., Investments, Human Resource Management, Marketing, General MBA, etc):

5                      4                      3                      2                      1

Thank you for participating in this survey.

## Appendix 1.3: Employer Survey

### Employer Survey for Masters In Business Administration University College of the Cariboo

---

U.C.C. is considering offering a Masters degree in Business Administration. The School of Business and Economics and the School of Tourism have setup a committee to examine the feasibility of offering such a program. This survey is designed by the MBA committee to assess employers' interest in an applied Masters Degree program. We appreciate your help and thank you in advance for participating in this survey.

Using the following rating scale, please circle the number that most accurately reflects your opinion where applicable:

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

#### ***Applied Masters Degree at U.C.C.***

---

1. I am in favour of U.C.C. offering Applied Masters Degrees such as a Masters degree in Business Administration

5                      4                      3                      2                      1

#### ***Background (please specify)***

---

1. Industry in which my firm operates (i.e., Finance, Manufacturing, Transportation, Retail, Tourism, Government, etc):
2. Number of full time employees employed in Kamloops:
3. Number of full time employees holding an undergraduate degree:
4. Number of full time employees in managerial positions:



### ***C. Upgrading Skills and Knowledge***

---

*A variety of factors may play a role in your future plans to upgrade skills and knowledge of your workforce. We have developed a number of statements relating to these factors and would like you to indicate your answer on the following ranking scale:*

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

My company is interested (or considering in the future) in upgrading the skills and knowledge of its workforce by having some of its employees pursue a Masters degree in Business Administration offered by U.C.C.:

5	4	3	2	1
---	---	---	---	---

I am interested (considering) in subsidizing some of the expenses (tuition fees) that are associated with upgrading the employees' skills and knowledge:

5	4	3	2	1
---	---	---	---	---

I shall be considering employing some of the graduates of a Masters degree in Business Administration from U.C.C. so that high quality human capital can be retained in Kamloops and the B.C. interior:

5	4	3	2	1
---	---	---	---	---

If you are not interested or not considering employing a new student or upgrading some of your employees skills and knowledge with a Masters degree in Business Administration thank you for your assistance. If you are interested in employing a student with an MBA in the future, please proceed to Section D of the survey:

**D. Masters Degree in Business Administration at U.C.C.**

5. The company would consider upgrading some of its workforce with an MBA degree on a (circle your choice please):

Part Time

Full time Basis

6. The MBA degree should have a project where students write and present a business consulting report as part of the degree requirements:

5                      4                      3                      2                      1

7. The company would consider students that specialize in the following area(s) within the MBA program:

Accounting

5                      4                      3                      2                      1

Finance

5                      4                      3                      2                      1

Financial Institution Management

5                      4                      3                      2                      1

International Business

5                      4                      3                      2                      1

Leadership

5                      4                      3                      2                      1

Tourism Management

5                      4                      3                      2                      1

Other please specify (i.e., Investments, Human Resource Management, Marketing, General MBA, etc):

5                      4                      3                      2                      1

Thank you for participating in this survey



## **Appendix 2: Enhancement Fund**

## Appendix 2: Enhancement Fund

# UCC has funds to develop master's degree programs

By ANGELA MacISAAC  
Daily News Staff Reporter

Providing seed money to develop master's degree programs is one big step toward becoming a full-fledged university, says University College of the Cariboo's public relations manager.

Josh Keller said Thursday that \$100,000 has been earmarked for one-time loans to specific programs that will develop business plans for graduate degrees.

The money was part of more than \$600,000 recently approved by the board of governors to support student and teacher activities.

Called the Comprehensive University Enhancement Fund, Keller said the money will advance the process of attaining full university status.

"Last year, the government gave us the right to move forward with master's programs," Keller said. "But giving permission and giving funding are two different things."

The money was not forthcoming so the college created its own funding system — a \$5-per-credit levy on courses.

The money will be divvied up between several programs, including the Study Abroad Program, expanding co-operative education and supporting aboriginal initiatives.

A student survey guided plans for the

initial allocation of funds but, for the future, a joint student, faculty and administration committee will develop a permanent process for applying to receive funds.

UCC is already delivering master's degrees in social work through University of B.C. in Vancouver and Okanagan University College in Kelowna. Some students who took part-time courses over the last three years graduated last fall.

"We're looking at similar mentoring programs for our schools of nursing and business," Keller said. "It's the same way we started the undergraduate programs 13 years ago — delivering degree pro-

grams for the larger universities."

The business school is ripe for such a venture, he added.

A significant international market is already feeding into the business and economics studies at UCC, Keller said.

"We see a big demand to move this program forward."

Another \$100,000 is being dedicated to developing a Centre for Faculty Development, another key initiative.

"It's a very important component in the bigger picture of recruitment," he said. "As we grow and need more faculty, we need to ensure the faculty and their research are supported."

### ENHANCEMENTFUND

Development of graduate programs — \$100,000 — one time  
Student research \$100,000 — ongoing  
Study Abroad Program — \$100,000 — ongoing  
Student field trips, conferences, national competitions — \$30,000 — ongoing  
Expanding co-op education — \$20,000 — ongoing  
Aboriginal initiatives — \$10,000 — ongoing  
Student orientation activities — \$25,000 — ongoing  
Recreational activities (Kamloops campus) — \$10,000 — ongoing  
Recreational activities (Williams Lake campus) — \$20,000 — ongoing  
Disability services — \$70,000 — one time, \$20,000 ongoing  
Entrance Scholarship program — \$40,000 — ongoing  
High-profile speakers series — \$40,000 — ongoing  
Centre for Faculty Development — \$100,000 — ongoing  
CIS varsity athletics — \$100,000

Feb 28<sup>th</sup> 03 Daily Kamloops News



## **Appendix 3: Send Information Survey**

## Appendix 3: Send Information Survey



Family Name \_\_\_\_\_  
 First Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ State/Province \_\_\_\_\_  
 Postal Code \_\_\_\_\_ Country \_\_\_\_\_  
 Phone \_\_\_\_\_ Fax \_\_\_\_\_  
 E-mail \_\_\_\_\_  
 Date of Birth (MM/DD/YY) \_\_\_\_\_ ☐ Female ☐ Male

**PLEASE SEND ME INFORMATION ON:**

- ☐ ESL Courses
- ☐ Bachelor Degrees Specify: \_\_\_\_\_
- ☐ Diploma Programs Specify: \_\_\_\_\_
- ☐ Certificate Programs Specify: \_\_\_\_\_
- ☐ Others Specify: \_\_\_\_\_

International Admissions, The University College of the Cariboo (UCC)  
 PO Box 3020, Kamloops, British Columbia, Canada V2C 5N3  
 Tel: (1-250) 828-5252, Fax: (1-250) 371-5513  
 Email: [welcomet@uccinternational.net](mailto:welcomet@uccinternational.net) Website: [www.uccinternational.net](http://www.uccinternational.net)



E

## **Appendix 4: Letters of Support**



March 21, 2003

To Whom It May Concern:

Based on recent recruitment trips, of UCCI team members and feedback from our associate network overseas, we have observed increased demand for MBA and Post –Baccalaureate (Post-Graduate) Diploma programs.

Increased numbers of universities and even recently university colleges are trying to address this increased demand by offering various versions of MBA programs. The ones attracting most students are the MBA programs who provide students with value-added. Many students are calculating their return-on-investment when they decide to enroll in a MBA program. Hence, the most sought MBA programs are those ones that can be completed in a shortest time possible.

Through contact with students at the educational fairs and feedback from our agents overseas we confirm those observations. Most requests are from students who want to complete a one-year MBA program that has reasonable entry requirements. Those students are prepared to take some pre-MBA courses if required but don't want to spend more than a year and half to complete the pre-requisite courses and the MBA program.

Because of the high demand for MBA programs, there is a MBA fair circuit organized twice in the year and covers over 40 cities around the world. Presently, even institutions in non-English speaking countries such as Italy recruit MBA students from all over the world. One of our competitors, Malaspina University College, is offering a MBA program that has been in very high demand overseas.

Beside MBA, there is also a strong demand for Post-Graduate Diploma programs. These programs are particularly attractive if they can be completed within a year and ladder to the MBA program. The most popular fields of interest are: Marketing, Finance, HRM, and International Business. If these programs can have an international orientation and accessible entrance requirements we definitely can attract more international students to UCC. The uniqueness of these programs in comparison with others offered at various educational institutions will determine the viability of their success.

Attached to this document, please find compiled statistical data regarding inquiries for MBA and Post-Graduate Diploma in countries where CEC Network centers have their offices. UCCI have identified that the highest demand for those programs are in China, India, Thailand and Turkey.

If you require any additional information on the requests for MBA and Post-Graduate Diploma programs, feel free to contact Cyndi McLeod (250-371-5724) or Christopher Gas (250-371-5765).

