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**Subject:** MBA in Global Leadership – Program Modifications

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**Prepared for:** Senate

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**Date:** April 8, 2026

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## ISSUE

Approval is sought for proposed modifications to the MBA in Global Leadership (MBA-GL) program, including the formalization of a 20-month program pathway and targeted curriculum adjustments.

## BACKGROUND

The MBA in Global Leadership was originally designed as a 12-month program, with students permitted up to two years for completion. In practice, a longer (24-month) pathway has emerged as enrollment has become increasingly international and many students seek to balance their studies with employment and financial considerations. As a result, students have increasingly distributed their course load across additional terms.

In parallel, ongoing program review and the 2025 external quality assurance process identified opportunities to strengthen curriculum alignment, respond to student demand, and improve program delivery.

In consultation with MPHEC, submission of these modifications was timed to align with the completion of the external review and institutional response.

## RECOMMENDATION

That Senate approve the proposed modifications to the MBA in Global Leadership program, to be implemented beginning September 2027.

Key changes include:

- Formalization of a 20-month pathway (replacing the 24-month pattern), alongside the existing 12-month option
- Curriculum adjustments, including:
  - Moving Innovation and Entrepreneurship into the core
  - Moving Project Management to the elective list
  - Updating the elective offerings to reflect demand and delivery capacity
- Minor adjustments to course sequencing to support both pathways

No additional faculty resources are required beyond one additional Capstone section.

### **RATIONALE**

The proposed modifications respond to established student enrollment patterns and improve program coherence by replacing the previously established 24-month structure with a more intentional 20-month pathway. This change enhances the student experience by improving course distribution, reducing disengagement in the final term, and enabling timely completion for May convocation.

Curriculum updates reflect sustained student demand, external review recommendations, and alignment with program learning objectives. The changes are modest in scope, feasible within existing resources, and strengthen the overall quality and competitiveness of the program.

## MPHEC Information Requirements for Program Modifications

### GUIDELINES

Proposals for program modifications are required to use these information requirements. Even changes that appear isolated and straightforward may have other significant impacts on the program; for this reason, all fields on the form should be completed. Through the assessment process, the MPHEC provides external validation that the integrity of the program is sustained and confirms the modified program will continue to meet the MPHEC's program assessment standards.

***A proposal for a program modification is required when either of the following occur: the accumulation of **minor modifications** over time results in a program that is significantly different, or **major modifications** to the program are intended.***

***For all modifications, minor and major, the reference point for comparison should be the version of the program that was approved through the most recent MPHEC assessment.***

Programs that have not been previously assessed by the MPHEC but have had an external cyclical review within the last ten years may still be submitted using the *Information Requirements for Program Modifications*; the version of the program when the review took place may be used as the reference point for providing side-by-side comparisons in the program proposal. Programs that have not been approved by the MPHEC and have not had an external review within the last ten years should be submitted using the *Information Requirements for New Degree Programs* or the *Information Requirements for New Diploma and Certificate Programs*.

Universities are encouraged to consult the MPHEC definitions of minor/major modifications and the Assessment Standards and Criteria, and to contact the office of the Vice-President Academic at their institution or the MPHEC (506 453-2844, [proposals@mphec.ca](mailto:proposals@mphec.ca)). In some cases, the extent of the modification may be so minor that a proposal is not warranted; in other cases, it may warrant the submission of a proposal following the *Information Requirements for New Degree Programs* or the *Information Requirements for New Diploma and Certificate Programs*. The MPHEC reserves the right to determine that a proposed program modification in fact represents the introduction of a new program; in such a case, the university may be asked to submit additional information and/or a revised program proposal.

Universities considering **a change in the delivery site of an existing MPHEC-approved program** by moving it to, or replicating it at, another institution or location are required to submit a **Notification of a Change in Delivery Site (forthcoming)** to the MPHEC prior to implementation. MPHEC will review the planned change and determine if any follow-up is required.

## MPHEC Information Requirements for Program Modifications

**Note:** The MPHEC has developed “tips” intended to assist universities when completing this form. The tips are provided at the end of this document (beginning on page 17) and links are embedded in the information requirements below.

### Program Information

- a) Submitting Institution(s): [University of Prince Edward Island](#)
- b) Faculty / School / Department: [McDougall Faculty of Business \(MFoB\)](#)
- c) Credential(s) Granted (as it will appear on the transcript; where applicable, former and proposed; for collaborative programs, note which institution will award each credential, as applicable): [Master of Business Administration](#)
- d) Program Name<sup>1(Tip)</sup> (where applicable, former and proposed): [MBA in Global Leadership](#)
- e) Level of Study (undergraduate, post-baccalaureate, graduate): [Graduate](#)
- f) Program Duration (where applicable, former and proposed):
  - i. Number of units, credits, or credit hours<sup>2</sup> required for credential: [42 credit hours](#)
  - ii. Number of expected terms for full-time<sup>3 4</sup> students: [3 or 5 terms](#)
  - iii. Number of expected terms for part-time<sup>5</sup> students: [N/A \(all graduate students at UPEI are considered full-time\)](#)
- g) Current / Proposed [Classification of Instructional Program \(CIP\) Code](#): [52.0201](#)
- h) Implementation / Transition plan:
  - i. Start date of modified program (factoring in any required approvals, including the MPHEC’s): [September 2027](#)
  - ii. If major modifications are proposed, anticipated date of completion of last student enrolled in existing program: [August 2028](#)
- i) Contact Person (should MPHEC staff require additional information during the assessment process)
  - a) Name & Job Title: [Dr. Rachel Hasan, Quality Assurance & Planning Officer](#)
  - b) Email: [rahasan@upe.ca](mailto:rahasan@upe.ca)
  - c) Phone Number: [902-620-5384](#)
- j) Provide a brief description of the modification(s) to the program (approximately 250 words).  
**Note: This program description will be made publicly available on the MPHEC’s website.**

The MBA in Global Leadership (MBA-GL) was originally designed as an intensive 12-month program, with students permitted up to two years for completion. Over time – particularly during COVID-19 and the period that followed – student registration patterns shifted and a longer (24-month) pathway emerged organically as more students distributed their course load across additional terms. This major modification formalizes that pathway and refines it from 24 months to a 20-month option, improving program coherence while maintaining flexibility for students balancing work and other responsibilities.

The modification also includes targeted curriculum adjustments to strengthen program alignment and delivery feasibility. These include exchanging one course between the core and elective components and

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**Tip d.** In order for the credential to be recognizable, the program name should reflect accepted terminology or current trends within the discipline. If the proposed credential is unique in Canada, provide a rationale for choosing it, explaining why it is more appropriate than the alternatives or why a new credential is needed. A program must meet the CEWIL standards (referenced in section 1.2.3 of the Assessment Standards and Criteria) in order for “cooperative (co-op) education” to be listed in the program name or advertising.

<sup>2</sup> Universities are able to report credits in the unit they use at their institution. The remainder of this document will refer to “credits” where 6 credits = 6 credit hours = 1.0 unit = 2 term-length courses.

<sup>3</sup> Full-time and part-time statuses are defined by the reporting post-secondary institution.

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<sup>5</sup> Full-time and part-time statuses are defined by the reporting post-secondary institution.

updating the elective list to reflect sustained student demand, program learning objectives, and instructional capacity.

In consultation with MPHEC staff, submission of this modification was deferred until completion of the program's first external quality assurance review (summer 2025) to ensure alignment with review outcomes; an extension to April 30, 2026, was subsequently granted to support internal consultation and the preparation of the program's response to the reviewers' recommendations.

- k) Dates (as applicable).
- i. Senate (or equivalent) approval of the program modifications: [April 24, 2026](#)
  - ii. Date of last MPHEC assessment: [July 23, 2018 \(initial program approval\)](#)
  - iii. Date of last external review of the program: [July 3, 2025](#)
    - a. Identify the name, title, and institution of the external reviewer(s) who assessed the program. Attach as Appendix 1 a copy of the reviewer's report and the institution's response (**Note:** This is **required** if the program has not been previously assessed by the MPHEC).
      - [Dr. Christopher Power, Associate Dean, Graduate Studies and Research \(Science\), University of Prince Edward Island](#)
      - [Dr. Usman Raja, Associate Dean, Graduate Programs and Research \(Business\), Brock University](#)
      - [Dr. Rachelle Shannahan \(Chair\), Professor, Memorial University of Newfoundland](#)

- l) Provide information on anticipated enrolments over the first four years of implementation of the modified program. Institutions may wish to present this information in the following table:

	Year 1		Year 2		Year 3		Year 4	
	FT	PT	FT	PT	FT	PT	FT	PT
New Domestic	12		12		14		14	
New International	12		14		16		16	
Continuing Domestic	2		2		2		2	
Continuing International	10		10		12		14	
Total Student Enrolment Overall	36		38		44		46	

- m) Please insert a table of contents with page numbers and list of appendices for your proposal

[See list of appendices on p. 10.](#)

### Program Modification(s)

- n) Purpose for program modification proposal:
- Minor modifications have accumulated over time.
  - Major modifications are proposed.
- o) Indicate below the type of modification(s) to the program, marking all that apply. (For more information, consult the *MPHEC's Proposals for Program Modifications.*)
- program content and structure;
  - delivery mode;
  - program/credential nomenclature;
  - admission, promotion, or graduation requirements;
  - student learning outcomes and/or graduate outcomes;
  - faculty resources;
  - collaborative or joint programs;
  - other.

p) Provide details and a rationale for the modification(s) indicated above.<sup>6(Tip)</sup>

As reported in our 2023 and 2025 updates, the MBA-GL program was originally designed as an intensive 12-month program, with students allowed up to two years to complete it. During COVID-19 and the years that followed, students increasingly chose to pace the program across additional terms; as this pattern became established, a 24-month pathway effectively emerged alongside the original 12-month design. Rising international enrollment – often accompanied by greater financial need – further contributed to this shift, as many students sought to spread tuition costs over a longer period and work while studying. Persistent demand for this pathway now warrants formalization through a program modification proposal. In consultation with MPHEC staff, we postponed submission until the MBA-GL program’s first external quality assurance review was completed in summer 2025, to ensure the proposed modification is informed by the review’s findings. Given the scope of the Advisory Team’s recommendations and the internal consultation required to develop an institutional response, we requested (and received) an extension to April 30, 2026.

As part of this modification, we are also refining the longer pathway by transitioning from a 24-month structure to a 20-month pathway. This adjustment is intended to improve the student experience by strengthening course sequencing and creating a more even distribution of courses across terms; under the current 24-month pattern, students often carry a relatively light load toward the end of the program and complete only the Capstone in their final summer term, which can contribute to disengagement. The proposed revision is modest from a resource perspective, as it requires only one additional section of the Capstone rather than a broader expansion of course offerings. A 20-month option also allows students in the longer pathway to complete requirements in time to convocate in May of their second year, which should increase convocation participation – particularly among international students, who are overrepresented in the longer pathway and often leave Prince Edward Island after completing their final course in August. Importantly, the longer pathway remains designed to provide flexibility for students balancing work and other responsibilities alongside their studies.

This modification will be implemented beginning with the Fall 2027 intake. Students entering the program in Fall 2027 who elect the longer pathway will complete their studies under the revised 20-month structure and convocate in May 2029, rather than completing in August 2029 under the previous 24-month pattern. The proposed changes will not affect students currently enrolled in the program or those admitted for Fall 2026, all of whom will continue under the structure in place at the time of their admission.

As part of this major modification, we are also making several targeted curriculum adjustments to better align the MBA-GL course structure with student demand, program learning objectives, and feasible delivery. Specifically, BUS 6590 (Project Management) will move from the core to the elective list, in alignment with the Advisory Team’s recommendation, and BUS 7750 (Innovation and Entrepreneurship in the Global Business Environment) will move into the core, reflecting demonstrated student interest, identified gaps in the curriculum, in-house expertise, and the MFoB’s strong partnership with UPEI’s Catherine Callbeck Centre for Entrepreneurship. More broadly, the program’s elective list will be reviewed and updated to ensure it is pedagogically coherent, aligned with program learning objectives, and deliverable; this includes removing electives that are seldom offered and formalizing as electives a set of courses that have been delivered frequently in recent years as special topics offerings. The revised elective list is provided in Appendix 3.

## 1) Program Content and Structure

- a) In Appendix 2, use the table to provide the program requirements and a hypothetical student progression through the program, comparing the program as it was last approved by the MPHEC with the modified program. Programs that have not been previously assessed by the MPHEC but

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<sup>6</sup>Tip p. Details and a rationale for the modification(s) might include following the evolution of the discipline, establishing a better focus, resulting from an external cyclical review, etc.

have had an external cyclical review within the last ten years may use the version of the program when the review took place as the reference point for the side-by-side comparison. <sup>7(Tip)</sup>

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**<sup>7</sup>Tip 1.a. Baccalaureate degree programs** must require students to complete sufficient upper-level courses (i.e., courses at the 3000-4000 level) to meet the anticipated learning outcomes and upper-level credit requirements outlined in Section 1.4.4.2 of the MPHEC's Program Assessment Standards and Criteria. Choice among upper-level courses (i.e., options for select electives\*) is normally provided.

Specifically, within a 120-credit (or equivalent) baccalaureate degree:

**For major / double major / advanced major programs:**

- at least twelve courses (36 credits) are required in the field of study or in a related field that contributes directly to the major, with at least six courses (18 credits) at the 3000-4000 level including at least one course (3 credits) at the 4000-level (unless an acceptable rationale is provided to explain why fewer credits at the 4000-level is appropriate given the program's student learning and/or graduate outcomes).

**For honours programs:**

- at least sixteen courses (48 credits) are required in the field or in a related field that contributes directly to the honours, with at least ten of those courses (30 credits) at the 3000-4000 level including at least two courses (6 credits) at the 4000-level.
- the program is expected to require students to prepare, under supervision of a qualified faculty member, a terminal research paper, thesis, project, exhibition, or other research-based or performance-based exercise that demonstrates methodological competence and capacity for independent intellectual/creative work.