Sincerely,

Christopher Gas  
Manager, International Marketing  
UCC International

**Market Potential for UCC MBA and Post Graduate Diplomas**  
**(CEC Countries)**

## **Summary**

- **Markets with potential:**
  - Argentina
  - Australia (MBA)
  - Brazil
  - China (MBA)
  - Colombia (MBA)
  - India
  - Indonesia
  - Malaysia (MBA)
  - Mexico
  - Norway (MBA)
  - Taiwan
  - Thailand
  - Turkey
- **Some general recommendations to improve the marketability of the programs include:**
  - Offer a co-op option
  - Offer unique and specific focus areas
  - Offer Pre-MBA and/or conditional acceptance
  - Establish More flexible admissions requirements, in particular:
    - allow for admissions based on a 3 year Bachelor's degree
    - lower GMAT requirements
    - reduce work experience requirements

## **Argentina**

### **CEC Market Report Info**

- 40% of students visiting the CEC ask for information on graduate courses (masters and PhD).
- Masters/PhD programs are the second most requested level of study after ESL programs.
- However, many Argentine students need English (TOEFL) training, therefore, conditional acceptance offers, allowing students to be admitted to the university upon completion of an English language program in Canada, would assist in attracting students.
- Post-graduate diploma/certificate courses are popular because of the relatively short amount of time they take to complete. Several competitor countries have one or two month intensive certificates.
- Joint degree programs are also of interest as they offer students an opportunity to obtain a Canadian degree without leaving Argentina for the entire course of studies.
- Top programs of study requested at the CEC include: language, business, health sciences, arts/international relations, social sciences and law. Tourism and hospitality is number 8.



### **Specific Feedback for UCC**

- There is market potential for MBA and Post Graduate Diplomas.
- Many students seek to pursue an MBA abroad.
- Most look to pursue their program at the large "brand name" universities, however, there will always be a portion of the market that does not have enough work experience or their GPA is not high enough to apply to the large universities, creating a market opportunity for UCC.
- For promotions, CEC Argentina recommends the Postgraduate Diploma Program (PDP), in which they will feature UCC's program(s) in the Centre for a week and then collect leads for follow up.

### **Australia**

#### **CEC Market Report Info**

- Opportunities exist for recruitment of Australian students, as well as foreign nationals residing in Australia, in the fields of Business, Management, Engineering and IT.
- Arts, business and IT programs are the most commonly requested fields of study at the CEC.
- Masters programs are the 3<sup>rd</sup> most requested level of study requested at the CEC

### **Specific Feedback for UCC**

- There is a market for MBAs.
- Last year the CEC Australia had a booth at the World MBA Fair when it was in Sydney and there was much interest in Canada.
- At that time, most students were unaware of the cost advantages (over UK and US) and did not know how highly rated Canadian MBAs are in the world. These would be items to highlight in your promotions.
- Recognizing that it would probably be too expensive for UCC to visit Australia, the CEC Australia could work on a promotional campaign to run on your behalf.

### **Brazil**

#### **CEC Market Report Info**

- Shorter post-secondary or graduate programs, which can be completed in up to one year, are in high demand in Brazil, as many students cannot afford to stop working for more than one year.

### **Specific Graduate Program Stats**

Over the past 3 years, inquiries/visas issued for, post graduate study were as follows:

Year 2000

- Total student inquiries at CEC: 4,440, 389 of which were for post graduate study (343 Masters, 46 Doctorate)
- Student Visas issued for Post-secondary: 250 uni short-term, 143 masters, 27 doctors, 18 undergrad

#### **Year 2001**

- Total student inquiries at CEC: 3,324, of which 389 were for post-graduate study (214 masters, 35 doc)
- Student visas issued for post-secondary: 215 uni short-term, 83 masters, 33 doctors, 33 undergrad

#### **Year 2002**

- Total student inquiries at CEC: 3,157 (average 263/month) of which 495 were for post-graduate (309 masters, 186 doc)
- Student visas issued for post secondary; 182 uni short-term, 108 masters, 26 doctors, 32 undergrad

#### **Year to Date 2003**

- Total student inquiries at CEC: 554

### **China**

#### **CEC Market Report Info**

- The market for postgraduate study is large and mostly untapped by Canadian institutions.
- Universities which can streamline their graduate admissions procedures will find a source of hard working and highly intelligent students in China.
- The most academically able Chinese students (those who can get into top domestic universities) see the ideal study plan starting with undergraduate study in China and moving onto graduate study overseas.
- Joint ventures, 2 + 2 programs and joint degrees have great potential, though picking the right partner and sustaining a long-term relationship is challenging.
- Business, marketing, accounting, finance and computer science are the top requested subject areas.

#### **Specific Feedback for UCC**

- In China, there is still not a great deal of understanding of the postgraduate diploma. However, if the programs are offered in subjects of key demand in China, then students who cannot get into graduate programs at university may consider them as an alternative.
- MBA's are in demand and it is very common to have fresh undergrads looking to go straight into MBA's.
- A special niche for UCC might be to consider an MBA with a co-op option for students with limited work experience.

### **Colombia**

#### **CEC Market Report Info**

- 20% of Colombian students going abroad are interested in graduate programs (Masters 16% and Doctoral programs 4%)



- The preferred destinations are the US, Spain, UK, Canada and France. During the last year, Australia has also promoted their graduate programs with favourable results.
- Over the last four years, France and Spain have been strongly positioning their countries through the promotion of competitive prices.
- Graduate programs in engineering are in the highest demand.
- The country is experiencing a growth in the telecommunications, energy, petroleum and high tech industries. The demand for graduate programs in these areas is very high.
- The demand for programs in international business, management and relations is also increasing.
- Scholarships and student seminars are effective marketing tools for this sector.
- There is currently an increased demand for MBA programs. Program costs and limited specialization options are forcing students to look for programs offered by North American institutions.
- Top program areas requested at the CEC include business and management, engineering, systems engineering and computer sciences.
- 18% of inquiries at CEC Colombia are for Graduate Diplomas, 16% are for Masters

#### **Specific Feedback for UCC**

- There is a large and competitive MBA market in Colombia. There are a lot of programs, from many countries, promoting themselves in the market.
- Some local Universities are establishing agreements with international universities or colleges to have joint programs where students can start their program in Colombia and continue abroad. This option is very attractive from a financial point of view for the student.
- Jimena believes that there are some institutions in Colombia that may be interested in partnering with UCC.

#### **Recommendations to improve the success of an MBA program in Colombia:**

- Reduce the number of years of experience required for entry into the program. This will allow you to market your program to students in their final year at the local universities as something that they can do as soon as they finish their degree locally.
- Lower the GMAT entry requirement to around 550
- Include a co-op option
- Offer different focus opportunities in order to target diverse needs and interests (for Colombia the following options will be attractive: management, marketing, non-profit, finances, international business, negotiation, human resources)
- Offer a program which can be completed in one year.

#### **Recommended promotional strategies:**

- Seminars in Bogotá and at least three more cities.
- Partner with local Universities (CEC Colombia can help to identify partners)
- Promote a Scholarship to improve the awareness of, and increase interest in, the program (CEC can promote and administer the scholarship)
- Completed Application Program

## **Hong Kong**

- There is not really a market in Hong Kong for these types of programs as most students prefer to take post graduate diplomas and MBA courses locally so that they can take them on a part time basis.

## **India**

### **CEC Market Report Info**

- In India, Canada is considered a member of the elite group of education destinations along with the US, UK, and Australia. There are approximately 888,000 secondary schools across the country with enrolment exceeding 180 million students. Every year, close to 25 million students complete their 10+2 (equivalent to grade 12). Around 220,000 students each year leave science, engineering and medical faculties to become valuable assets in the commercial arena.
- Indian bachelor programs are three years in length, requiring an additional year prior to being eligible for participation in a graduate program at a Canadian university.
- University Colleges have advantages in the Indian market because of their ability to offer Bachelor degrees in addition to diplomas for professional courses.
- Top programs requested at CEC India include business management, engineering, computer science, media/communications, film & television, creative arts (animation & computer imaging) and hospitality & tourism.
- Masters and graduate programs are the most requested level of study.

### **Specific Feedback for UCC**

- In India there is huge demand for MBA and Post Graduate diploma programs and both have been successfully offered through CEC India's Completed Application Program (CAP).
- To improve success of your programs in India, we recommend that you offer more flexible entry requirements for the MBA. A particular concern is that Indian students often lack the 4 years duration of Bachelors study and work experience required by other Canadian institutions. In India the undergraduate programs, except for professional courses like engineering, architecture, medicine, law, are for 3 years duration. Also the Indian system of education is continuous, meaning that in most cases students don't break away from their education for work experience.
- There is a huge volume of students who would be interested in an MBA which allows admission for students with 3-year Bachelor degrees and minimal work experience.
- One suggestion might be to offer a pre-MBA for students with a 3-year Bachelors degree (one year pre-MBA and one year of MBA).