**For double honours programs:**

- at least sixteen courses (48 credits) are required in one of the two fields that comprise the double honours, with at least ten of those courses (30 credits) at the 3000-4000 level including at least two courses (6 credits) at the 4000-level.
- at least fourteen courses (42 credits) are required in a second field, with at least eight courses (24 credits) at the 3000-level or higher, including two courses (6 credits) at the 4000-level.
- the thesis, project or equivalent required for a baccalaureate degree with honours could be distinct for each field comprising the double honours or it could be blended; if blended, the thesis, project or equivalent would serve to meet the minimum of two courses (6 credits) at the 4000-level for both fields that comprise the double honours (i.e., it would count for both).

**For honours with major programs:**

- at least sixteen courses (48 credits) are required in the field of study of the honours (or a related field that contributes directly to the honours), with at least ten of those courses (30 credits) at the 3000-4000 level including at least two courses (6 credits) at the 4000-level.
- students are required to prepare, under supervision of a qualified faculty member, a terminal research paper, thesis, project, exhibition, or other research-based or performance-based exercise that demonstrates methodological competence and capacity for independent intellectual/creative work in the field of the honours.
- at least twelve courses (36 credits) are required in the field of study of the major (or a related field that contributes directly to the major), with at least six courses (18 credits) at the 3000-4000 level including at least one course (3 credits) at the 4000-level (unless an acceptable rationale is provided to explain why fewer credits at the 4000-level is appropriate given the program's student learning and/or graduate outcomes).

\*Select electives are courses chosen from a predetermined list of courses either in the same field or in a field that directly contributes to the program's focus. Lists can be included in the table or in an attachment if necessary.

See Appendix 2. Appendix 2 compares the previously approved 12-month progression with the proposed longer progression (20 months). The 12-month pathway will continue to be offered; in both pathways, BUS 7550 replaces BUS 6590 as a required course. In addition, within the 12-month pathway, BUS 6580 – Statistics and Business Analytics will shift to the winter semester, while an elective will move to the fall semester, in order to accommodate the revised sequencing of the 20-month pathway. This adjustment has no resource implications, as two sections of the statistics course are already offered and will now be scheduled across different semesters.

- b) In Appendix 3, provide the academic calendar course descriptions<sup>8</sup> for each required course and select elective<sup>9</sup> for the modified program. These descriptions should identify any prerequisites and/or co-requisites.

See Appendix 3.

- c) In Appendix 4, use the table to compare the program to three to five other relevant programs offered in the Maritimes or other Canadian provinces (if none are offered in Canada, provide examples of programs offered internationally).

See Appendix 4. Our comparison focuses on MBA programs that offer flexible program duration, given that the refinement and formalization of the longer pathway in the MBA-GL is a central element of this program modification. The comparator programs are delivered by larger or more established business schools with greater scale and a broader range of programming. In that context, the MBA-GL's ability to offer a flexible completion pathway within a smaller program is a distinctive strength of the proposed model.

- d) Identify any internal and/or external consultation undertaken that informed the program modification(s).<sup>10(Tip)</sup> Provide an overview of comments received and your institution's response, describing any changes to the program design in response to the consultation(s). Consulted groups or individuals could include:
- Other academic units within the institution

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**Master's degree programs** must include sufficient graduate-level courses (i.e., courses normally at the 5000-8000 level) to meet the anticipated learning outcomes and provide students with choice among their courses (i.e., options for select electives).

**Research-focused Master's degree programs** are normally expected to require a compulsory graduate-level research methods course or equivalent experimental lab outside the thesis or research project (or equivalent) that will provide students with the conceptual and methodological awareness appropriate to the degree program (see *MDLQF*). In cases where one of these is not required, provide evidence of how students will obtain equivalent research methods knowledge and skills through other program components.

<sup>8</sup> Course outlines/syllabi are not required for every proposal for a program modification. However, the MPHEC reserves the right to request detailed course outlines/syllabi as needed (usually through Stage I questions).

<sup>9</sup> Select electives are courses chosen from a predetermined list of courses either in the same field or in a field that directly contributes to the program's focus.

<sup>10</sup>

**Tip 1.d.** For new or innovative programs, these types of letters can be particularly helpful as evidence that the program as designed will meet the intended outcomes.

Health-related programs in all three Maritime provinces and education programs in Nova Scotia require confirmation of approval from the Atlantic Advisory Committee on Health Human Resources (AACHHR) and the Department of Education and Early Childhood Development (EECD), respectively.

Academic support units could include any unit that supports student learning and would be applicable to the proposed program (e.g., offices for work-integrated learning).

- Instructional designers and/or educational developers
- Program advisory committees
- Government departments
- Prospective employers
- Other post-secondary institutions
- Professional associations
- Regulatory agencies and/or accrediting bodies (**Note:** As a condition to approval, programs that require accreditation will be asked to provide confirmation of their accreditation status from the designating body once the accreditation process is complete)
- Current students and/or graduates of the program or closely related programs
- Indigenous voices/perspectives
- Members of underrepresented or underserved groups
- The Nova Scotia Department of Education and Early Childhood Development (EECD) (**Note:** This is **required** for education programs in Nova Scotia<sup>11</sup>; append letter of support)
- Atlantic Advisory Committee on Health Human Resources (AACHHR) (**Note:** This is **required** for health and health-related programs; append letter of support)
- Other relevant groups or individuals

Extensive internal consultation informed the proposed program modifications. In Spring 2025, as part of the MBA-GL self-study prepared for the MPHEC quality assurance review, the McDougall Faculty of Business consulted broadly with the MBA Committee, faculty, program administration staff, and current students and alumni. Among other priorities for continuous improvement, this consultation identified the need to more clearly define the longer program pathway and to refine selected aspects of the curriculum. These items were discussed in the institutional self-study and considered further during the Advisory Team’s visit in Summer 2025. The QA report and the institutional response are included in Appendix 1.

The formalization of the longer pathway was also reinforced through direct communication with MPHEC staff, who requested clarification of the pathway structure. Under the current longer pathway, students typically complete only the Capstone in their final summer term. The Capstone instructor and program administration staff have observed that this structure can contribute to reduced engagement, as students are on campus less frequently during that period. In some cases, students have also chosen to leave Prince Edward Island after completing their other coursework, even though this is not permitted under program expectations. This feedback, combined with student experience considerations, informed the decision to refine the longer pathway from 24 to 20 months.

With respect to curricular changes, student feedback over multiple years indicated strong demand for entrepreneurship and innovation-oriented learning opportunities. The opening of UPEI’s Catherine Callbeck Centre for Entrepreneurship in Spring 2024 created additional opportunities for integration. The Advisory Team also recommended moving Project Management to the elective list and strengthening entrepreneurship offerings. The proposed adjustments – i.e., moving BUS 7750 (Innovation and Entrepreneurship in the Global Business Environment) to the core and BUS 6590 (Project Management) to electives, alongside an updated elective list – reflect sustained internal consultation and the 2025 external quality assurance process.

## 2) Student Learning Outcomes and Graduate Outcomes

- a) Using the table in Appendix 5, identify the student learning outcomes for the program, to demonstrate how they will be achieved, and to indicate if there have been any changes. Learning outcomes can include.<sup>12(Tip)</sup>

<sup>11</sup> In New Brunswick and Prince Edward Island, the MPHEC requests written confirmation of support from the relevant provincial government department on receipt of the proposal; this confirmation must be received before the MPHEC can make its final decision on a program.

<sup>12</sup>**Tip 2.a.** Student learning outcomes describe what students should be able to know, do, and value upon graduation from a program. They are usually more specific than program objectives, though not as

- General transdisciplinary knowledge, skills, abilities, competencies, and values
- Knowledge, skills, abilities, competencies, and values specific to this program or discipline
- Knowledge, skills, abilities, competencies, and values related to the program's special requirements (e.g., work-integrated learning, capstones, theses).

See Appendix 5.

- b) List the graduate outcomes for the program and indicate if there have been any changes.<sup>13(Tip)</sup>

precise as course-level learning outcomes. Achievement of a program's student learning outcomes is usually demonstrated through successful completion of **several** courses or program components.

Learning outcomes typically begin with the stem, "*By the end of the program, students will be able to...*" The remainder of the learning outcome communicates how the knowledge, skill, or ability can be observed (and therefore assessed). Some examples are presented below:

E.g. *Students will be able to* identify potential safety risks as it pertains to outdoor activity, teaching location, and grade level.

E.g. *Students will be able to* design treatment programs that recognize the various psychosocial lifestyle factors that impact physical activity and exercise.

E.g. *Students will be able to* deploy concepts concerning discrete and continuous univariate random variables (including binomial, negative binomial, geometric, hypergeometric, Poisson, uniform, exponential, gamma, normal, and mixed) to solve problems.

E.g. *Students will be able to* learn to recognize the intersectionality of privilege and oppression rooted in race, class, age, ability, sexuality, ethnicity, nationality and post-coloniality.

E.g. *Students will be able to* synthesize research on a topic using different approaches, including rapid evidence assessments (REAs), systematic reviews, meta-analysis, and meta-synthesis.

E.g. *Students will be able to* apply foundational programming knowledge to the design of relevant algorithms.

E.g. *Students will be able to* conduct independent and novel research that addresses a relevant problem or issue within the field.

<sup>13</sup>Tip 2.b. "Graduate outcomes" refer to the intended or anticipated employment and educational opportunities students will be eligible to pursue upon graduation from the program. Some examples are presented below:

E.g., Graduates of the program will be eligible to pursue master's programs in economics, which typically require completion of an undergraduate degree in economics that includes courses in advanced microeconomics and macroeconomics, econometrics, statistics and calculus (all of which are covered in our curriculum). See excerpts below from program websites on admissions requirements to master's programs at Dalhousie, Windsor, and UBC.

E.g., The hands-on experience provided through the practica in this program will prepare graduates for employment as arts administrators or consultants at non-profits, educational and cultural facilities, and community organizations.

E.g., Graduates will have completed the essential Validation by Educational Experience requirements and will be prepared for the first two professional exams of the Society of Actuaries (SOA).

E.g., The Canadian Engineering Accreditation Board (CEAB) accredits undergraduate engineering programs like ours which provide the academic requirements for licensure as a

Graduates of the MBA-GL program are prepared to pursue management and leadership roles across private, public, and non-profit sectors. The program's global focus also prepares graduates for roles requiring cross-cultural competence and international engagement. Graduates may also pursue further graduate study (e.g., doctoral programs in business-related fields) and professional certifications relevant to their career goals (e.g., PMP), subject to the admission and eligibility requirements of the receiving institution or certifying body. There have been no substantive changes to anticipated graduate outcomes since the program's initial approval.

### 3) Delivery Modes

For more information on delivery modes, consult the MPHEC's [Guidelines for Institutional Frameworks for Online and Technology-Supported Learning](#). Identify the delivery mode(s) in which the program is designed to be offered (check all that apply): <sup>(14Tip)</sup>

- In-person learning – all instruction takes place in an in-person setting
- Online learning – all instruction is fully online and is:
  - Synchronous
  - Asynchronous
  - Both synchronous and asynchronous
- Hybrid learning – a required combination of online (synchronous or asynchronous) and in-person instruction. All students in a hybrid program are expected to undergo the same combination of online and in-person activities. Provide details:
- Hyflex learning – instruction is available simultaneously online (synchronous and/or asynchronous) and in-person. Students can decide which modality to use to access the program components and can make that decision on an ongoing basis. Provide details:

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professional engineer in Canada (PEng). The revised program will satisfy all CEAB requirements through the Common Core. The two Technical Electives contribute Accreditation Units beyond the CEAB requirements. See table below for a break-down of CEAB requirements.

<sup>14</sup>Tip 3. For MPHEC program assessment purposes, “delivery mode(s)” is/are considered to be intentional and part of the program design. The definitions of the delivery modes focus on *the instruction*, i.e., the direct teaching provided by faculty and other instructional staff (or equivalent, such as an industry mentor). An **in-person** course or program may also include technology as support both inside and outside of the classroom (e.g., online learning spaces for collaboration, communication, and access to course materials; simulations and virtual laboratories; assistive technology, etc.), but the *instruction* is provided in person and student presence is required. **Offering online sections of some courses in a program does not typically affect the delivery mode of the entire program.** However, if the in-person sections of the same courses were eliminated and those courses were required (not elective) for a program, then that program would become de facto hybrid, as students would be *required* to complete some components online and others in person. However, if online courses are optional, the program, as a whole, is still considered an in-person program by design. (*The Guidelines for Online and Technology-Supported Learning* requires institutions to ensure each program has appropriate academic oversight to regularly review the appropriateness of the mode of delivery and its impact upon the pathways for students, considering how incremental changes might gradually affect the program overall). Even with a gradual increase in online course offerings, an in-person program would only become a fully **online** program if/when *all the required components* (e.g., core courses, select electives, and enough general electives) are provided online. Another example of a **hybrid** program is one that requires students to complete online courses and an in-person practicum or residency. A **hyflex** program would offer two or three different delivery modes simultaneously (i.e., in-person and online synchronous and/or online asynchronous). Hyflex programs are quite rare, partly because of the technology and development required as support and the increased workload and training required of faculty and staff.

#### 4) Admission, Promotion<sup>15</sup>, and Graduation Requirements <sup>16(Tip)</sup>

- a) Describe the program's standard admission, promotion, and graduation requirements and indicate if there have been any changes.