## **Indonesia**

### **CEC Market Report Info**



- 42% of the total enquiries to the CEC are for graduate studies. Most inquire about MBA and Masters in engineering programs.
- Most Indonesian students do not have the sufficient TOEFL requirements for most graduate programs, which means schools interested in this market will need to offer conditional acceptance.
- Admission officers should be aware that GPAs from state and private universities do not reflect the same standard of measurement. A student with a lower GPA (ex. 2.5) from a state university might be a much better candidate than a student with a much higher GPA (e.g. 3.5) from a private university.
- Distance education degrees are quite attractive to Indonesian students
- Top requested programs at the CEC include business administration, engineering, computer science, information technology, and economics.
- Masters is the top level of study requested at the CEC. Graduate Diplomas are 5<sup>th</sup> most requested.

#### **Specific Feedback for UCC**

- There is a huge market for MBA programs in Indonesia
- Most students who already have a Bachelors Degree want an MBA, and this program would be extremely marketable.
- Demand for Postgraduate diplomas is also starting to grow, mainly due to the difficulties in getting into Masters Programs.
- Postgraduate diplomas will require more promotion in order to develop an understanding of the program, but they will still be very marketable.
- CAP would be a good way to promote both types of programs.

### **Malaysia**

#### **CEC Market Report Info**

- Graduate studies total about 19% of enquiries at CEC Malaysia. 15% are for Masters Programs.
- Most of the Masters enquiries are for MBA programs, but students are discouraged when they are informed that GMAT scores are required for application to MBA programs.
- There are more than 22 institutions and organizations in Malaysia offering full MBA programs locally at prices ranging from C\$3,846 - C\$13,461.
- Out of these 22 institutions, three are local universities. The others are foreign universities (from US, UK and Australia) which have partnered with local institutions.
- Locally conducted foreign programs are more attractive to students because students have an opportunity to obtain a postgraduate diploma or degree from a foreign institution without having to give up their jobs and leave Malaysia.
- Distance education degrees and courses at this level are in high demand.

- Top requested programs at the CEC are Business (accounting, marketing, finance and information systems), Engineering (electronics, mechanical, computer, etc.), Computer Science/Information Technology and Medicine.
- Masters programs are the second most requested level of study.

#### **Specific Feedback for UCC**

- Most of the enquiries for graduate programs at CEC Malaysia are for MBA programs.
- There is much more interest in MBAs than post graduate diplomas.
- Success in recruiting students will depend on the cost of the program (since many such programs are already being offered locally).
- Flexible admission requirements (compared to other universities) will also be important to your success in the market.

### **Mexico**

#### **CEC Market Report Info**

- Most Mexicans wish to pursue graduate studies abroad. Only Master's and PhD programs are funded for study out of country.
- Foreign MBA programs are particularly popular as they provide the international experience students are keen to gain.
- Financial aid for students is available from CONACYT (Mexico's national council of science & technology) and is offered only at the graduate level. The loan is annulled if the student returns to work in a publicly funded university or government institution.
- Mexican students require language training prior to pursuing graduate studies.
- Postgraduate programs and certificates -- especially in business, marketing, graphic design and publicity -- are popular as they are of shorter duration.
- Many Mexicans wish to work on campus in order to cover extra expenses.
- Co-op programs are of interest to Mexicans. This concept does not exist in Mexico. Social Service is an obligatory community service that is required in order to graduate from university. Some programs also include Practicas profesionales (practicums) and are not remunerated.
- In 2002, 31% of requests at CEC Mexico were for graduate studies, a slight increase compared to the previous year.
- Top program areas requested include business, engineering, social sciences, fine arts and computers. Tourism is number 8.
- Masters is the second most popular level of study requested and diplomas are fourth.

#### **Specific Feedback for UCC**

- The statistics from Mexico indicate that Master's programs are in greater demand than postgraduate diplomas. However, this is not necessarily accurate. The problem is that most students do not know about postgraduate diplomas, so they assume that they can only take a Masters degree at the graduate level.



- Once speaking with a counsellor at the CEC, many students interested in graduate programs do consider postgraduate programs in addition to Masters programs.
- Students can receive financial aid for university level graduate programs.
- Top requests are for international business and marketing.

## Norway

### **CEC Market Report Info**

- Norway has a very high per capita rate of students who choose to pursue all or part of their education abroad, making it a market with great potential for Canadian universities. The market for colleges, secondary schools and language institutes is however, more limited.
- Many Norwegians study abroad due to a generous government program (Lanekassen) that offers all university students some of the highest grant and loan schemes for both the graduate and undergraduate level.
- Approximately 16,000 Norwegians study abroad with the support of the State Educational Loan Fund, and about 9,000 foreign nationals will study in Norway with the support of the Fund.

### **Specific Feedback for UCC**

- MBA programs and business programs in general are very popular in Norway.
- At the recent Jobb og Utdanning education fair in Oslo, approximately 12% of the inquiries received by CEC were for MBA programs.
- Flexibility in admissions criteria will be helpful, as currently, an undergraduate degree consists of only 3 years in Norway and a 4-year bachelor prerequisite might discourage Norwegian students.

## **South Korea**

### **CEC Market Report Info**

- The majority of students need to take ESL studies before applying for graduate studies, therefore, to attract academic students, universities must institute conditional acceptance.
- Cooperative education degrees attract more students.
- Scholarships would attract students who would otherwise choose to study in the U.S.
- The top program areas requested at the CEC include, arts and social sciences, IT/computer science, engineering, graphic design/animation, education (including TESL), tourism and hospitality and business.
- The top levels of study are ESL, Secondary School, College and Undergraduate.

## Taiwan

### **CEC Market Report Info**



- The number of graduate level inquiries continues to grow at CEC Taiwan, accounting on average for over 35% of inquiries, excluding ESL.
- Taiwanese students see value in pursuing a foreign graduate degree after completing an undergraduate degree locally.
- Quality candidates are often discouraged by the long response time of Canadian graduate programs compared to those of other countries.
- The most requested programs at the CEC are: ESL, MBA/accounting/international trade management/finance, computer sciences, engineering, education, and tourism & hospitality.
- Masters programs are the 3<sup>rd</sup> most requested level of study after ESL and undergraduate/college programs.

### **Specific Feedback for UCC**

- There is huge demand for MBA programs in Taiwan, and, according to Joan, you might even attract more students than you can handle!

### **Thailand**

#### **CEC Market Report Info**

- Many Thai students need remedial English (TOEFL/IELTS) training, therefore, to attract top academic students, universities must institute conditional acceptance.
- Cooperative education courses and degrees are popular.
- Post-graduate diploma courses are popular because of the relatively short amount of time one has to spend out of the country.
- Joint degree programs or other distance education degrees that offer students an opportunity to obtain a Canadian degree without leaving Thailand for the entire course of study are attractive.
- The top program areas requested are business (administration, marketing, finance, information systems), engineering, economics, computer sciences, and mass communications.
- Masters and Graduate diplomas are the second and third most requested levels of study.

#### **Specific Feedback for UCC**

- There is a market for MBA and pre MBA.
- There is also a market for Post graduate diplomas, but to a lesser extent.
- Programs located in BC have an advantage.

### **Turkey**

#### **CEC Market Report Info**

- Graduate programs account for 22% of enquiries at CEC Turkey.
- Most popular programs are MBA, engineering and social sciences.

- Graduate diploma/certificate programs are growing in popularity with university graduates who would like to strengthen their career skills; requests for this level have increased from 6% for the period of January to September 2001, to 8% for the same period in 2002.
- The top program areas requested at CEC Turkey are; business and MBA, computer engineering, mechanical engineering, electrical and electronics engineering, and civil, industrial engineering (equally popular).



### **Specific Feedback for UCC**

- There is a large demand for MBA and post graduate diploma programs in Turkey
- Again, flexible admissions policies will be helpful in attracting students.

### **Singapore**

- There will not be a strong market in Singapore for either type of program as students tend to look for brand name schools to do their MBAs and post graduate study.

### **Vietnam**

#### **CEC Market Report Info**

- Cooperative education courses are popular, as are postgraduate diploma programs, which require less time than full degrees.
- As this is often a slightly "older" generation of students demographically, some remedial English training may be required.
- Joint degree programs offering students an opportunity to obtain an overseas degree without leaving Vietnam for the entire course of study are becoming increasingly popular and competitive within the Vietnamese market.
- Top requested programs at CEC Vietnam are business, computers, engineering, communications, education, architecture and tourism.
- Masters and Postgraduate diplomas are the 4<sup>th</sup> and 5<sup>th</sup> most requested levels of study respectively.