Applicants to MBA-GL program must hold an undergraduate degree from an institution recognized by UPEI and demonstrate academic capability for graduate-level study. Normally, applicants are expected to have a minimum average of 75% (B) in their last 20 courses; applicants with an average of 80% or higher are typically eligible for entrance scholarship consideration. In some cases, applicants whose academic average falls slightly below the 75% threshold may be considered based on relevant professional experience and/or strong interview performance. English language proficiency requirements apply where relevant. Applicants may be asked to provide a GMAT/GRE score at the discretion of the admissions committee, although this is not typical.

All applicants are required to complete an asynchronous online interview assessment through the Kira Talent platform, evaluated using behaviourally anchored rating scales (BARS) developed in-house. Previously, interviews were conducted by request of the admissions committee and typically used in borderline cases; they are now required for all applicants in light of the rise in AI tools and to support a more holistic admissions process aligned with equity, diversity, and inclusion (EDI) principles. Reference letters are no longer required as part of the standard application (except by request), a change prompted by concerns about inequity in letter quality across regions and applicant backgrounds.

A student who receives a grade of less than 60% in any course is deemed to have failed the course, in accordance with UPEI graduate regulations. To graduate, students must complete 42 credit hours (14 courses): the MBA Skills Orientation Module (0 credit hours), 11 core courses (33 credit hours), and three elective courses (9 credit hours); all requirements must be completed within two years of admission.

#### 5) Human Resources

- a) In Appendix 6, use the table to identify all of the faculty members and instructional staff expected to teach required courses and select electives in the modified program. Provide the same information for any anticipated new hires to the extent possible (e.g., status, desired areas of expertise, list of courses expected to be taught), and the anticipated hire date.  
See Appendix 6.

- b) Describe the hiring plan, where applicable, including (where relevant): hiring timelines, faculty deployment, transition plans, cross-appointments, whether new positions are dependent upon enrolment, contingency plans for resource shortfalls, and any additional context you may wish to provide.

There are no immediate plans for additional hires for the MBA-GL program; since its launch, most required courses have been delivered by full-time MFoB faculty, ensuring continuity and sustainability in program delivery.

- c) Where applicable, describe how contract faculty (or full-time faculty who will teach in the program on overload) will be used in the delivery of this program (e.g., to replace sabbatical leaves, provide added breadth).<sup>17(Tip)</sup>

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<sup>15</sup> Promotion refers to specific requirements or milestones that must be reached for advancement in the program.

<sup>16</sup>Tip 4. For collaborative programs, be sure to include the standards for student admission, progression and graduation at both/all institutions. Mention block transfers of credit if applicable.

<sup>17</sup>Tip 5.c. The program should be anchored by a designated complement of core faculty who are primarily responsible for delivering the program and ensuring its consistency, continuity and sustainability.

For programs that rely heavily on contract and/or overload faculty, describe measures or plans in place to ensure the long-term consistency and sustainability of the program (e.g., standardized course learning outcomes, common syllabi).

Sessional instructors are used selectively in areas where there are gaps in in-house expertise and to ensure course coverage when faculty are on sabbatical or other approved leaves.

- d) Identify any other human resources not mentioned above that support or will support the program (e.g., lab technicians/instructors, mentors, industry advisors, elders, artists-in-residence).

The MBA-GL program is overseen by the Associate Dean, Graduate Programs and Research, who provides academic leadership and strategic oversight. The program is supported administratively by a full-time MBA Programs Manager responsible for admissions coordination, student advising, scheduling, student recruitment activities, and day-to-day program operations. The program also receives partial support from the Academic Support and Student Success Coordinator, whose contributions include application management support, student recruitment activities, and, as needed, additional student advising and support.

## 6) Collaborative and Jointly Developed Programs

- a) Describe the inter-institutional agreement(s) that are in place to assure the quality and overall management of the program. If changes have been made to the inter-institutional agreement, those changes should be stated and explained, and the revised agreement should be attached as Appendix 7.

N/A

## 7) Implementation of Truth and Reconciliation Commission (TRC) Calls to Action<sup>18(Tip)</sup>

*The MPHEC has not yet established standards and criteria related to the implementation of the TRC recommendations. However, we are asking institutions to include in program proposals how TRC Recommendations have been considered as part of the program development process and how they have been addressed within the program. The information gathered will assist in understanding and documenting different institutional approaches and may be used to inform future standards and criteria.*

- a) Describe how the TRC Calls to Action are being addressed and/or implemented within the institution.

UPEI is located on Epekwitk, the unceded and traditional territory of the Mi'kmaq People, and is committed to advancing reconciliation through education, relationship-building, and greater understanding of Indigenous histories, cultures, and knowledge systems. This commitment is guided, in part, by UPEI's Indigenous Strategic Framework (2024-2028), a living framework that sets annual "Spirit and Intentions" to guide university-wide action and alignment with the Truth and Reconciliation Commission's Calls to Action across governance, safe spaces, education, and research. UPEI has also established the Faculty of Indigenous Knowledge, Education, Research and Applied Studies (IKERAS), which brings Indigenous knowledge and ways of knowing to the forefront of teaching, research, and community engagement, and supports pathways for Indigenous student success.

- b) Describe how the TRC Calls to Action will be addressed and/or implemented within the modified program.

Within the MBA-GL program, Indigenous perspectives have been incorporated through curriculum content and learning activities (e.g., case-based learning that engages with Indigenous contexts in Canada) and through guidance and participation by Indigenous faculty in teaching and student engagement. The proposed curriculum also strengthens this area through the addition of a new elective course, *Leading in a Diverse and Inclusive Environment*, which incorporates reconciliation as part of its broader focus on equity, diversity, and inclusion. The MFoB also supports reconciliation and EDI through targeted financial aid initiatives, including the Credit Unions' Promise Scholars Award under the Atlantic Promise Scholars Initiative (led by Dalhousie University with partner institutions

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<sup>18</sup>Tip 7. More information on the TRC Calls to Action may be found here: [Calls\\_to\\_Action\\_English2.pdf](#).

across Atlantic Canada), which aims to support the recruitment, retention, and graduation of Black and Indigenous students in business schools across the region. Program leadership will continue to build on these efforts by drawing on Indigenous faculty expertise and relevant university initiatives as the program evolves.

#### 8) Equity, Diversity, Inclusion and Accessibility (EDIA)

*The MPHEC has not yet established standards and criteria or practices and policies around EDIA. However, we are asking institutions to include in program proposals how EDIA has been considered as part of the program development process and how it has been addressed within the program. The information gathered will assist in understanding and documenting different institutional approaches and may be used to inform future standards and criteria.*

- a) Describe how equity, diversity, inclusion and accessibility (EDIA) will be addressed within the modified program.

Equity, diversity, inclusion, and accessibility (EDIA) considerations inform admissions practices, curriculum design, faculty recruitment, and student support within the MBA-GL program. As part of the modified program, EDIA will be strengthened through the introduction of a new elective course, *Leading in a Diverse and Inclusive Environment*, which provides structured engagement with issues of equity, inclusion, reconciliation, and inclusive leadership in organizational contexts.

Admissions processes have been revised to support greater equity and inclusivity. All applicants complete a structured asynchronous interview (evaluated using behaviourally anchored rating scales), which allows for a more holistic assessment of competencies, including awareness of and engagement with EDI principles. The removal of mandatory reference letters was implemented to reduce structural inequities across regions and applicant backgrounds. Admissions committee members engage in unconscious bias training and ongoing reflection on inclusive practices. Within the learning environment, cross-cultural communication and inclusive teamwork are reinforced through orientation programming and classroom practice. The program also works in coordination with UPEI Accessibility Services to ensure appropriate academic accommodations for students with documented needs, and instructors are encouraged to design courses with accessibility and inclusive participation in mind.

#### 9) Additional Information

- i. Provide any other information not covered above that will assist the MPHEC in its understanding and assessment of the modification(s).

N/A

#### **Feedback on the Information Requirements**

The Maritime Provinces Higher Education Commission is committed to the continuous improvement of our program assessment process. We recognize that **clear information requirements** significantly contribute to the ease and efficiency of developing proposals for new and modified programs. To this end, your feedback on the *Information Requirements* you have just completed are greatly appreciated. **We encourage anyone who was involved with the development of this proposal to complete our [online satisfaction survey](#).** Please note that unless you opt to share your name, this survey is anonymous.

## APPENDICES

Please ensure that **each of the following is appended/included** when submitting a completed program proposal.

- A list of the appendices to the program proposal
- Appendix 1: Consultant's Report from the Last External Review and the Institution's Response (*required if program has not been previously assessed by the MPHEC*)  
*Appendix 1 is provided as a separate document.*
- Appendix 2: Side-by-Side of Program Requirements and Hypothetical Student Progression
- Appendix 3: Academic Calendar Course Descriptions
- Appendix 4: Program Comparison Table
- Appendix 5: Student Learning Outcomes Table
- Appendix 6: Faculty Resource Table
- Appendix 7: Copy of the Revised Inter-institutional Agreement (or Equivalent) for Collaborative Programs (*required if changes have been made to the inter-institutional agreements*). *N/A*

Other, as applicable:

- A letter of support/approval from the Atlantic Advisory Committee on Health Human Resources (AACHHR) (*required for health-related programs in all three Maritime provinces*)
- A letter of support/approval from the Department of Education and Early Childhood Development (EECD) (*required for education programs in Nova Scotia*)
- Signature (or appended letter) confirming the collaborative submission, and principal applicant
- Any additional information to help the MPHEC assess the quality of the proposed program

**Appendix 2: Side-by-Side of Program Content and Hypothetical Student Progression**

The following table should be used to present the program requirements and student progression. On the left, include the program as it was last approved by the MPHEC; on the right, include the modified program. Programs that have not been previously assessed by the MPHEC but have had an external cyclical review within the last ten years may use the version of the program when the review took place as the reference point for the side-by-side comparison. ***If no changes have been made or are proposed to the program requirements and student progression, the right side may be left blank with a note confirming the requirements on the left remain in effect.***

**Note:** Not all sections may apply.

Program as Last Approved by the MPHEC or as it was Assessed through an External Review (identify year)		Modified Program		
		Course Number <sup>19</sup> , Title, and Credit Value <sup>20</sup>	Status (new, modified, existing)	Course Number, Title, and Credit Value
<b>YEAR 1</b>				
Required Courses <sup>21</sup>	Fall: <ul style="list-style-type: none"> <li>• BUS 6500 (MBA Skills Orientation Module); 0 credits</li> <li>• BUS 6510 (Global Leadership and Ethics); 3 credits</li> <li>• BUS 6530 (Financial and Managerial Accounting); 3 credits</li> </ul>		Fall: <ul style="list-style-type: none"> <li>• BUS 6500 (MBA Skills Orientation Module); 0 credits</li> <li>• BUS 6530 (Financial and Managerial Accounting); 3 credits</li> </ul>	BUS 7550 replaces BUS 6590 in the core curriculum (in both the 12- and

<sup>19</sup> For cross-level courses, provide both undergraduate and graduate course numbers and titles, e.g., PSYC 4015/6005 Advanced Research Methods. “Cross-level” refers to offering two courses, one undergraduate and one graduate, in the same time and place, with the same instructor (see section 1.4.7 of the *Assessment Standards and Criteria* for parameters for cross-level courses).

<sup>20</sup> If non-credit, indicate 0 for credit value.

<sup>21</sup> Required courses are courses that contribute directly to the program’s focus and credit total and will be identified within the academic calendar as such. (For a major in a 4-year undergraduate degree, list subject-area courses that every student enrolled in the major must take, and that count toward the credit total for that major.)

	<ul style="list-style-type: none"> <li>• BUS 6550 (Management and Organizational Behaviour); 3 credits</li> <li>• BUS 6560 (International Marketing Management); 3 credits</li> <li>• BUS 6580 (Statistics and Business Analytics); 3 credits</li> </ul> <p>Winter:</p> <ul style="list-style-type: none"> <li>• BUS 6540 (Financial Management); 3 credits</li> <li>• BUS 6570 (International Operations Management); 3 credits</li> <li>• BUS 6590 (Project Management); 3 credits</li> <li>• BUS (6600 Strategy for the Global Organization); 3 credits</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>• BUS 6520 (Negotiation within and across Cultures); 3 credits</li> <li>• BUS 6610 (International Capstone Project); 3 credits</li> </ul>		<ul style="list-style-type: none"> <li>• BUS 6550 (Management and Organizational Behaviour); 3 credits</li> <li>• BUS 6560 (International Marketing Management); 3 credits</li> </ul> <p>Winter:</p> <ul style="list-style-type: none"> <li>• BUS 6540 (Financial Management); 3 credits</li> <li>• BUS 6570 (International Operations Management); 3 credits</li> <li>• BUS 7550 (Innovation and Entrepreneurship in the Global Business Environment); 3 credits</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>• BUS 6520 (Negotiation within and across Cultures); 3 credits</li> </ul>	20-month pathway)
Select Electives <sup>22</sup>	<p>Winter</p> <ul style="list-style-type: none"> <li>• Elective; 3 credits</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>• Elective; 3 credits</li> <li>• Elective; 3 credits</li> </ul>		<p>Summer</p> <ul style="list-style-type: none"> <li>• Elective; 3 credits</li> <li>• Elective; 3 credits</li> </ul>	

<sup>22</sup> Select electives are courses chosen from a predetermined list of courses either in the same field or in a field that directly contributes to the program's focus. Lists can be included in the table or in an attachment if preferred.

	List of possible electives is provided in Appendix 3.			
Special Requirements <sup>23</sup>	N/A			
Other Degree or Distribution Requirements <sup>24</sup>	N/A			
	Total Credits	42		
<b>YEAR 2</b>				
Required Courses			<p>Fall:</p> <ul style="list-style-type: none"> <li>BUS 6510 (Global Leadership and Ethics); 3 credits</li> <li>BUS 6580 (Statistics and Business Analytics); 3 credits</li> </ul> <p>Winter:</p> <ul style="list-style-type: none"> <li>BUS 6600 Strategy for the Global Organization); 3 credits</li> <li>BUS 6610 (International Capstone Project); 3 credits</li> </ul>	
Select Electives			<p>Fall</p> <ul style="list-style-type: none"> <li>Elective; 3 credits</li> </ul>	
Special Requirements				
Other Degree or Distribution Requirements				
	Total Credits			42
<b>YEAR 3</b>				

<sup>23</sup> Special requirements may include a thesis, capstone, work-integrated learning, etc.