883 Kamloops Sub Branch  
Suite 350, 272 Victoria Street  
Kamloops, British Columbia  
Canada V2C 5L5

Tel: (250) 571-3010  
Fax: (250) 571-3009



MBA Committee at UCC  
Box 3010  
Kamloops, BC  
V2C 5N3

Dear Sirs,

As part of the business community in Kamloops I have had the privilege of being included in the discussion surrounding the creation of a Masters of Business Administration degree program at UCC.

I believe this is a program that is desperately needed in the interior of BC, and that it will be well supported by a wide variety of students and professionals from Kamloops and throughout the surrounding areas.

Congratulations on developing this much needed degree program for the people of BC especially those of us in the interior

Yours truly,

A handwritten signature in black ink, appearing to read 'Terry Wiebe'.

Terry Wiebe, BBA, FMA  
Investment Executive, Scotia McLeod

ScotiaMcLeod is a division of Scotia Capital Inc.,  
a member of the Scotiabank Group.



AIR CANADA 



Tuesday, March 04, 2003

Lian Dumouchel,  
University College of the Cariboo  
Kamloops, BC

Via Fax: 250 371 5582

**Re: Letter of Support – MBA Program**

Please accept this letter of support on behalf of the University College of the Cariboo to establish a Masters in Business Administration Program.

An Economic Development Manager at one of our airport communities told me a story about a U.S company they had approached about relocating to their city. This company told them they had four fundamental issues that had to be met before they would consider a move -

- ✓ Do you have a qualified labour force?
- ✓ Do you have affordable housing (quality of life)?
- ✓ Do you have scheduled air service to your community?
- ✓ Do you have an accredited university or college?

Companies recognize that to attract the most qualified employees they need to ensure their children have access to a local college or university.

I support a program that may help stimulate business development and economic growth in the communities we serve.

Yours truly,



Michael Prosser, Manager, Community Relations, BC  
Air Canada

Email: [mike.prosser@aircanada.ca](mailto:mike.prosser@aircanada.ca)  
Address: Suite 300-1177 West Hastings St. Vancouver BC, V6E 2K4

MBA Committee,  
University College of the Cariboo,  
School of Business and Economics,

Dear Chairperson,

RE: PROPOSED MBA PROGRAM

As a former mayor of the City of Kamloops and presently a member of the Advisory Committee for the MBA program, I am delighted to provide you with my full support for the proposed program at the University College of the Cariboo. The MBA program structure focuses on global management and the delivery provides flexibilities. This MBA program with various specialty areas e.g. concentration in Tourism, International Business offers a career and development opportunities for the business community, current and past students as well as international students.

The marketing research presented provides a strong evidence of local as well as international market for the MBA program. Further, the strong international market for this program would have economic impact not only within the community but also regional.

I understand UCC is committed to the construction of \$12 million building on its Kamloops campus to provide facility infrastructure to support and grow its international programs including MBA. UCC has the very strong instructional capability and expertise to deliver such a program.

This MBA program would definitely contribute in building a stronger business community.

A few years ago a member of my family had to go to Simon Fraser University to obtain her MBA. She is very pleased with her Masters Degree and the experiences at SFU; however, I wish she would have had the opportunity to obtain her Masters Degree here in Kamloops.

Thanking you for the opportunity,

Sincerely,

  
Al Thompson

**Sibylla Lane - RE: MBA Business Plan**

---

**From:** "CHAN, Fiona (KAMLOOPS)" <fiona.chan@bdc.ca>  
**To:** 'Diane Cottell' <dcottell@cariboo.bc.ca>  
**Date:** 04/03/2003 12:06 PM  
**Subject:** RE: MBA Business Plan

---

Please take this E-Mail as my support to the developing of the MBA program at UCC. I personally believe that Kamloops and area has lots of opportunities in developing into a diverse economy and the requirement for higher education is obvious. I will gladly participate in the evolution of the program when opportunity arises.

Yours truly  
Fiona Chan

-----Original Message-----

**From:** Diane Cottell [mailto:dcottell@cariboo.bc.ca]  
**Sent:** Tuesday, 04 March, 2003 10:02 AM  
**To:** fiona.chan@bdc.ca  
**Cc:** Sibylla Lane  
**Subject:** MBA Business Plan

Ms. Chan:

Further to my email regarding the business plan for a Masters degree in Business Administration, we would appreciate if you can provide us with a letter of support that there is local demand for offering an MBA degree at the University College of the Cariboo. We are also interested in determining as to whether you would be committed to participate in the evolution of the program (i.e., allowing students to conduct a business consulting report for your firm as part of their project, in a co-operative student exchange program, and/or in being part of an advisory board committee). Finally we would also welcome an affirmation that your company may hire graduates from such program if such qualifications become necessary in the future to your firm.

Thanking you in advance for your cooperation.

Sincerely,

Diane Cottell  
for Sibylla Lane

\*\*\*\*\*  
Diane Cottell  
Secretary  
School of Business and Economics  
The University College of the Cariboo  
900 McGill Road, Box 3010  
Kamloops, B.C. V2C 5N3

Phone: (250) 828-5211

file:///C:/Documents%20and%20Settings\uccuser/Local%20Settings/Temp/GW}00008.H... 04/03/2003



## Peter Tsigaris - Fw: Proposed MBA Program

---

**From:** rishma vedd <rvedd@telus.net>  
**To:** Peter Tsigaris <ptsigaris@cariboo.bc.ca>  
**Date:** 2003-03-07 10:29 AM  
**Subject:** Fw: Proposed MBA Program

---

----- Original Message -----

From: "Rafiq Bhuyan" <rbhuyan@cariboo.bc.ca>  
To: <rvedd@cariboo.bc.ca>  
Sent: Friday, March 07, 2003 11:48 AM  
Subject: Proposed MBA Program

> >Date: Fri, 22 Nov 2002 20:27:19 -0800  
> >From: nakib.ahmed@bmo.com  
> >Subject: Proposed MBA Program  
> >To: slane@cariboo.bc.ca  
> >Cc: rbhuyan@cariboo.bc.ca  
> >X-Mailer: Lotus Notes Release 5.0.5 September 22, 2000  
> >X-MIMETrack: Serialize by Router on BMTORLNMA022/Server/BMO(Release  
5.0.9a  
> > [January 7, 2002) at 11/22/2002 11:27:25 PM  
> >Original-recipient: rfc822;rbhuyan@cariboo.bc.ca

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

November 22, 2002

> >Dear Ms. Lane:

> > Thank you for inviting me to your MBA Advisory Committee meeting.

I

> >was much impressed

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

>>  
>>

file:///C:/Documents%20and%20Settings\uccuser\Local%20Settings\Temp\GW\00002.H... 2003-03-07

F

## **Appendix 5: External Advisory Committee**



## Appendix 5.1: Name and Full Addresses

<p>Nakib Ahmed Bank of Montreal Sahali Safeway Branch 945 W. Columbia Street Kamloops BC V2C 1L5 Phone: 371-6472 Email: <a href="mailto:nakib.ahmed@bmo.com">nakib.ahmed@bmo.com</a></p>	<p>Kathy Humphrey Supervisor Casino Systems Quality Assurance B.C. Lottery Corporation 74 West Seymour Street Kamloops BC V2C 1E2 Phone: 828-5500 Ext. 5272 Email: <a href="mailto:khumphrey@bclc.com">khumphrey@bclc.com</a></p>	<p>Anita Starke Divisional Accountant Tolko Industries Ltd. RR #3 Site 10 Comp 10 Kamloops BC V2C 5K1 Phone: 578-7212 Email: <a href="mailto:anita_starkey@tolko.com">anita_starkey@tolko.com</a></p>
<p>Brent Baker, Partner McNair Baker Hurd &amp; Associates Suite 1000 235 First Avenue Kamloops BC V2C 3J4 Phone: 828-2901 Email: <a href="mailto:brent@mcnairbakerhurd.com">brent@mcnairbakerhurd.com</a></p>	<p>Daphne Martin Accounting Manager Sun Peaks Resort 1280 Alpine Road Sun Peaks BC V0E 1Z1 Phone: 578-7222 Email: <a href="mailto:dmartin@sunpeaksresort.com">dmartin@sunpeaksresort.com</a></p>	<p>Al Thompson Marriage Commissioner Ministry of Health &amp; Ministry Responsible for Seniors 2445 Tranquille Road Kamloops BC V2B 3N9 Phone: 376-9106 Email: <a href="mailto:artvera@shaw.ca">artvera@shaw.ca</a></p>
<p>Fiona Chan Business Development Bank of Canada 205 Victoria Street Kamloops BC V2C 2A1 Phone: 851-4910 Email: <a href="mailto:fiona.chan@bdc.ca">fiona.chan@bdc.ca</a></p>	<p>Alex Munro Business Manager Kamloops Regional Correctional Centre PO Box 820 Kamloops BC V2C 5M9 Phone: 372-7202 Email: <a href="mailto:alex.munro@gems8.gov.bc.ca">alex.munro@gems8.gov.bc.ca</a></p>	<p>Terry Wiebe Financial Planner ScotiaMcLeod 350 - 272 Victoria Street Kamloops BC V2C 5L5 Phone: 571-3007 Email: <a href="mailto:terry_wiebe@scotiamcleod.com">terry_wiebe@scotiamcleod.com</a></p>
<p>Randy Diehl Chief Administrative Officer City of Kamloops 7 West Victoria Street Kamloops BC V2C 1A2 Phone: 828-3498 Email: <a href="mailto:rdiehl@city.kamloops.bc.ca">rdiehl@city.kamloops.bc.ca</a></p>	<p>Mike Parker Tax Specialist KPMG 200 - 206 Seymour Street Kamloops BC V2C 6P5 Phone: 314-5947 Email: <a href="mailto:michaelparker@kpmg.ca">michaelparker@kpmg.ca</a></p>	<p>Karen Watt President Excel Personnel 200 - 418 St. Paul Street Kamloops BC V2C 2J6 Phone: 374-3853 Email: <a href="mailto:temphelp@excel.bc.ca">temphelp@excel.bc.ca</a></p>
	<p>Geoff Sharples Chartered Accountant CJS Financial Group 104 - 418 St. Paul Street Kamloops BC V2C 2J6 Phone: 314-6979 Email: <a href="mailto:gsharp@mail.ocis.net">gsharp@mail.ocis.net</a></p>	<p>Lynn Wilkinson Personal Banking Area Manager Bank of Montreal 210 Victoria Street Kamloops BC V2C 2A2 Phone: 828-8878 Email: <a href="mailto:lynn.wilkinson@bmo.com">lynn.wilkinson@bmo.com</a></p>