<sup>24</sup> Other requirements outside of the subject area. E.g. For a major in a 120-credit (or equivalent) undergraduate degree, include all other breadth or distribution requirements needed for graduation that fall outside of the focus of the major. All possible general or open electives are not required to be listed; instead, describe the source of the elective (e.g., humanities courses at the 1000-2000 level - 18 credits).

Required Courses				
Select Electives				
Special Requirements				
Other Degree or Distribution Requirements				
	Total Credits			
<b>YEAR 4</b>				
Required Courses				
Select Electives				
Special Requirements				
Other Degree or Distribution Requirements				
	Total Credits			
	<b>TOTAL PROGRAM CREDITS</b>			

*Note:* Appendix 2 compares the previously approved 12-month progression with the proposed longer progression (20 months). The 12-month pathway will continue to be offered; in both pathways, BUS 7550 replaces BUS 6590 as a required course. In addition, within the 12-month pathway, BUS 6580 – Statistics and Business Analytics will shift to the winter semester, while an elective will move to the fall semester, in order to accommodate the revised sequencing of the 20-month pathway. This adjustment has no resource implications, as two sections of the statistics course are already offered and will now be scheduled across different semesters.

## **Appendix 3: Academic Calendar Course Descriptions**

### **REQUIRED COURSES**

#### **BUS 6500 MBA SKILLS ORIENTATION MODULE**

The orientation module is a set of skill-building workshops intended to promote presentation, intercultural communication, teamwork, and research skills. Students will receive an introduction to academic literature searching, citation and referencing styles, and the principles of academic integrity. Additionally, students will get information on UPEI's online learning platforms, campus life, and what to expect from their MBA studies. The course grade will be on a pass/fail basis.

PREREQUISITE: Admission into the program  
0 semester hours

#### **BUS 6510 GLOBAL LEADERSHIP AND ETHICS**

This intensive course provides students with an overview of leadership research and helps them develop skills required for leadership in today's complex and dynamic business environment. Key areas of skill development include critical thinking, self-awareness, creativity, and problem solving. This course is also intended to advance students' ability to engage in ethical reasoning and action planning.

PREREQUISITE: Business 6500  
Three hours per week equivalent

#### **BUS 6520 NEGOTIATION WITHIN AND ACROSS CULTURES**

This intensive course introduces students to the theory and practice of negotiation. Topics covered include negotiation strategy, collective bargaining, the psychology of persuasion, creative problem solving, and conflict management and resolution. Through lectures, group discussions, and role plays, students are expected to develop analytical, self-awareness, and interpersonal skills essential to successful negotiations anywhere in the world.

PREREQUISITE: Business 6510  
Three hours per week equivalent

#### **BUS 6530 FINANCIAL AND MANAGERIAL ACCOUNTING**

This course develops students' proficiency at understanding, interpreting, and using financial statements and other accounting information for the purposes of decision-making. The course employs international standards and addresses how accounting is used in decision-making in a global context.

PREREQUISITE: Business 6500  
Three hours per week

#### **BUS 6540 FINANCIAL MANAGEMENT**

This course provides students with a broad overview of corporate finance and financial markets. The focus is on the conceptual and analytical techniques necessary for making financial decisions with particular emphasis on information collection, problem-solving, and decision-making skills inherent in the finance function. Key concepts include the relevance of financial markets to the firm, understanding the relationship between risk and return and its importance in all financial decisions, and learning how to value financial and real assets and the impact on a company.

PREREQUISITE: Business 6500  
Three hours per week

#### **BUS 6550 MANAGEMENT AND ORGANIZATIONAL BEHAVIOUR**

This course examines the behaviour and management of individuals and groups in organizations. Organizational behaviour topics, including motivation, decision making, leadership, and work and organizational design, will be studied at different levels of analysis – individual, team, and organization. Students also learn about managing people in organizations, with a focus on the personnel processes involved in the recruitment, development, and retention of human resources in the global workplace.

PREREQUISITE: Business 6500  
Three hours per week

### **BUS 6560 INTERNATIONAL MARKETING MANAGEMENT**

This course is a detailed examination and application of the marketing function in the era of globalization. Emphasis is given to local consumer behaviour and the cultural, competitive, economic, political, and regulatory environments prevailing within and across world, regional, and national markets. Students will focus on the strategic and operational aspects of marketing including assessment of country attractiveness, mode of entry strategies, multinational product development and management, pricing strategies, promotional campaigns, and marketing networks and channels.

PREREQUISITE: Business 6500  
Three hours per week

### **BUS 6570 INTERNATIONAL OPERATIONS MANAGEMENT**

This course focuses on the management of processes. Applicable processes span a wide range including: one-time or on-going, international manufacturing or service, and pro-actively or reactively controlled. Topics include mapping operational processes, coordinating a firm's supply and demand, managing inventory, and managing quality of production. Students are required to demonstrate competence through logical solving of relevant problems and cases in operations.

PREREQUISITE: Business 6500  
Three hours per week

### **BUS 6580 STATISTICS AND BUSINESS ANALYTICS**

This course teaches students how to effectively collect and use data to support decision-making in a business context. The course focuses on understanding and interpreting statistical data; understanding how data collection methodology affects the quality of statistical results; and assessing the reliability, usefulness and limits of statistical information for a particular business situation.

PREREQUISITE: Business 6500  
Three hours per week

### **BUS 6590 PROJECT MANAGEMENT [\[this course will be moved to electives\]](#)**

This course provides students with the tools and skills necessary to reduce project risk and increase their ability to complete projects on time and on budget. The course incorporates the latest research on project management methodologies, providing students the ability to evaluate each methodology on their merits and how they have been applied within different industries and situations. The course also examines the evolution of the project driven organizational structure and the impact project management has on the strategic planning within an (international) organization.

PREREQUISITE: Business 6500  
Three hours per week

### **BUS 6600 STRATEGY FOR THE GLOBAL ORGANIZATION**

This course focuses on strategic thinking, analysis, and management in a global business context. Topics include: industry analysis; competitive advantage; strategic change; global strategies; mergers, acquisitions and alliances; management of international portfolios; and intellectual property strategies.

PREREQUISITE: Business 6560  
Three hours per week

### **BUS 6610 INTERNATIONAL CAPSTONE PROJECT**

This course provides students with an opportunity to work on a live project for a local company seeking to enter new international markets or to establish new international operations. Working in teams, students will draw on skills, concepts, and knowledge acquired throughout the MBA

program. Students will develop a business plan for entry into the chosen location. Students will also deliver a public presentation with recommendations for the particular company.

PREREQUISITES: Business 6530, 6540, 6550, and 6560

Three hours per week

## **ELECTIVE COURSES**

### **BUS 7510 CORPORATE GOVERNANCE AND BUSINESS ETHICS**

This course looks at both the fiduciary and strategic role of the board and management in governance with a global and local perspective. The course reviews the importance of strong business ethics and the critical elements in developing a strong corporate culture. Within the course students explore many of the pressing and evolving challenges faced by corporations and executives.

PREREQUISITE: Business 6500

Three hours per week

### **BUS 7520 DISRUPTIVE TECHNOLOGIES AND CREATIVE BUSINESS THINKING**

This course develops students' ability to think creatively, and to manage within an environment of disruptive technologies. The course examines the research on disruptive technologies to enrich students' understanding of the pace and direction of change and how it will influence companies as they adapt to the changing business world. The course also examines the research on creativity.

PREREQUISITE: Business 6500

Three hours per week

### **BUS 7530 GLOBAL BANKING AND CAPITAL MARKETS [\[this course will be removed from the calendar\]](#)**

~~This course provides students with the conceptual foundation for sound financial decision-making regarding corporate finance, international finance, and banking. The course first examines currencies, with an in-depth analysis of exchange rates, international monetary systems, and contemporary currency regimes, with an emphasis on practical applications. The course then examines international capital markets, investment in foreign financial assets, and international corporate finance. Topics include managing exposure to various kinds of exchange rate risks, and the methods and financial instruments such as options and futures used to manage these risks.~~

~~PREREQUISITE: Business 6540~~

~~Three hours per week~~

### **BUS 7540 GLOBAL SOURCING AND SUPPLY CHAIN MANAGEMENT [\[this course will be removed from the calendar\]](#)**

~~This course familiarizes students with key features of global supply chains and their importance to international business. Topics include: supplier selection, negotiation of contracts, international logistics and importing, transportation, inventory control and warehousing, managing distribution networks, and integration with the firm's other activities. Application and cases will be relevant to both manufacturing and service-based businesses.~~

~~PREREQUISITE: Business 6570~~

~~Three hours per week~~

### **BUS 7550 INNOVATION AND ENTREPRENEURSHIP IN THE GLOBAL BUSINESS ENVIRONMENT [\[this course will be moved to the core required courses\]](#)**

This course focuses on the management of innovation and the pursuit of entrepreneurship in different regions of the world and in trans-national settings. The concepts covered are relevant to existing businesses aiming to structure their innovation portfolio and to new, aspiring businesses looking to create value from market opportunities. Topics include change management, technological innovation, entrepreneurship around the world, entrepreneurial marketing, entrepreneurial finance, and characteristics of entrepreneurs. Students are required to demonstrate competence through in-depth analysis of relevant cases related to these topics.

PREREQUISITE: Business 6500  
Three hours per week

**BUS 7560 INTERNATIONAL TRADE AND FINANCE [this course will be removed from the calendar]**

This course focuses on the global marketplace and explores implications of globalization for trade and finance. Students will develop a comprehension of international economic and financial issues so that they understand the drivers underlying international trade and foreign investment. The course also examines management issues related to currency exchange rates and government imposed trade restrictions.

PREREQUISITE: Business 6540  
Three hours per week

**BUS 7570 MANAGING PEOPLE AND TEAMS IN A GLOBAL CONTEXT**

This course will examine human resource management (HRM) in an international context. Students will examine core HRM functions, including staffing, training, motivating, and retaining human resources, with special emphasis on the opportunities and challenges brought on by increasing internationalization. Students are expected to acquire the knowledge, cross-cultural skills, and global mindset needed to effectively work with, manage, and lead others in the globalized workplace.

PREREQUISITE: Business 6520  
Three hours per week

**BUS 7580 THE FUTURE OF MARKETING [this course will be removed from the calendar]**

The course will examine current trends and innovations in marketing including shifting thought paradigms, global (cross-cultural) issues, customer relationship management, service marketing, sustainability and green marketing, and the role of social media. The course involves article discussions, in-class exercises, guest speakers, individual student reflections, case analyses, and a written research paper and presentation.

PREREQUISITE: Business 6560  
Three hours per week

**BUS 7590 THE IMPACT OF CLIMATE CHANGE ON BUSINESS [this course will be removed from the calendar]**

This course provides the knowledge and skills for an informed understanding of climate change science, policy and business. Students will develop skills to critically evaluate scenarios for future climates, assess the effectiveness of different policy approaches, and determine suitable business responses to the climate change challenge. Assignments will focus on how climate change influences product quality and markets; and the important role of climate change in business risk assessment.

PREREQUISITE: Business 6500  
Three hours per week

**BUS 7950 SPECIAL TOPICS IN BUSINESS**

This course typically covers a specific topic in business and is intended to enhance and expand the selection of elective offerings from semester to semester.

PREREQUISITE: Business 6500  
Three hours per week

**BUS 7960 DIRECTED STUDIES IN INTERNATIONAL BUSINESS**

In this course, students may pursue a specific topic or issue in international business through an independent research assignment, consulting project, or business plan for an entrepreneurial venture. Before approval is granted, each student must prepare a detailed outline of the topic to be studied and obtain the consent of a faculty member to supervise the work.

PREREQUISITE: Business 6500  
Three hours per week equivalent

## **NEW ELECTIVE COURSES**

### **BUS 7XXX – GLOBAL BUSINESS COMMUNICATION [this course will be added to the academic calendar]**

This course develops advanced written and oral communication skills for professional practice in global business contexts. Students examine how culture, audience, and organizational settings shape effective business communication, with attention to clarity, persuasion, and professionalism. Topics may include written business documents, presentations, meeting communication, and communication ethics. The course emphasizes practical application of communication strategies in cross-cultural and international settings. The course also considers how digital and AI-enabled tools are shaping professional communication practices.

PREREQUISITE: Business 6500

Three hours per week equivalent

### **BUS 7XXX – ORGANIZATIONAL DEVELOPMENT AND CHANGE [this course will be added to the academic calendar]**

For organizations to survive and thrive they must adapt to changes in their environments as well as engage proactively to improve. Change can be planned or reactive and include major paradigm shifts as well as smaller adjustments. This course considers the nature of organizational change and strategies for managing change and improving organizations.

PREREQUISITE: Business 6550

Three hours per week equivalent

### **BUS 7XXX – LEADING THROUGH GLOBAL CHALLENGES [this course will be added to the academic calendar]**

This course examines major global issues shaping the contemporary business environment and the leadership challenges they create for organizations. Emphasis is placed on the interconnectedness of economic, geopolitical, technological, environmental, and social forces, and on how leaders navigate these dynamics in shaping strategy, managing risk, and making decisions in global contexts. Topics may include trade and supply/value chains, migration and social change, climate and sustainability, and technological disruption.