## Appendix 5.2: MBA Advisory Meeting

Date: November 6, 2002

Time: 8:00 – 10:00 a.m.

Location: CAC 209

### Minutes

**Present:** Lynn Wilkinson, Al Thompson, Alex Munro, Terry Wiebe, Randy Diehl, Brent Baker, Nakib Ahmed, Karen Watt, Geoff Sharples, Mike Parker, Gordon Tarzwell, Kathy Humphrey, Rishma Vedd, Fiona Chan, Rafiq Bhuyan, Len Hutt, Anita Starkey, Diane Cottell

**Regrets:** Daphne Martin, Tony Brower, Dan Thompson, Ying Kong, Peter Tsigaris

The package and topics were introduced prior to discussion.

**1. Introduction:**

The Committee was thanked for coming to give feedback and advice on the proposed MBA program. Thanks were extended to the team of faculty who have worked hard to build the program. The program team is made up of professors: Rafiq Bhuyan, Rishma Vedd, Len Hutt, Tony Brower, Ying Kong and Peter Tsigaris.

**2. New Degree Approval Process**

The ministry has introduced a new approval process, which will be industry and business based, not purely academic, and theory based. This is why the term Applied is used for these degrees. We are in the initial stages towards the full program proposal stage, which involves an external review.

**3. MBA Outlook**

There are great changes from the traditional MBA program as Universities strive to meet the demands of potential students and employers. Graduates of other disciplines will be attracted as well as commerce and business graduates. The outlook for the MBA programs is still very positive. Demand remains high.

**4. AACSB Accreditation Standards.**

This is the International accrediting agency for business education. We want to build a degree that meets their standards which is a 20 course or 60-credit degree.

**5. Comparison of MBA's – 1996 and 2001**

Enclosed in the package is a report of the years 1996 and 2001 for comparison of MBA programs across Canada. This enables us to discern trends in how the



degrees are evolving and so create a niche and learn how best to construct our degree. See also appendix 7 of business Case.

6. Our Program – Global Leaders in Numbers (Economics, Finance and Accounting) and Leadership. This is our vision of the program. We would really appreciate how to say this more effectively. The program is built on the advantages of UCC – International and global. The need expressed by the marketplace for business leaders to have international exposure and education. The strengths of our faculty – accounting, finance, international, economics, and leadership. The plus for the community to have an international network and business leaders with international education.

7. **Program Design**

- 12 months straight, 4 semesters (60 credits)
- Four stage MBA program:
  - Stage I – Foundation Courses
  - Stage II – Core Courses
  - Stage III – Concentrations, Electives
  - Stage IV – Capstone

We want a credible, recognizable degree with a thesis/project requirement, academic accreditation, not cut down to course work only, but a research component. Class size will probably be 30 students. Intake will be once a year, part-time may be flexible entry. Local people can take it over a longer period. Fees have not yet been set.

HRM Concentration – proposed by Len Hutt

Basically a Human Resource Development theme.

MBUS – Consulting Skills: the Role of HRM as a Change Agent

MBUS – Managing Organizational Change: Understanding the People Component

MBUS – Strategic HRM: Tying/Integrating with Corporate Strategy

MBUS – Leadership and the HRM Role: Identifying and Incorporating the Appropriate Style

8. **Feedback and Discussion**

A question was raised as to what part of the process we are in? We are in the initial stage now. A letter of intent has not been given, we don't have full course outlines, and we haven't gone through the Ministry yet.



The role of the Committee is to act as an external advisory to present feedback to UCC's internal committee. We want to make sure the local demand is met, plus other markets. We want to know what business and industry want for the employment market. A later session of the Committee will be called for more advice.

We are looking at the local market and the international market. The international market is strong. We want to attract students from UCC (all degrees) also other institutions' graduates. Our MBA is unique as it has an international flavour. The competition, such as OUC in Kelowna, will be looked at. They have MBA concentrations in Health and Tourism.

How you are scored going into the MBA will be important. GMAT will be an entry requirement. Should it be posted as a minimum or an average?

Work experience is an issue. Most places have two or three years or more. What should we have? It was felt by the Committee that work experience was a must and the level of work experience is important. Also what they have done for work experience. We are preparing people for work/leadership. They need to be able to survive in the international market place. The Admission Committee should look at a mix of work experience and a mix of disciplines.

Other issues discussed were: Do we attract part-timers or full-timers? What is the target market? Is the market local? What should we offer for local market? Should we have a study abroad component? Do we need a mixed class? MBA grads want higher earnings and prestige. Do we want a mature student body? We need to address the credibility issue of university versus university-college. UCC's image is important. We need to raise the profile of UCC to raise credibility. We have smaller size classes, good access to instructors, excellent faculty. Do we have good facilities for research (Library)? The Library needs to build up its business collection. Leadership is critical – it was suggested to replace HRM with leadership.

Good networking is important, local + international + UCC grads. We should capitalize on our international market at UCC.

Case studying experience is important. We will demand certain skill levels. We will bring in speakers and take our people out to see leaders in business.

It was felt the environment and current issues need to be covered. Technology was felt to be an important component. Do they need a technology background? Technology will be integral to the program with laptops and connectivity

integrated in the program. Is a Strategic Leadership course important? HRM concentration? Should we drop HRM? Need a leadership focus.

If we offer weekend and evening courses, people can keep working. It would take two years to complete. Flexibility is built into the program. There are more options locally.

There will be group/team work with the professors on projects, etc.

**Admission Requirements:**

- Work experience – higher experience, management experience minimum
- Cap number of international students
- Must have a mix of students
- Mix gives strength to the program
- Prefer two year's management experience minimum
- Phone interview may be necessary for admission
- GMAT required – need a baseline, 600 is average (norm)
- Minimum GPA required
- Application with biographies.

Local need an awareness of MBA appeal to all graduates of degrees. It will appeal to all disciplines. Non-profit and government course may be necessary or an option. GMAT prep course should be offered.

The Committee was asked to send further feedback to Sibylla Lane by email, letter or fax.