PREREQUISITE: Business 6500

Three hours per week equivalent

### **BUS 7XXX – LEADING IN A DIVERSE AND INCLUSIVE ENVIRONMENT [this course will be added to the academic calendar]**

This course examines leadership practices that support equity, diversity, inclusion, and reconciliation in contemporary organizations. Students explore how inclusive workplaces are created and sustained beyond compliance, with attention to the opportunities and challenges of leading in diverse teams and communities. Topics may include expanding conceptions of diversity and inclusion, allyship and advocacy, inclusive decision-making, and managing interpersonal dynamics in complex situations. The course emphasizes practical application and the development of critical thinking, communication, and conflict management skills relevant to global leadership.

PREREQUISITE: Business 6500

Three hours per week equivalent

### **BUS 7XXX – INTERNATIONAL FIELD STUDY IN BUSINESS [this course will be added to the academic calendar]**

This course is an intensive, experiential learning opportunity that combines academic study with travel and applied fieldwork. Students engage with organizations and community partners, connect course concepts to real-world settings, and build their capacity to analyze complex problems in context. The course emphasizes reflection, applied learning, and translating ideas into practice.

PREREQUISITE: Permission of the instructor

Three hours per week equivalent

#### Appendix 4: Program Comparison Table<sup>25(Tip)</sup>

Using the following table, compare the proposed program to three to five other relevant programs offered at other institutions in Canada (international programs may be considered only if there are no comparable Canadian programs). Comment on similarities as well as differences.

Program Name	Institution	Website	Similarities with Modified Program	Differences Compared to Modified Program	Other Notes
Dal MBA	Rowe School of Business, <b>Dalhousie University</b>	<a href="https://www.dal.ca/faculty/management/programs/graduate-programs.html">https://www.dal.ca/faculty/management/programs/graduate-programs.html</a>	Two pathway options: Career Advance MBA and Corporate Residency MBA.	Career Advance: 2.5-7 years, primarily online, with required in-person components. Corporate Residency: 2 years, in-person, includes an 8-month internship; pathways differ in work-experience requirements.	Career Advance intakes in January and September; Corporate Residency intake in Summer.
McGill MBA	Desautels Faculty of Management, <b>McGill University</b>	<a href="https://www.mcgill.ca/desautels/programs/mba-programs/mba">https://www.mcgill.ca/desautels/programs/mba-programs/mba</a>	Program length is flexible; options include 12 or 20 months (one intake per year).	The 20-month option may be accelerated to 16 months; the options differ by 6 credits, including an internship.	Annual intake is in August.

25

**Tip Appendix 4.** A program comparison table can help confirm that the name of the program is commonly recognized and that the program content and structure are similar to what is offered elsewhere (i.e., the name captures the credential) and is therefore appropriate. Where there are differences, speak to unique features that distinguish the modified program from others like it. Where there are similarities, speak to how this program may follow established practices in the discipline. When a program is unique and there are no comparable programs in Canada or internationally, programs with similar elements or subject matter should be considered.

MBA	Faculty of Business Administration, <b>Memorial University</b>	<a href="https://www.mun.ca/business/graduate/master-of-business-administration-mba/">https://www.mun.ca/business/graduate/master-of-business-administration-mba/</a>	Program length is flexible, with the same course requirements across options.	Duration options include 2 years (full-time) or 3-5 years (part-time); students may switch status during the program.	Full-time (including international) intake is in Fall; part-time students may start in September, January, or May.
Smith Full-time MBA	Smith School of Business, <b>Queens University</b>	<a href="https://smith.queensu.ca/mba_programs/mba/">https://smith.queensu.ca/mba_programs/mba/</a>	Program length is flexible; one option is 12 months (one intake per year).	The program may be extended to 16 months with an internship.	Annual intake is in January.
Asper MBA	Asper School of Business, <b>University of Manitoba</b>	<a href="https://umanitoba.ca/graduate-studies/admissions/programs-of-study/business-administration-mba">https://umanitoba.ca/graduate-studies/admissions/programs-of-study/business-administration-mba</a>	Program length is flexible, with the same course requirements across options; a 12-month option is available.	Part-time completion is available for up to 6 years.	Two intakes per year (August and January).
Schulich MBA	Schulich School of Business, <b>York University</b>	<a href="https://schulich.yorku.ca/programs/mba/">https://schulich.yorku.ca/programs/mba/</a>	Program length is flexible, with the same course requirements across options.	Options include 8-12 months, 16-20 months, or 36-40 months; students may study full-time or part-time and switch status during the program.	Two intakes per year (September and January), for both full-time and part-time students.

*Note:* Our comparison focuses on MBA programs that offer flexible program duration, given that the refinement and formalization of the longer pathway in the MBA-GL is a central element of this program modification. The comparator programs are delivered by larger or more established business schools with greater scale and a broader range of programming. In that context, the MBA-GL's ability to offer a flexible completion pathway within a smaller program is a distinctive strength of the proposed model.

## **Appendix 5: Student Learning Outcomes Table**

Using the following table, identify the student learning outcomes for the modified program. For each student learning outcome, indicate the courses where this outcome will be developed and/or assessed. Aspects of courses, specific assessments, and/or pedagogical approaches that will contribute to the development of the outcomes can be listed in “Approaches and Assessments.”

<b>Student Learning Outcomes</b>  <b>Outcomes should follow the stem “By the end of the program, students will be able to…”</b>	<b>Related Courses and Program Components</b>  <b>List the courses and/or program components that will contribute to students’ achievement of the learning outcomes</b>	<b>Approaches and Assessments</b>  <b>Describe how the learning outcomes will be achieved and/or assessed within the program</b>	<b>Overview of Changes, if any (since previous MPHEC assessment or last external review)</b>
<p>...assume leadership roles in complex business environments.</p> <p><b>Objective #1: leadership ability</b></p>	<p>BUS 6510 (Global Leadership and Ethics); BUS 6520 (Negotiation within and across Cultures); BUS 6550 (Management and Organizational Behaviour); BUS (6600 Strategy for the Global Organization); BUS 6610 (International Capstone Project); BUS 7550 (Innovation and Entrepreneurship in the Global Business Environment); electives</p>	<p>Lectures, discussions, experiential learning activities, simulations, teamwork, presentations, applied projects.</p>	<p>Enhanced through moving BUS 7550 (Innovation and Entrepreneurship in the Global Business Environment) to the core and through new elective offerings (e.g., Leading through Global Challenges; Leading in a Diverse and Inclusive Environment; Organizational Development and Change).</p>
<p>...demonstrate a strategic global mindset and an appreciation for the growing interconnectedness of the business environment.</p> <p><b>Objective #2: global mindset</b></p>	<p>Core curriculum, with additional depth provided through electives</p>	<p>Lectures, discussions, cross-cultural simulations, case analyses, teamwork, applied projects.</p>	<p>Enhanced through new elective offerings (e.g., Global Business Communication; Leading through Global Challenges; International Field Study in Business).</p>
<p>...demonstrate knowledge of core business disciplines.</p> <p><b>Objective #3: knowledge of theories</b></p>	<p>BUS 6530 (Financial and Managerial Accounting); BUS 6540 (Financial Management); BUS 6550 (Management and Organizational Behaviour); BUS 6560 (International Marketing Management); BUS 6570</p>	<p>Lectures, discussions, guided problem-solving, case analyses, quizzes/exams, applied projects.</p>	<p>No major changes.</p>

	(International Operations Management); BUS 6600 (Strategy for the Global Organization)		
<p>...demonstrate critical thinking and job-ready skills.</p> <p><b>Objective #4: critical thinking</b></p>	BUS 6510 (Global Leadership and Ethics); BUS 6580 (Statistics and Business Analytics); BUS 6600 (Strategy for the Global Organization); BUS 6610 (International Capstone Project); electives	Lectures, discussions, analytical exercises, case analyses, applied projects, presentations.	Enhanced through the addition of new electives (e.g., Leading through Global Challenges; Leading in a Diverse and Inclusive Environment; Organizational Development and Change).
<p>...demonstrate ethical decision-making skills.</p> <p><b>Objective #5: ethics</b></p>	BUS 6510 (Global Leadership and Ethics); BUS 6520 (Negotiation within and across Cultures); BUS 6550 (Management and Organizational Behaviour); BUS 6580 (Statistics and Business Analytics); BUS 6600 (Strategy for the Global Organization); electives	Lectures, case discussions, reflective exercises, role plays, applied projects.	Enhanced through the addition of new electives (e.g., Leading through Global Challenges; Leading in a Diverse and Inclusive Environment).
<p>...communicate effectively in professional contexts.</p> <p><b>Objective #6: communication skills</b></p>	BUS 6500 (MBA Skills Orientation Module); BUS 6510 (Global Leadership and Ethics); BUS (6520 Negotiation within and across Cultures); BUS 6550 (Management and Organizational Behaviour); BUS (6600 Strategy for the Global Organization); BUS 6610 (International Capstone Project); electives	Orientation activities, role plays, case discussions, written/oral assignments, teamwork, presentations.	Enhanced through the addition of new electives (e.g., Global Business Communication; Leading in a Diverse and Inclusive Environment).

## Appendix 6: Faculty Resource Table

Using the following table, identify all the faculty and instructional staff expected to teach required courses and select electives in the modified program.<sup>26(Tip)</sup> Be sure to identify any new administrative or other duties and/or roles faculty members will hold within the modified program (can be included under rank). If new faculty hires are required to support the program, provide the same information to the extent possible (e.g. status, desired areas of expertise, list of courses expected to be taught), in addition to the anticipated hire date.

Name	Rank <sup>27</sup>	Status (Tenure, Tenure-Track, Contract [specify planned length])	Highest Degree or Professional Designation Held	Areas of Expertise	Number of Courses Expected to be Taught in this Program per Year	List of Required Courses and Select Electives <sup>28(Tip)</sup> Faculty Can Teach in this Program (course names and numbers)	Anticipated Hire Date (if applicable)
<b>CURRENT FACULTY</b>							
<i>*All sessional instructor and term contract appointments are contingent upon completion of the hiring process in accordance with the applicable collective agreement.</i>							
<b>Required Courses</b>							
Tina Saksida	Associate Professor	Tenure	PhD	Management; Labour Relations	2 + orientation module	BUS 6500 – MBA Skills Orientation Module BUS 6520 – Negotiation within and across Cultures	

<sup>26</sup>**Tip Appendix 6.** Only faculty who directly support the program should be included in the table (i.e., faculty who teach courses directly related to the program). It is not required to also list faculty who teach required courses that satisfy general degree requirements (i.e., “distribution” or “breadth” courses), if those courses are not directly contributing to the program’s focus (e.g., not directly contributing to a proposed major).

For collaborative programs, do not include faculty from non-university partners.

<sup>27</sup> Rank refers to job title (e.g. professor, assistant professor, senior lecturer, sessional instructor).

<sup>28</sup>**Tip Appendix 6.** The requirement to list all select electives taught may be omitted for programs with a large number of select elective courses that are taught by faculty outside of the academic unit or core faculty group (e.g., highly interdisciplinary programs). Instead, this should be explained in the program proposal and/or as a note to the table, and the MPHEC (usually through Stage I questions) will follow up if any additional information is needed.

Paul MacLeod*	Sessional Instructor	Contract (per course)	EdD	Leadership	1	BUS 6510 – Global Leadership and Ethics	
Bill Waterman	Assistant Professor	Tenure	MBA; CPA, CMA	Accounting	1	BUS 6530 – Financial and Managerial Accounting	
Andrew Carrothers	Associate Professor	Tenure	PhD; CFA	Finance	1	BUS 6540 – Financial Management	
Iryna Kalynychenko	Assistant Professor	Tenure-Track	PhD	Management	1	BUS 6550 – Management and Organizational Behaviour	
Jingen Liang	Assistant Professor	Tenure-Track	PhD	Marketing; Tourism and Hospitality	1	BUS 6560 – International Marketing Management	
Liufang Yao	Assistant Professor	Tenure	PhD	Operations Management	1	BUS 6570 – International Operations Management	
Scott Cassidy	Assistant Professor	Tenure-Track	PhD	Management; Psychometrics	1	BUS 6580 – Statistics and Business Analytics	
Don Wagner	Associate Professor	Tenure	PhD; CPA	International Business; Strategy	1	BUS 6600 – Strategy for the Global Organization	
Reuben Domike	Associate Professor	Tenure	PhD	Entrepreneurship; Innovation Management	1	BUS 7550 – Innovation and Entrepreneurship in the Global Business Environment	
Melissa James	Associate Professor	Tenure	PhD	Marketing; Strategy	1	BUS 6610 – International Capstone Project	
<b>Elective Courses</b>							
Annerose Mauz*	Assistant Professor	Term Contract	PhD	Project Management; Strategy	2	BUS 6590 – Project Management	

		(2025-2026)				BUS 7570 – Managing People and Teams in a Global Context	
Gary Evans	Professor	Tenure	PhD	Corporate Governance; Disruptive Technology; Indigenous Knowledge	2	BUS 7510 – Corporate Governance and Business Ethics BUS 7520 – Disruptive Technologies and Creative Business Thinking	
Blake Jelley	Professor	Tenure	PhD; CPHR	Management	1	BUS 7XXX – Organizational Development and Change	
Tina Saksida	Associate Professor	Tenure	PhD	Management; Labour Relations	2 + orientation module	BUS 7XXX – International Field Study in Business	
Kent Bruyneel*	Sessional Instructor	Contract (per course)	M.Pub; CPA, CMA	Communication; Instructional Design	1	BUS 7XXX – Global Business Communication	
Elaine Rosenfeld*	Sessional Instructor	Contract (per course)	PhD	Leadership; Organizational Development and Change	1	BUS 7XXX – Leading in a Diverse and Inclusive Environment	
Patricia Caporaso*	Sessional Instructor	Contract (per course)	MA	Global Agribusiness; Food Systems; Climate Strategy	1	BUS 7XXX – Leading through Global Challenges	
<b>ANTICIPATED HIRES<sup>29</sup></b>							

<sup>29</sup> Label as needed “New Hire 1, New Hire 2,” etc.