Adjourn

G



## **Appendix 6: Financial Analysis**

## Table A6.1: Assumptions of Financial Plan

The program will contain 60 credits (equivalent to 20 courses)	
Each 3-credit course will carry a 3-unit value for workload allocations	
Workload assignments will be made across various departments	
Maximum class size:	35
Minimum class size: Year 1	32
Minimum class size in year 2 needed to introduce second concentration	35
Year 3 second stream offered based on minimum enrollment of	55
Year 4 third concentration offered based on minimum enrollment of	59
Year 5 fourth concentration requires the addition of a third stream and a minimum enrollment of	84
Average initial tuition fees per student <sup>26</sup>	25,000
Salaries - Full-time Faculty <sup>27</sup>	73,500
Benefits - Full-time Faculty	18.5%
Faculty release for coordination	100%
Annual Computer lease - for each faculty member / office <sup>28</sup>	1,500

## Table A6.2: Faculty Requirements

Faculty Requirements	Year 1	Year 2	Year 3	Year 4	Year 5
# of Sections offered	1	1	2	2	3
# of Concentrations offered	1	2	2	3	4
Foundation	15	15	30	30	45
Core and Integrative	33	33	66	66	99
Concentration	12	24	24	36	48
Total Units Required	60	72	120	132	192
# faculty equivalents (12-hr appointments)	5	6	10	11	16

<sup>26</sup> Tuition fees are expected to grow at an average rate of 3% per year

<sup>27</sup> Salaries are expected to increase at an average rate of 5% per year

<sup>28</sup> Proposing that students are required to purchase laptop computers / can add to tuition costs

### Table A6.3: Capital Requirements

Description	To March 31 Year 1	To March 31 Year 2	To March 31 Year 3	To March 31 Year 4	To March 31 Year 5
<b>Capital budget requirements:</b>					
Office furniture for new full-time faculty	\$ 20,000	\$ 4,000	\$ 16,000	\$ 4,000	\$ 20,000
Audio Visual Equipment	10,000		10,000		10,000
<b>Totals</b>	<b>\$ 30,000</b>	<b>\$ 4,000</b>	<b>\$ 26,000</b>	<b>\$ 4,000</b>	<b>\$ 30,000</b>

### Table A6.4: Tuition Revenue Analysis

	<b>Tuition Revenue based on:</b>	
	Minimum Enrolment	Maximum Enrolment
<b>Year 1</b>	800,000	875,000
<b>Year 2</b>	901,250	901,250
<b>Year 3</b>	1,458,738	1,856,575
<b>Year 4</b>	1,611,772	1,912,272
<b>Year 5</b>	2,363,569	2,954,461



# **Table A6.5: Analytical Operating Budget Requirements**

Acct no.	Description	To March 31 Year 1	To March 31 Year 2	To March 31 Year 3	To March 31 Year 4	To March 31 Year 5
<b>Operating budget requirements:</b>						
31000	Honoraria	3,600	4,320	7,200	7,920	11,520
31100	Salaries - Full-time Faculty	\$ 367,500	\$ 463,050	\$ 808,500	\$ 929,775	\$ 1,411,200
31100	Salaries - Full-time Faculty - Coordinator 100% Release	73,500	77,175	81,034	85,085	89,340
31550	Benefits - Full-time Faculty (18.5%)	81,585	99,942	164,564	187,749	277,600
32100	Salaries - Full-time Administrative Assistant	45,000	47,250	49,613	52,093	54,698
32500	Benefits - Support	8,325	8,741	9,178	9,637	10,119
40000	Supplies (\$500 per faculty member)	2,500	3,150	5,500	9,200	9,600
40100	Membership fees	2,000	2,200	2,420	2,662	2,928
40310	Print shop (promotional/administrative)	5,000	2,000	2,300	2,645	3,042
40310	Print shop (instructional)	1,250	1,500	2,500	2,750	4,000
40311	Copy costs (instructional/administrative)	500	660	1,200	1,430	2,240
42000	Travel and conference (administrative)	2,500	2,750	3,025	3,328	3,660
42000	Travel and conference (professional development)	3,750	4,950	9,000	10,725	16,800
42500	Fieldwork	2,500	3,000	5,000	5,500	8,000
44000	Computer lease (faculty only)	5,000	9,000	15,000	16,500	24,000
47000	Advertising and promotion (program and recruitment)	12,500	3,500	8,000	3,500	9,500
<b>Totals</b>		<b>\$ 617,010</b>	<b>\$ 733,188</b>	<b>\$ 1,174,033</b>	<b>\$ 1,330,499</b>	<b>\$ 1,938,247</b>

*Library: ongoing costs of DB.  
book/journal budget.*

# Table A6.6: Summary Worksheet

Description	To March 31 Year 1		To March 31 Year 2		To March 31 Year 3		To March 31 Year 4		To March 31 Year 5	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
<b>Tuition Revenue</b>	\$ 800,000	\$ 875,000	\$ 901,250	\$ 901,250	\$ 1,458,738	\$ 1,856,575	\$ 1,611,772	\$ 1,912,272	\$ 2,363,569	\$ 2,954,461
<b>Operating budget requirements</b>	617,010	617,010	733,188	733,188	1,174,033	1,174,033	1,330,499	1,330,499	1,938,247	1,938,247
<b>Capital budget requirements:</b>	30,000	30,000	4,000	4,000	26,000	26,000	4,000	4,000	30,000	30,000
<b>Estimated library requirements:</b>										
Subscriptions: Periodicals/databases	22,000	22,000	24,200	24,200	26,620	26,620	29,282	29,282	32,210	32,210
Books	5,000	5,000	2,500	2,500	2,750	3,025	3,328	3,328	3,660	3,660
<b>Totals</b>	674,010	674,010	763,888	763,888	1,229,403	1,229,678	1,367,109	1,367,109	2,004,117	2,004,117
<b>Available for contribution to UCC</b>	\$ 125,990	\$ 200,990	\$ 137,362	\$ 137,362	\$ 229,334	\$ 626,897	\$ 244,663	\$ 545,163	\$ 359,451	\$ 950,344
Contribution as a % of tuition revenues	15.7%	23.0%	15.2%	15.2%	15.7%	33.8%	15.2%	28.5%	15.2%	32.2%

## Breakeven point

To meet institutional requirement of 15% contribution

Number of students **31.7** **34.9** **54.5** **58.9** **83.8**

15% contribution to UCC Overhead

\$ 120,000	\$ 131,250	\$ 135,188	\$ 135,188	\$ 218,811	\$ 278,486	\$ 241,766	\$ 286,841	\$ 354,535	\$ 443,169
------------	------------	------------	------------	------------	------------	------------	------------	------------	------------

Possible timelines for repayment of  
 aq for program development from  
 UCC University Enhancement Fund

\$ 27,000. B115, RT, Databases

H



## **Appendix 7: Blueprints for International Building**

AN



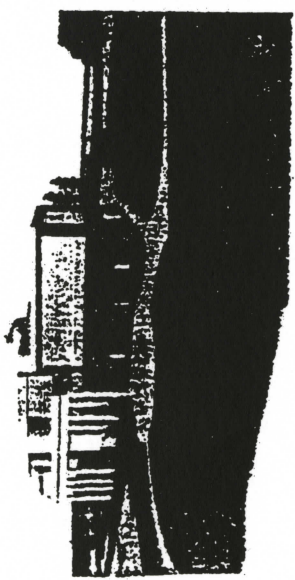
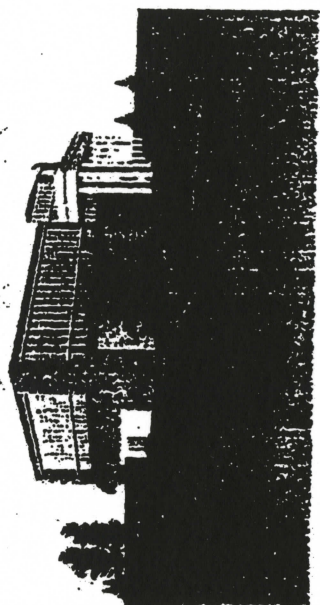
INTERNATIONAL  
CENTRE  
BUILDING