**Note:** The MPHEC reserves the right to request CVs for faculty teaching in the program.





UNIVERSITY  
*of Prince Edward*  
ISLAND

# Advisory Team Report

## Master of Business Administration Programs

### Faculty of Business

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July 3, 2025

## Executive Summary

During our two-day site visit to UPEI's McDougall Faculty of Business (MFoB) we met in person and virtually with key administrators, faculty members, and, current students in Master of Business Administration in Global Leadership (MBA-GL), at the Charlottetown and Cairo campuses. We also met alumni of the Executive Master of Business Administration (EMBA) program, and key UPEI Library support personnel. While there is much to celebrate about MFoB's MBA programs, including distinctive and relevant programming, alumni and current students' positive perceptions, satisfaction, and feeling of closeness with the MFoB's faculty and the MBA program, we note several challenges faced by the MFoB in delivering and supporting their MBA programs.

One key challenge for the MFoB is its access to key University resources. For instance, the MFoB lacks timely access to, and thus ability to act on, University marketing insight in an increasingly complex, competitive national and international environment. The MFoB also lacks early visibility into admissions information. It struggles to access and obtain University capacity and resources to bolster students' experiential learning and networking opportunities in the business community. There is increasingly high demand for both from the increasingly diverse MBA student body and MFoB is grappling with students' desire for flexibility and variety in programming and scheduling of MBA courses.

Currently, the main challenge for the MFoB is that it is struggling to offer and manage the EMBA and the MBA-GL programs concurrently. The EMBA was designed for seasoned executives (mostly domestic). The MBA-GL was designed for a more diverse and global student body. Both programs have very different price points. We note from the self-study and our meetings with MFoB faculty members and administrators that the enrollment numbers for the intentionally crafted EMBA program have been steadily falling and the EMBA is currently paused. On the other hand, the MBA-GL, which has a much lower price point and shorter duration has seen relatively stable numbers. The limited size of the local market, especially in terms of senior executives and the small size of the MFoB make it very difficult to successfully manage and run both the EMBA and the MBA-GL programs. It is for this reason that the EMBA program has successively been paused in the recent years. Therefore, we recommend that the EMBA program be formally retired. This will allow for optimally using the resources and delivering a single MBA program that has a broader appeal. This focus, in turn, will allow for the MFoB's desired exploration of offering specialized executive training outside of academic programming to reach the local executive audience.

Despite the challenges, we note that with greater collaboration among UPEI units and with adjustments to the MBA-GL curriculum to more firmly position the degree and to strengthen the program's core, the MFoB is well positioned for success in offering quality graduate level business education. In the spirit of providing guidance on the continual improvement of the MFoB's MBA programs we offer nine actionable recommendations that are expanded upon in this report that aim to address noted challenges and opportunities to ensure and enhance MBA program quality, to facilitate program delivery, and to foster positive student experiences. Please note the recommendations we extend in this report are meant to support a single MBA program – the McDougall Faculty of Business' Master of Business Administration in Global Leadership (MBA-GL). They are summarized here as follows:

### **MBA Program Quality**

1. Formally retire the EMBA program.
2. Bolster the core of the MBA-GL curriculum:

- a) Move Business 6590 (Project Management) out of the required course list and onto the elective course list.
  - b) Move Business 7570 (Managing People and Teams in a Global Environment) onto the required course list to ensure coverage of International Human Resources Management.
  - c) Revise Business 6540 (Financial Management) to formally incorporate global content found in Business 7530 (Global Banking and Capital Markets).
  - d) Cross-reference required course Business 6560 (International Operations Management) with elective course Business 7540 Global Sourcing and Supply Chain Management to ensure sufficient coverage of Supply Chain Management in the program's core.
  - e) Cross-reference required course Business 6560 (International Operations Management) with elective course Business 7540 (Global Sourcing and Supply Chain Management) to ensure sufficient coverage of Supply Chain Management in the program's core.
  - f) Cross-reference required course Business 6560 (International Marketing) with elective course Business 7540 (Global Sourcing and Supply Chain Management) to ensure sufficient coverage of Supply Chain Management in the program's core.
3. Offer elective course Business 7750 (Innovation and Entrepreneurship in the Global Business Environment) annually.
  4. Map MBA-GL's learning goals to the curriculum and identify success measures and a measurement process.

#### **Facilitate MBA-GL Program Delivery**

5. Introduce mini online pre-MBA courses in Accounting and Finance, utilize evenings to schedule Charlottetown campus courses to provide better access to those working full-time, and implement contingencies for Cairo students whose programs are governed by UPEI's Calendar but whose circumstances may be culturally divergent.

#### **Foster Positive MBA-GL Student Experiences**

6. Continue to foster the close connections felt by MBA-GL students by retaining all MBA-GL-facing faculty and support staff.
7. Leverage UPEI's Catherine Callbeck Centre for Entrepreneurship, the Office of Commercialization Industry, and Innovation, and the Experiential Education Department to provide students with networking, experiential learning opportunities, and coordinated delivery of career services and continuing executive training.
8. Rely less on the cohort as a key feature of the MBA-GL and introduce more scheduling flexibility to allow full- and part-time working learners to pursue MBA-GL at their own pace.
9. Advocate for the housing and administering of graduate student admissions in the Faculty of Graduate Studies.

The energetic and dynamic MFoB is deeply committed to delivering quality graduate academic programming. It wishes to serve the broader business community through executive training. While the Faculty's own efforts may be enhanced by working with the centres and departments noted above, and

while these and any other external facing units may benefit from guidance and leadership expertise present in MFoB, we did not speak with these units. However, we do suggest that the University consider coordination of these groups, potentially under the MFoB, for the purposes of creating a unified interface for the Island's private, public and non-profit sectors for maximum impact.

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## 1. Introduction

This report is a result of the Quality Assurance Review Panel's close examination of the self-study and supporting materials provided in advance of June 2-3, 2025, site visit to UPEI's McDougall Faculty of Business (MFoB) and reflection on the several interviews during our graciously hosted two-day visit. We met in person and virtually with key MFoB and University administrative leaders, faculty members, and current Master of Business Administration-Global Leadership (MBA-GL) students on both the Charlottetown and Cairo campuses. We also met alumni of the Executive Master of Business Administration (EMBA) program, and key UPEI Library support personnel.

We note several challenges faced by the MFoB but we also identify exciting opportunities for the MFoB. Opportunities include bolstering the core MBA-GL curriculum to more firmly position MFoB as a leader in global business education and leveraging University information/data and other resources to provide MBA-GL students with more experiential learning and networking opportunities as they work to navigate an increasingly complex national and global environment. We believe that if the recommendations are implemented, it will help the MFoB meet noted challenges and avail of opportunities to ensure and enhance program quality, facilitate program delivery, and foster positive student experiences.

Current MBA-GL students feel very cared for and seen as individuals. Likewise, EMBA alumni have strong affinity for their program and for UPEI. However, while EMBA alumni and current faculty indicate that there is benefit in having one MBA for executives with many years of professional experience and another for newer graduates, the large disconnect between tuition of the two programs cannot be reduced without cutting down on the value of the EMBA program. EMBA alumni also reinforced this point that the EMBA tuition price cannot be reduced without reducing the value of the EMBA degree. The small size of the local market for seasoned executives further add to the difficulty of recruiting a sizeable cohort every year to run an EMBA program. The similarity between the two programs in terms of the base content, the small size of the local market for two programs (EMBA and MBA-GL), and the limited University resources indicate that it is not feasible to run both programs concurrently. It is for these reasons that the EMBA has been successively paused in recent years. Therefore, we recommend that the EMBA program be formally retired. This would allow for a focus on delivering a single MBA program that has broader appeal. This focus would then allow for exploration of how to offer specialized executive training outside of academic programming to reach the local executive audience. The recommendations we extend in this report, therefore, are meant to support a single MBA program – the McDougall Faculty of Business' Master of Business Administration in Global Leadership (MBA-GL).

## 2. Program Rational and Structure

The hallmark features of the EMBA, the MFoB's first MBA program, are its in-person weekend format and its evidence-based management approach. Evidence-based management is less overt in the more recently introduced MBA-GL program, which has the defining characteristic of a focus on global leadership. The experienced closeness by students due to the cohort structure and caring approach of MBA-GL staff and

faculty, the MBA-GL does benefit from the MFoB's culture and faculty tradition of the evidence-based management approach.

Our impression is that the rationale for the MBA-GL program is perhaps less generally understood by faculty members than the rationale for the EMBA program was. We learned that the focus on Global Leadership arose because of MFoB faculty members' expertise at the time of program inception. We believe the MFoB was right to leverage the expertise it had rather than create a program for which faculty expertise would have needed to be recruited. While we do appreciate the faculty's decision to try to appeal to an additional target student audience with an MBA with a focus in an area which the faculty already had expertise (International Business/Global Leadership) the MFoB has been spreading itself too thin in trying to appeal to two vastly different audiences at two very different price points. With limited market attractiveness in recent years, the EMBA program has been paused, while the MBA-GL has continued to run.

The MBA-GL is aligned with the mission, vision, and strategic priorities of UPEI. The MFoB is concerned about MBA-GL program quality and is taking important steps to ensure it. We understand that at this time, MBA-GL learning goals have been articulated. However, they are not yet mapped to the MBA-GL curriculum, nor do they have measures associated with them. At present, the goals of the MBA-GL program are to maintain consistency between the Charlottetown and Cairo campuses and to offer relevant and timely elective course offerings.

Key opportunities for the MFoB to address the MBA program quality and structure include bolstering the MBA-GL and drawing on the MFoB's EMBA tradition of evidence-based management. The MFoB's nimble faculty mindset coupled with the MBA-GL's diverse elective offerings (three per year, rotating) demonstrate program adaptability that should be leveraged for continuous improvement. We see clear opportunities to bolster the core of the global leadership aspect of the MBA-GL curriculum, to extend the tradition of the EMBA's evidence-based management, and to add the EMBA's thesis-based Signature Project as an alternative to the MBA-GL Capstone within the MBA-GL program. We also encourage working toward mapping learning goals and measures to the MBA-GL program. Our specific recommendations are as follows:

***Recommendation #1. Formally retire the EMBA Program:*** The MFoB has been working with limited human and financial resources to appeal to two target audiences with two separate MBA programs, the EMBA for seasoned executives and the MBA-GL for more recent graduates. The tuition differential between the two programs has likely led to the cannibalization of the EMBA. This in combination with the apparent saturation of the local market led to the recent pause of the EMBA resulting in all students attracted to UPEI for MBA availing of the lower priced MBA-GL program. In the absence of sufficient resources to sufficiently recruit for and support two MBA programs, we recommend that the EMBA be formally retired.

Related to above, another offshoot of this recommendation is that the business school should be allowed and facilitated to run focused and targeted short executive training programs. Given that businesses are looking for training in business domains, the MFoB must be given freedom and autonomy to develop and offer executive training programs. For this to happen successfully, the MFoB must be given access to University resources, contacts, and databases to reach out to the local business community to ascertain their needs and offer training programs accordingly.

**Recommendation #2. Bolster the Core of the MBA-GL Curriculum:** We recommend bolstering the core of the MBA-GL curriculum by:

- moving Business 6590 (Project Management) out of the required course list and onto the elective course list;
- moving Business 7570 (Managing People and Teams in a Global Environment) onto the required course list to ensure coverage of International Human Resources Management; revising Business 6540 (Financial Management) to formally incorporate global content found in Business 7530 (Global Banking and Capital Markets);
- cross-referencing required course Business 6560 (International Operations Management) with elective course Business 7540 (Global Sourcing and Supply Chain Management) to ensure sufficient coverage of Supply Chain Management in the program's core; and
- cross-referencing required course Business 6560 (International Marketing) with elective course Business 7540 (Global Sourcing and Supply Chain Management), once again to ensure comprehensive coverage of Supply Chain Management in a program that is positioned as specialized in Global Business.

**Recommendation #3. Offer Elective Course Business 7750 (Innovation and Entrepreneurship in the Global Business Environment) Annually:** While the MFoB does have an abundance of elective courses, this abundance can make it difficult to satisfy students who may be interested in courses that are not scheduled when they would like to take them. However, we did hear from students and faculty that Entrepreneurship is an area with consistent demand and as such, if it is not possible to expand the core required course list, an elective in Entrepreneurship should be made available for students annually.

**Recommendation #4. Map MBA-GL's Learning Goals to the Curriculum and Identify Success Measures and a Measurement Process:** Beyond course experience surveys and the MFoB's recent implementation of student satisfaction surveys, student learning and graduate outcomes are not currently measured. Retention, time to program completion, and graduation rates are acceptable goals, but student performance relative to program goals is not currently being measured. Though success in courses as measured in final grades achieved can be an indicator of student success, we note the expressed concern about possible grade inflation. Measurement of achievement of learning goals will help mitigate this concern.

**Recommendation #5. Facilitate MBA-GL Program Delivery:** The MBA-GL program attracts students with dramatically varied academic and professional backgrounds, creating significant classroom management challenges. Faculty expressed that dealing with some students' lack of basic business communication skills, quantitative literacy, and fundamental PC competencies was a challenge. With no minimum work experience admission requirement and no course prerequisites in place, instructors struggle to bring academically or professionally inexperienced MBA-GL students up to speed while delivering meaningful content to those students holding accounting or finance designations (for instance) or those having several years of work experience in such areas. We recommend introducing short online pre-MBA courses with focus on Accounting, Finance, and Business Communication for facilitating compressed (the 12-month Charlottetown or the Cairo cohort) pathway pursuit of the MBA-GL program at the Charlottetown campus and the Cairo Campus. These and other courses may be run in the evening to provide better access to those working full-time and implementing contingencies for Cairo students whose programs are governed by UPEI's Calendar but whose circumstances may be culturally divergent.