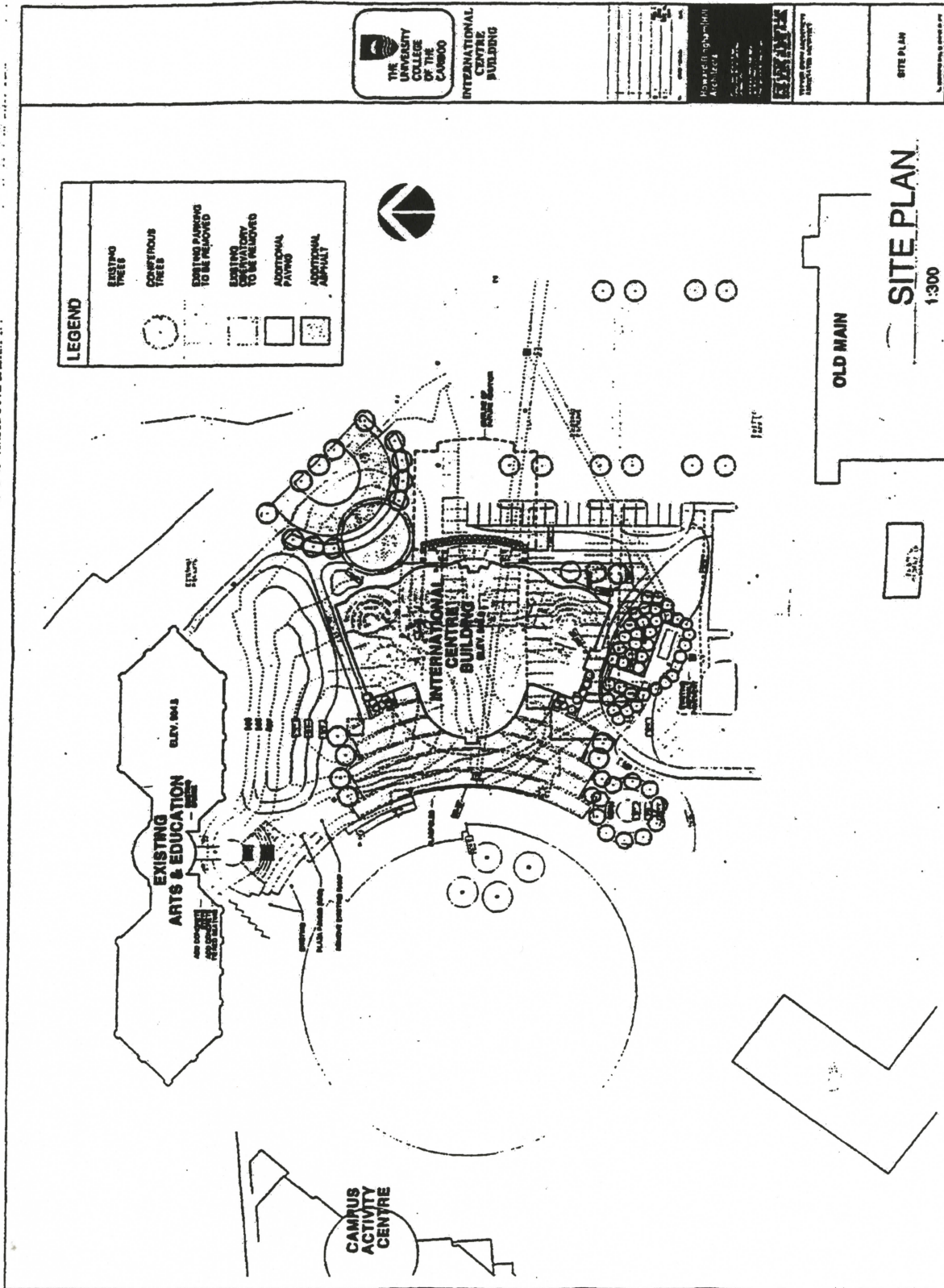
How and why we built  
Architect

THE UNIVERSITY COLLEGE OF THE CARIBOO  
VICTORIA, BRITISH COLUMBIA

TEMPORARY

13









INTERNATIONAL  
CENTRE  
BUILDING

DATE	10/10/84
BY	10/10/84
PROJECT	10/10/84
10/10/84	10/10/84

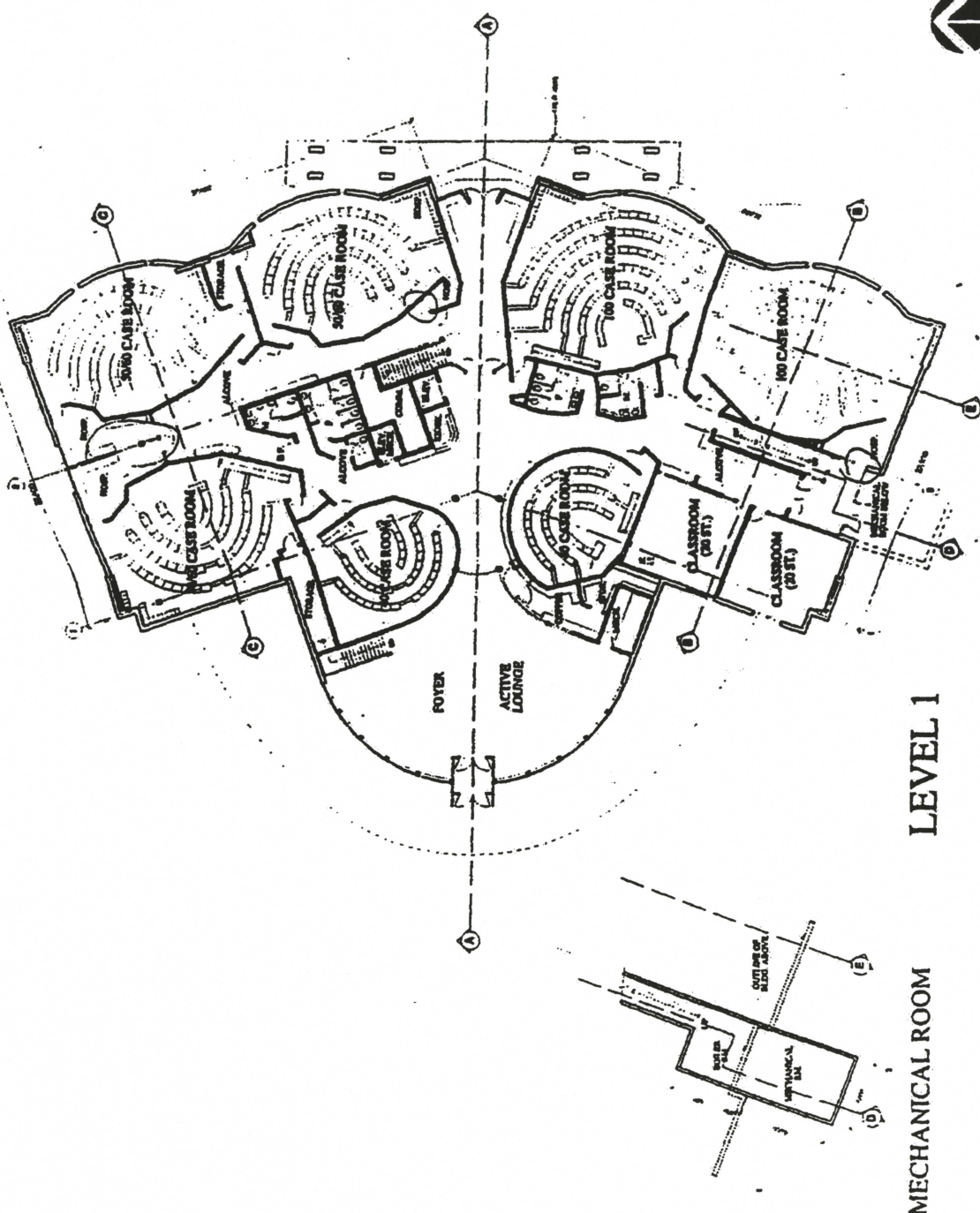
10/10/84

10/10/84

10/10/84

LEVEL 1

A2



LEVEL 1

MECHANICAL ROOM



## LEVEL 2

**A3**



**Herald-Examiner**  
April 1961

**Newspaper**

The following is a list of the names of the persons who were arrested on the charge of... (The rest of the text in the clipping is illegible due to the image quality.)

**THE NEW YORK PUBLIC LIBRARY**

## **Appendix 8: Structure of MBA Programs Across Canada**



## Appendix 8.1: Concentrations Across Canada

The following appendix provides information on the various MBA concentrations being delivered across Canada. Big schools, as expected, offer more concentrations (i.e. Rotman offers nine concentrations, Victoria offers three). Most schools take the concentrations route but some do offer general MBAs. SFU offers four concentrations while UBC offers five concentrations. We are considering two unique concentrations: Tourism and Leadership. The only other place that has an MBA with a concentration in Tourism is Guelph's MBA, while a Leadership concentration appears only in the executive program of Royal Roads. We also are considering two traditional concentrations: International Business and Finance. The International Business is the most common concentration across Canada. It appears in the majority of the MBA programs across Canada due to its popularity and high demand. Rotman's (U of T) has attempted to differentiate their international business concentration by calling it "Global Management" while Western calls it "Global Environment of Business". We are inclined to call our international business concentration as Global Business Management. International Business is very common. In BC, all three schools (UBC, SFU and Victoria) offer this concentration under the International Business name. The Finance concentration also appears in a lot of MBAs across Canada especially in eastern Canada. Most name the concentration "Finance". In BC however the Finance concentration is offered only through UBC. SFU and Victoria do not offer this concentration. SFU has recently introduced a concentration in Global Asset Management. In Western Canada the only other MBA School that offers Finance as a concentration is University of Calgary. The big schools again try to differentiate themselves by offering specialized Finance concentrations. For example Rotman's offers a concentration in Investment Banking and in Risk Management and Financial Engineering. Queen's offers concentrations in Finance and Investment Banking. Accounting is not a common concentration for the MBA programs. Nowhere in Western Canada does an accounting concentration exist. The reason that it isn't offered is not that schools don't have the resources and faculty expertise but I suspect that there is very little demand, domestically and internationally, when so many other certifications exist (i.e., CFA, CMA, C.A., CGA) at the postgraduate level.