We also recommend introducing the EMBA's Signature Project to the MBA-GL program to provide an alternative to the Capstone Project to satisfy the desire by some (especially those in Cairo) for more of a thesis-component to the program. This would provide more choice for students in general and broaden the market attractiveness for the MBA-GL in Cairo in particular. The current model in UPEI's Faculty of Nursing may help guide this process with two options: a Signature Project or Capstone MBA-GL program completion pathway.

### 3. Curriculum and Teaching

EMBA alumni strongly advocate for Sustainability, Entrepreneurship, and Artificial Intelligence (AI) content and application integration across the MBA curriculum, emphasizing responsible AI usage, equity considerations, and change management skills. They recommend regular curriculum reviews to maintain cutting-edge relevance and suggest embedding AI components in each course rather than trying to provide standalone coverage. These are areas the MFoB may wish to explore. At this time, we suggest the immediate focus should be on adjusting the current core of the MBA-GL curriculum, though the MFoB may wish to undertake a full curriculum review for purposes of preparing their application for AACSB accreditation.

The MBA-GL curriculum is missing key elements in the required course list. For an MBA focused on Global Leadership, we would expect to see courses such as International Human Resources Management and International Finance in the required course list. We would also expect more prominence of Supply Chain Management across the Marketing and Operations courses. As already indicated above (**Recommendation #2**), we recommend bolstering the core of the MBA-GL curriculum by:

- moving Business 6590 (Project Management) out of the required course list and onto the elective course list;
- moving Business 7570 (Managing People and Teams in a Global Environment) onto the required course list to ensure coverage of International Human Resources Management
- revising Business 6540 (Financial Management) to formally incorporate global content found in Business 7530 (Global Banking and Capital Markets);
- cross-referencing required course Business 6560 (International Operations Management) with elective course Business 7540 (Global Sourcing and Supply Chain Management) to ensure sufficient coverage of Supply Chain Management in the program's core;
- cross-referencing required course Business 6560 (International Operations Management) with elective course Business 7540 (Global Sourcing and Supply Chain Management) to ensure sufficient coverage of Supply Chain Management in the program's core; and
- cross-referencing required course Business 6560 (International Marketing) with elective course Business 7540 (Global Sourcing and Supply Chain Management) to ensure sufficient coverage of Supply Chain Management in the program's core.

**Recommendation #6. Retain All MBA-GL-facing Faculty and Staff:** The MBA-GL program has dedicated program level leadership on the Charlottetown and Cairo campuses. Additional key supports facilitating MFoB MBA-GL student success include an Associate Dean (AD) Graduate Programs and Research, a dedicated program manager and an MBA Student Success Officer. The management of applications and events, the provision of administrative support, and the facilitation of the MBA-GL student experience are

integral to the success of the program. However, the program operates with limited faculty and staff resources. Current MBA-GL students feel very cared for and seen as individuals by the MFoB faculty members and staff. We therefore recommend safeguarding the MBA-GL student experience by continuing to foster the close connections the MBA-GL students currently experience by retaining all MBA-GL-facing faculty and support staff. With less daily support, we can expect the MBA-GL student experience to change when the Student Success Officer role is no longer available.

The MFoB's long-term goal of hiring 3-4 additional faculty members over the next five years may be essential for AACSB accreditation though this requires sustained University commitment and funding. In the meantime, the MFoB must continue to provide course coverage. The collective agreement constraint of providing right of first refusal for overload teaching puts MBA-GL program quality at risk given per-course instructors are less likely to hold doctoral degrees and are thus less likely to be as academically prepared for teaching at the graduate level as would full-time faculty members. We therefore encourage MFoB to explore ways to ensure required courses are covered by full-time MFoB faculty members to ensure students are exposed to those with the highest possible credentials to ensure program quality.

***Recommendation #7 Leverage UPEI's Catherine Callbeck Centre for Entrepreneurship, the Office of Commercialization, Industry and Innovation, and the Experiential Education Department:*** To augment experiential learning and to facilitate career development and lifelong learning in the absence of sufficient human and financial resources, the MFoB can provide MBA-GL students with the networking experiential learning opportunities today's MBA students expect of their programs by leveraging other parts of the University. UPEI's Callbeck Centre for Entrepreneurship, the Office of Commercialization Industry and Innovation, and the Experiential Education Development appear to operate working with little to no formal coordination. However, if efforts can be made to coordinate MFoB's delivery of continuing executive training with such units and departments, the need for executive training in the business domain, especially in absence of the EMBA, may be addressed (also see second part of ***Recommendation #2***).

Today's MBA students, including those we interviewed, desire flexibility, experiential learning opportunities, routes for co-operative education, and internships. We note employment pathway deficiencies and critical career development gaps that are expected to not exist in MBA programming. MBA students expect pathways and support in identifying and securing employment while pursuing their programs and post-graduation. MBA-GL students require more practical exposure to business operations software systems (e.g., PowerAutomate) and networking opportunities to enhance their post-graduation employability. MFoB students identified significant shortcomings in career support, including limited work placement opportunities, insufficient business networking opportunities, and inadequate guidance for PEI job market navigation. The restriction on full-time work during a two-month program break creates financial hardship for students. Furthermore, there are industry connection barriers as MBA-GL students struggle to connect with potential employers and lack networking skills needed for today's job market. They desire a better understanding of available PEI opportunities, particularly in emerging sectors like biotech.

Beyond the experiential learning embedded in the MBA-GL program via the Capstone project and ad hoc guest speakers, the MFoB does not currently have capacity to formally incorporate more experiential learning opportunities. To address this and the gaps noted above, we recommend the MFoB partner with existing UPEI units to allow MBA-GL students to easily avail relevant professional career support including company partnerships, work placement programs, networking events, and PEI job market orientations. We appreciate that regulatory barriers prevent international students from working during program breaks, but this could be addressed by MFoB through revised course scheduling to lessen student

hardship. By adding structured pathways for business connections, possibly through mentorship programs, industry projects, or professional development workshops that teach modern networking and job search strategies, industry connections can be strengthened.

**Recommendation #8. Reconsider Relying on the Cohort as a Key Feature of MBA-GL:** If the desire is to appeal to a broad audience for MBA student recruiting, the cohort model for MBA-GL, which is constraining and limits the MFoB's market attractiveness, must be reconsidered. We acknowledge the MFoB's tradition of the cohort model and the importance and the desire of in-class, in-person teaching. The approach is well suited only if the University is targeting students from the local region in and around PEI. However, to serve a broad and more diverse student population at national and global levels, flexible scheduling of courses utilizing non-traditional days (e.g., weekends) and untapped time slots is necessary. Similarly, online or hybrid delivery of courses to facilitate scheduling constraints or enhance student learning is recommended.

We also acknowledge that program delivery is a broader University issue in that only full-time study is permitted. However, to maintain competitiveness, there needs to be an option of part-time study for students who do not wish to study the MBA-GL full-time. By restricting all programs as full-time only, UPEI is losing a huge portion of potential graduate student market in business and other domains. Additionally, to meet the changing market of higher education, varied patterns of working lives, and the needs of those in middle and senior career stages, there needs to be flexibility for students to pursue courses individually or learn with other cohorts as they complete their program.

Ultimately, the MFoB must clarify who its target market is and ensure they provide a delivery format that aligns with target market preferences. If the MFoB retains their focus on the cohort model, it needs to reconsider its attempts to appeal to a broader audience that requires more flexibility. Alternatively, if working professionals in addition to full-time learners is the focus, the MFoB must introduce more course scheduling and degree completion timeline flexibility. The MFoB may consider marketing the MBA-GL as a 2-year that is typically completed with in 16-24 months but can be completed in as few as 12 so that students can study at their own pace. This will broaden the application base as the current focus on full-time programming likely results in those wanting to pursue an MBA while working full-time looking to other programs that promote more work-friendly program delivery.

**Recommendation #9. Advocate for giving the oversight of admissions and administration of the graduate programs to the Faculty of Graduate Studies:** Current MBA-GL admission requirements are appropriate and in line with general trends across Canadian MBA programs. The incorporation of an interview component is an informative admissions feature. However, the lack of visibility in all application files and University level marketing insight/data pose severe challenges to the MFoB. This makes MFoB's action on leads or facilitation of application file completion an impossible task. Presently, MFoB has visibility only into what the Registrar's Office makes available to them. We note the anomaly of UPEI's Registrar's Office, as opposed to the Faculty of Graduate Studies, in having oversight and administration of graduate student admissions. To raise the profile of graduate education and strengthen collaboration between the MFoB and Faculty of Graduate Studies, we recommend that the MFoB advocate for housing and administration of graduate student admissions and official correspondence under the Faculty of Graduate Studies.

## 4. Student Success Indicators

Key supports facilitating MBA-GL student success on the Charlottetown campus include an Associate Dean (AD) Graduate Programs and Research, a dedicated program manager, and an MBA Student Success Officer. The management of applications and events, the provision of administrative support, and the facilitation of the MBA-GL student experience are integral to the success of the program. EMBA alumni largely praised the weekend format that enabled them as working professionals to complete the program and appreciated the accommodation for extended timelines when employers did not provide study leave, which demonstrated responsive program management. Alumni specifically noted EMBA Program as essential to their success and highlighted leadership skill development as the program's core value proposition, with one noting it taught them "how to be a good leader" as the most important takeaway. The networking with working professionals created valuable regional connections that distinguished the EMBA from traditional MBA programs.

To date, healthy budgets for marketing and recruitment paid for by the MFoB, as opposed to the University's central core budget, have been available but more resources are needed as the competitive landscape intensifies. Similarly, as costs rise, students, especially international students, consistently request more scholarship opportunities and funding support. This suggests that while program tuition cost is attractive compared to alternatives, financial assistance would enhance accessibility and reduce financial stress for students during the program of study. Nevertheless, the MBA-GL program is focused, succinct, and provides appropriate academic advisement to students. The program is relatively straightforward, and efforts are made to keep the curriculum up to date by way of Special Topics elective courses.

Some current MFoB faculty members expressed that MBA-GL program success occurs "in spite of UPEI, not because of UPEI". This indicates a perception of systemic cultural and resource allocation issues relating to the MBA programs. Frequent enrollment target changes and inequitable resource distribution are demoralizing staff and hindering long-term planning. This must be countered given the importance of MFoB faculty and support staff in fostering the close connections felt by the students, which lead to **Recommendation #6**, retaining all MBA-GL-facing full-time faculty and staff.

## 5. Learning Supports

Work is underway to refresh the learning space and upgradation of the information technology resources, which are reportedly currently unreliable for the MBA-GL program. Library feedback about MBA-GL orientation indicates the 2-hour session is very valuable though scheduling can be a bit tricky. The training is sometimes a disconnected from the practical work. This, MBA-GL students may benefit from the orientation being spread out. Library staff are sometimes asked for writing help and redirect students to the Writing Centre but note that MBA-GL students could benefit from student peer support provided by other graduate (as opposed to undergraduate) students.

## 6. Reconciliation

The University is committed to reconciliation at the undergraduate level through curriculum. UPEI requires all incoming students to complete a course in Indigenous Studies. However, it is not clear to this

panel if this requirement extends to graduate students. We understand the MFoB is leaning on the University to provide guidance in truth reconciliation and believe the MFoB is open to making strides in this area.

## 7. Culture of Equity, Diversity, and Inclusivity (EDI)

International students find the application process smooth and overall support very strong. Cost effectiveness remains a key attraction, and faculty demonstrates flexibility and accessibility that students value highly. While the MFoB does not provide pathways to recruit and admit Indigenous students specifically, it does have a holistic admissions philosophy. This is evidenced in one EMBA alum who was granted admission without having completed an undergraduate degree. Staff make efforts to recognize and celebrate the many cultures from which their diverse students come. These efforts are key contributors to students' satisfaction with the MFoB.

## 8. Faculty and Staff

Academically speaking, the MFoB has an impressive faculty complement though its small size presents a challenge in covering all MBA-GL courses. We note potential gaps in having the most academically qualified expertise for coverage of MBA-GL courses. The first is that not all full-time faculty members choose to participate in teaching in the program. The second is the constraint of the new Collective Agreement's directive of teaching assignment of overload, allocating unassigned courses first to non-full time faculty members, who typically tend not to hold doctoral degrees in the areas in which they teach. A final related challenge for the Charlottetown, and perhaps especially the Cairo, campus is in ensuring course quality given academic freedom and the protection of intellectual property, which sometimes results in full-time faculty members choosing not to share their course outlines with part-time instructors. However, despite these challenges and potential gaps, the MFoB faculty have the capacity to deliver a quality small-sized MBA-GL program.

In terms of the student experience, the loss of funding to support the Student Success Officer role will challenge the MFoB to be as responsive as it has been in terms of recruiting, processing admissions, and supporting students. The loss of this position has the potential to erode students' perceptions of the MFoB as a responsive and caring faculty. In focusing on attracting approximately 25 new MBA-GL students a year, the MFoB should be able to continue to offer a quality program without spreading itself too thin. However, to consistently attract this number of students, MFoB will need to articulate how it helps students meet their non-academic needs.

The MFoB wishes to be more connected with, and integrated into, the overall University. It wishes to have a stronger voice with respect to recruiting, admissions targets, and general budgets. It also wishes to be recognized for the impact its faculty members have on teaching, engagement and especially research. With expertise in leadership and management, MFoB can be leveraged by the University to lead deeper integration across various centers and through the broader community.

## 9. Facilities and Resources

The MFoB is currently working to address infrastructure deficiencies that include basic classroom technology (AV equipment) that is unreliable, which impacts instruction quality. The planned renovation for the dedicated MBA classroom should help address this though lack of other resources may undermine professional program delivery expectations. For instance, faculty members currently operate without teaching or research assistants, limiting their capacity to provide individualized support that diverse student populations require.