**Table A8.1: Concentrations across Canada**

School	Concentrations
<b>British Columbia</b>	
UBC	Finance, Information Technology,, Marketing, Strategic management, International Business
SFU	Management and Organizational studies, International Business, Marketing, Management Information Systems

University of Victoria	International Business, Entrepreneurship, Service management
Malaspina University College	No specializations offered. Partnership with the University of Hertfordshire
Royal Roads	Leadership specialization is available in the Executive
University College of the Cariboo	Tourism Management, Leadership, Finance and Global Business Management
<b>Alberta</b>	
University of Calgary	Entrepreneurship and Innovation, Finance, E-Business, Global Energy Management and Sustainable Development, Tourism and Hospitality Management
University of Alberta	International Business, Sports and Leisure Management, Natural Resources and Energy, Technology Commercialization.
<b>Saskatchewan</b>	
University of Saskatchewan	Agri-Business Management, Biotechnology Management, Service Management
<b>Manitoba</b>	
University of Manitoba	MBA no specializations
<b>Ontario</b>	
University of Toronto – Rotman	Brand Management, Consulting, E-Business, Funds Management, Global Management, Human Resource Management, Investment Banking, New Ventures, Risk Management and Financial Engineering
Waterloo	Masters of accountancy and Masters of Taxation
University of Western Ontario	Entrepreneurship, Finance, General Management, Global Environment of Business, Management Science and Information Systems, Managerial Accounting and Control, Marketing, Operations, Management Behaviour
Wilfrid Laurier	MBA with many electives to specialize
University of Windsor	General MBA, Finance, Marketing, Management and Labour Studies, Business Strategy and Entrepreneurship, Management Science
York - Schulich	MBA with over 100 Electives in 18 Areas
Carleton	MBA with two options: Research Project or Thesis Program



McMaster	E-Business, Management of Innovation and New Technology, Finance, Health Services Management, Accounting and Financial Management Services, Human Resources and Management Services, Operations Management, General MBA, Strategic Marketing
University of Ottawa	Finance, Governance, High Technology, International Management, Marketing General Management.
Queens	Strategy and Management Consulting, Finance and Investment Banking, Marketing Management, Management of Operations and Information Technology
University of Guelph	Hospitality and Tourism
University of Guelph and Athabaska	Agriculture
<b>Québec</b>	
Concordia - Molson	Finance, Marketing, Strategy, International Business and E-Business
McGill	Entrepreneurship, Finance, International Business, Management for development Economies, Marketing, Operations Management, Strategic management
Bishops	No MBA is offered
<b>Atlantic Provinces</b>	
Dalhousie	Environmental Management, Finance, Human Resource Management, Marketing Informatics, Marketing/Transportation Emerging Technology Entrepreneurship, Information Systems/Information Technology
Memorial	MBA, no specializations identified
U of New Brunswick, St John	International Business, Electronic Commerce, Forest products marketing
U of New Brunswick	MBA traditional
St Mary's - Sobeys	General MBA or specialized: Accounting, Finance, Marketing, HR, Information Systems, International Business, Small Business and Entrepreneurship
University College of Cape Breton	Spec: Community Economic Development



## Appendix 8.2: Approximate length of Full Time MBA programs

Out of the 24 MBA Schools across Canada 16 (67%) have two years (four terms) of full time studies, 6 schools (25%) have 12 months length (four terms) but only two out of these six schools have concentrations (Queens with an average GMAT of 675 and no thesis, while Saskatchewan has concentrations and no thesis in the specialized area of agriculture (Saskatchewan MBA is unique and different from the traditional ones)). There are two schools that have between 12 months and 2 yrs and these are in British Columbia. UBC has 15 months, SFU has 2 yrs (3 terms with Business degree), and Victoria has 17 months plus a co-op work term. MBA programs in Canada has not offered a program that has a thesis option, concentrations, plus core courses in the length of 12 months to completion.

**Table A8.2: Approximate length of full time study**

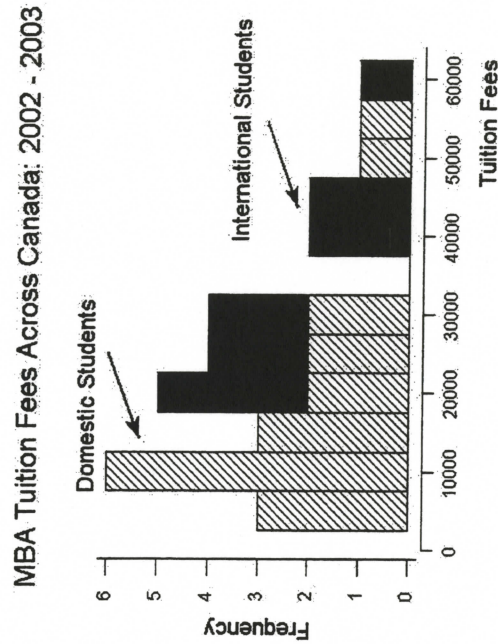
Province	Length	Province	Length
<b>British Columbia</b>		<b>Ontario</b>	
UBC	15 mths full-time (or part-time longer)	University of Toronto	2 years
SFU	2 years but 3 semesters with Bus degree	Waterloo	
University of Victoria	17 months and one co-op work term	University of Western Ontario	2 years
Malaspina University College	12 months	Wilfrid Laurier	12 months (3 terms)
Royal Roads	No information	University of Windsor	2 years (1 yr with direct entry)
University College of the Cariboo	12 months	York	2 years
Alberta		Carleton	2 years or one year if all the prereq's
University of Calgary	2 year	McMaster	2.5 years or less
University of Alberta	2 year	University of Ottawa	2 years
		Queens	12 months fulltime
<b>Saskatchewan</b>		<b>Quebec</b>	
University of Saskatchewan	12 month	Concordia	16 months - 2 yrs
		McGill	20 mths
<b>Manitoba</b>		<b>Atlantic Provinces</b>	
University of Manitoba	11 mths full-time	Dalhousie	2 years, can accelerate if B. Comm.

	Memorial	2 years or less
	U of New Brunswick, St John	12 months
	U of New Brunswick	2 years, Can enter into 2nd year with B. Comm.
	St Mary's	2 years (with exemptions for Become 12 months)
	University College of Cape Breton	48 credits over 4 years



## Appendix 8.1: Tuition Fee Analysis

Tuition fees across the various MBAs across Canada have been gathered. All the information was obtained from the various Schools' websites for the 2002-2003 period. Tuition fees are for full time international and domestic students. The \$ figures are for the entire 60 credit program. Executive MBA tuition fees are higher in relation to the domestic fees. Part time tuition fees are also higher (1.5 times). All tuition fees are expected to increase in 2004. International students pay on average \$31,500 across 22 schools. The median is at \$27,500. Canadian residents pay \$18,710 on average to complete their MBA. The median for Canadian students is \$13,250 (Victoria). The highest tuition fee for international students is approximately \$60,000 (Rotman, Western) and the lowest is 13,850 (Victoria!). For domestic students the range is from 56,000 to 3000. The \$3000 is the tuition fee Quebec schools charge for Quebec residents. The distribution of tuition fees for students is fair and it is skewed towards the lower end of the distribution. Where does UCC place itself? We suspect lower than the average and median. We think we should price the program around the \$20,000 – 25,000 as Malaspina University College.



**Table A8.1: Descriptive Statistics**

Descriptive Statistics on Tuitions Across Canada	
International Students	
Average	\$31,663
Median	\$27,500
Max	\$59,450
Min	\$17,200
Count	22
Canadian Residents	
Average	\$18,885
Median	\$14,500
Max	\$56,000
Min	\$3,000
Count	20



**Table A8.2: Tuition Fees Across Canada**

School	International Tuition	Residence Tuition	School	International Tuition	Residence Tuition
<b>British Columbia</b>			<b>Ontario Continued</b>		
UBC	\$28,000	\$28,000	York - Schulick	\$40,000	\$30,000
SFU	\$42,000	\$21,000	Carleton	\$17,329	\$8,648
University of Victoria	\$17,200	\$17,000	McMaster - Degroote	\$47,000	\$23,000
Malaspina University College	\$22,900		University of Ottawa	\$32,000	\$13,000
Royal Roads	\$32,000	\$16,000	Queens	\$48,000	
University College of the Cariboo			University of Guelph	\$27,000	\$27,000
<b>Alberta</b>					
University of Calgary	\$21,880	\$11,000	Québec		
University of Alberta	\$20,000	\$10,000	Concordia - Molson	\$26,000	\$5,000
			McGill	\$43,000	\$3,000
<b>Saskatchewan</b>					
University of Saskatchewan			Atlantic Provinces		
			Dalhousie	\$21,000	\$12,000
		\$9,660	Memorial		\$5,718
<b>Manitoba</b>			U of New Brunswick, St John	\$28,000	
University of Manitoba	\$24,600		St Mary's Sobey	\$20,933	\$10,625
<b>Ontario</b>					
University of Toronto -Rotman	\$59,450	\$51,250			
University of Western Ontario	\$56,000	\$56,000			
Wilfrid Laurier		\$19,800			
University of Windsor	\$22,300				

Note: All information was obtained from the Schools' websites. Tuition fees are for full time students and are for the entire 60-credit program. Executive MBA tuition fees are higher. Part time tuition fees are also higher. All tuition fees are expected to increase in 2004.