At this time of great uncertainty with respect to international student admissions, the University must allocate core funding to support MFoB's marketing and recruitment activities to follow up on leads generating by centralized marketing efforts. This is particularly important in domestic markets where targeted travel and attendance at key career fairs or strong prospect school and university visits could recruit students as even a small uptick in admissions will make back investments.

In addition to supporting outward facing student recruitment efforts, to ensure internal faculty retention, UPEI must provide opportunities to promote and celebrate the research and scholarly activities undertaken by MFoB faculty members to address the MFoB's perception of being undervalued and treated inequitably within the University, MFoB scholarship must be given a more prominent place within the University. To decrease the feelings of isolation by members of MFoB, we urge the University to create opportunities to put forward members of MFoB to be showcased alongside scholars and researchers from other faculties to communities within and outside the University.

Finally, every effort should be made for graduate student admissions to be situated in the Faculty of Graduate Studies. The Faculty of Graduate Studies must be given due responsibility, power, and authority to oversee graduate programs. Actual application processing must be housed at the unit level, with the FGS playing the role of oversight. This will help address the issue of a lack of data regarding who is not making it into degree programs and why. This will also facilitate recruitment of students with unconventional backgrounds including Indigenous students. However, we acknowledge we did not meet with the Registrar Office, which currently has authority.

## 10. Graduate Programs

Though the MBA-GL is a course-based rather than a research-based program, MFoB's faculty members' research productivity is important in ensuring that the course content keeps up with theoretical advances and provides students with cutting-edge discipline focused education. In addition, if the thesis-based EMBA's Signature Project is incorporated into MBA-GL, it will be crucial for MFoB faculty members to be research active to support students who choose this route.

Without dedicated post-MBA career services, the MFoB will struggle to meet today's student expectations. In the absence of such dedicated support, the MFoB must provide more experiential and networking opportunities through internships or other high-touch applied learning opportunities. Furthermore, MFoB faculty members require training and guidance about the implications of artificial

intelligence both on teaching and pedagogy as well as the implications of AI for the application of discipline-based knowledge, which is crucial to impart to future business leaders.

## 11. Summary Advice

The MFoB's students and alumni praise their MBA program's rigor, faculty accessibility, and strong peer connections. The discussion-based format leveraging international student diversity creates valuable cross-cultural learning experiences. Utilizing the 12–24-month window permitted for the MBA-GL degree allows for proper adaptation while maintaining academic intensity. However, this must be more structured and streamlined in terms of the program being offered with the option of taking longer to finish it (full-time vs. part-time). Students appreciate that courses are practical, applicable, and relevant to career goals. They believe that their program successfully teaches "how to learn" and develop professional presence and appreciate the emerging AI integration already evident in courses such as International Marketing Applications.

EMBA alumni recommend studying competitor programs (citing Dalhousie's 5-year flexible option) and applying an "Island lens" to existing successful models. We agree with this suggestion. They also emphasize capitalizing on PEI's population growth while maintaining the regional networking advantage. We once again agree with this suggestion. Students are highly satisfied with program quality and international diversity but identify critical gaps in career support and practical business connections that could enhance graduate student experience and graduate employment outcomes.

In addition to addressing the core curriculum, recruiting and admissions process gaps require immediate attention. The current admissions workflow lacks adequate support and follow-through. Key problems include insufficient transcript interpretation services, weak lead conversion processes, unclear handling of borderline applications and who has responsibility and authority. Enrollment potential is undermined by the gap between central recruitment investment and the MFoB's ability for responsive follow-up. The MBA-GL program shows potential for growth, particularly with domestic opportunities in Alberta and BC, but requires coordinated institutional support to realize this potential. Finally, the lack of part-time study program option severely limits market attractiveness and leads to creation of current full-time study options of one or two years for the same program, which is confusing and increases the administrative burden. Finally, to truly ensure program quality, it is imperative that the MFoB map MBA-GL learning goals to the curriculum and identify success measures and a measurement process.

Immediate, short-term (0-6 months) actions we recommend include retiring the EMBA program and bolstering and adding more flexibility to the MBA-GL program to more firmly position this distinctive and relevant global leadership-focused degree. We also recommend clarifying recruitment targets and maintaining consistency to improve staff morale and facilitate planning. We suggest auditing and redesigning the admissions process to improve lead conversion and application review consistency. Some medium-term (6-18 months) actions we recommend include increasing funding and domestic recruitment coordination with the central University, working to develop cost-per-student recruitment models to optimize resource allocation, and exploring working with recruiting agents to cost effectively reach international student markets. Finally, some longer term (2-5 years) actions to consider include creating a faculty hiring plan to support AACSB accreditation requirements, completing renovation work, planning for facility expansion, and collaboratively addressing broader institutional culture issues affecting MFoB and thus MBA-GL program autonomy and resource allocation.

**UPEI Quality Assurance Program Review: Academic Program Action Plan Follow-Up  
Based on UPEI Senate Policy on Review of Academic Programming**

**Program:** Master of Business Administration Programs (EMBA & MBA-GL), McDougall Faculty of Business

**MPHEC Review Date:** July 3, 2025

**Action Plan Report Date:** February 23, 2026 (prepared by Dr. Tina Saksida, in consultation with the MBA Committee)

**APCC Review/Approval Date:**

**Next Action Plan Progress Update Due:**

	<b>External Reviewer Recommendations</b>	<b>Program Response and Action to Be Taken for Continual Improvement</b>	<b>Timeline</b>
<b>1</b>	<b>Formally retire the EMBA program</b>	The McDougall Faculty of Business (MFoB) will retire the Executive MBA (EMBA) program. The program has been on hiatus since Fall 2023 due to a saturated local market, high tuition cost, broader macroeconomic uncertainty, and the availability of a second, more flexible and affordable MBA program (MBA in Global Leadership or MBA-GL) within the MFoB. As a small faculty relative to the number of students we serve, retiring the EMBA will allow us to focus faculty and staff resources more effectively.	6-12 months
<b>2</b>	<b>Bolster the core of the MBA-GL curriculum</b> <ul style="list-style-type: none"> <li>- Embed AI components in each course rather than provide standalone coverage</li> <li>- Move BUS 6590 (Project Management) from required to elective courses</li> <li>- Move BUS 7570 (Managing People and Teams in a Global Environment) from elective to required courses</li> </ul>	<p>Our MBA Committee will review and update all MBA-GL course descriptions. In doing so, we will place particular emphasis on embedding applied AI components across the curriculum and aligning course content with the program learning objectives identified through our AACSB accreditation work.</p> <p>In terms of the specific course suggestions:</p> <ul style="list-style-type: none"> <li>- BUS 6590 (Project Management) will be moved from the core to the elective list; however, we intend to offer it regularly given strong student feedback and the relevance of project</li> </ul>	6-12 months

	<ul style="list-style-type: none"> <li>- Revise BUS 6540 (Financial Management) to incorporate content from BUS 7530 (Global Banking and Capital Markets)</li> <li>- Cross-reference BUS 6570 (International Operations Management) with BUS 7540 (Global Sourcing and Supply Chain Management)</li> <li>- Cross-reference BUS 6560 (International Marketing) with BUS 7540 (Global Sourcing and Supply Chain Management)</li> </ul>	<p>management skills in the workplace. Foundational project management content is already introduced in BUS 6570 (International Operations Management), and we will strengthen that coverage as we revise course descriptions.</p> <ul style="list-style-type: none"> <li>- The QA team's suggestion to move BUS 7570 (Managing People and Teams in a Global Environment) to the core was based on the view that human resource management (HRM) content was not covered within the core curriculum. BUS 6550 (Management and Organizational Behaviour) already provides core coverage of organizational behaviour and HRM foundations; BUS 7570 is therefore positioned as an elective that builds on this base for students seeking deeper focus. We will, however, aim to offer BUS 7570 more frequently, subject to instructor availability.</li> <li>- We will explore incorporating selected content from BUS 7530 (Global Banking and Capital Markets) into BUS 6540 (Financial Management) in consultation with the faculty member who typically teaches BUS 6540. Any revisions will be approached carefully to maintain BUS 6540's role as a foundational course and to avoid overloading students.</li> <li>- In response to the cross-referencing recommendation, the MBA Committee will explore with the relevant instructors how BUS 6570 (International Operations Management) and BUS 6560 (International Marketing Management) can more explicitly connect to supply chain and global sourcing concepts reflected in BUS 7540 (Global Sourcing and Supply Chain Management), while maintaining appropriate scope for core courses. More broadly, the elective list will be reviewed and updated to ensure it is pedagogically coherent, aligned with program learning objectives, and feasible to deliver, taking into account student demand and instructor subject matter expertise and availability.</li> </ul>	
3	<p><b>Offer elective course BUS 7750 (Innovation and Entrepreneurship in the Global Business Environment) annually</b></p>	<p>Based on past student demand, identified gaps in the curriculum, in-house expertise, and the MFoB's strong partnership with the Catherine Callbeck Centre for Entrepreneurship, we will move BUS 7750 (Innovation and Entrepreneurship in the Global Business</p>	6-12 months

		Environment) to the core; BUS 6590 (Project Management) will move to the elective list (see above).	
4	<b>Map MBA-GL's learning goals to the curriculum and identify success measures and a measurement process.</b>	The MBA Committee will address this through our AACSB accreditation work. We have already begun mapping courses to the program learning objectives, and this work will continue with faculty input. As part of the same process, we will also identify appropriate success measures and a measurement approach, including where and how assessment will be conducted within the curriculum; this will be developed and refined over the course of our multi-year accreditation efforts.	1-3 years
5	<b>Facilitate MBA-GL program delivery</b> <ul style="list-style-type: none"> <li>- Short online pre-MBA courses</li> <li>- Introduce a thesis-like project (e.g., signature project) to provide an alternative to the capstone project</li> </ul>	<p>The recommendation regarding short online pre-MBA courses appears to reflect feedback about uneven student preparedness upon entry to the program. In particular, gaps tend to be in foundational business knowledge and basic quantitative skills. The MBA Committee will explore the feasibility of offering short "pre-MBA" modules in the summer prior to the start of classes; however, this may be constrained by internal capacity. As an alternative, we will also consider reputable third-party options (e.g., an online accounting primer).</p> <p>With respect to a thesis-like or signature project option, our experience in the EMBA is instructive: we moved away from the signature project model and implemented a more applied capstone course. In light of that experience, we do not plan to introduce a signature-project pathway in the MBA-GL. Given available faculty and administrative resources, adding and sustaining a second capstone option (thesis) would be challenging; moreover, as an applied MBA, the existing capstone project is the most appropriate culminating experience for the program.</p>	1-2 years
6	<b>Retain all MBA-GL faculty and staff</b> <ul style="list-style-type: none"> <li>- MBA Student Success Officer role</li> <li>- Ensure required courses are covered by full-time MFoB faculty members</li> </ul>	Staffing decisions are outside of the MFoB's direct control; however, we will continue to advocate for additional support for the MBA-GL program. The MFoB previously created a one-year MBA Student Success Officer contract position, funded through a temporary surplus in the MBA budget, but the role could not be renewed due to budget constraints. The program now receives partial support from	N/A

		<p>the MFoB's Academic Support and Student Success Coordinator; however, the loss of the dedicated MBA Student Success Officer capacity has affected recruitment and admissions activities, internal data collection and analysis, and efforts to strengthen the program's profile and grow enrollment, particularly in local and national markets. Most required courses are regularly taught by full-time MFoB faculty. Sessional instructors are used selectively in areas where there are gaps in in-house expertise and to ensure course coverage when faculty are on sabbatical or other approved leaves.</p>	
7	<p><b>Leverage UPEI's Catherine Callbeck Centre for Entrepreneurship; the Office of Commercialization, Industry and Innovation; and the Experiential Education Department to augment experiential learning and facilitate career development</b></p> <ul style="list-style-type: none"> <li>- Networking opportunities and career support for MBA-GL students</li> <li>- Offer MBA-GL students company partnerships or work placement programs</li> <li>- Offer executive training outside the EMBA</li> </ul>	<p>We already collaborate with the Catherine Callbeck Centre for Entrepreneurship by regularly promoting relevant activities to MBA-GL students; we anticipate deeper integration once BUS 7750 (Innovation and Entrepreneurship in the Global Business Environment) is moved into the core. We have also met with the Office of Commercialization, Industry and Innovation on several occasions to explore opportunities to connect instructors and students with companies seeking applied support (e.g., research input or business plans). To date, these opportunities have been limited due to timing constraints and the applied profile of our students (our MBA-GL is not a research-based program).</p> <p>We have observed strong student demand for work placements (e.g., a co-op model) and recognize the potential value for recruitment and post-graduation outcomes, particularly for international students. However, based on extensive exploration over the past several months, including multiple meetings with representatives from the Experiential Education Department, work placements are not currently a viable option for us due to local market constraints and limited internal capacity. Instead, we will explore post-graduation placement and mentoring pathways for graduates (e.g., through the PEI Graduate Mentorship Program or similar initiatives).</p> <p>In recent years, the MBA program has partnered with our undergraduate Business program to offer annual career fairs and additional networking and career-development opportunities. We have also introduced regular MBA-GL guest speaker luncheons. Building on these efforts, we will continue to explore ways to expand</p>	1-3 years

		<p>employer and alumni engagement, identify additional networking and mentoring opportunities, and strengthen career supports available to our students.</p> <p>The MFoB has begun exploring options for executive education, potentially in the form of microcredentials; these discussions are in the preliminary stages and are separate from the MBA-GL curriculum.</p>	
8	<p><b>Reconsider relying on the cohort as a key feature of MBA-GL</b></p> <ul style="list-style-type: none"> <li>- Offer flexible scheduling utilizing non-traditional days (e.g., weekends)</li> <li>- Online/hybrid course delivery</li> <li>- Offer part-time option or better differentiate the 1- vs. 2-year option</li> </ul>	<p>We utilize a hybrid cohort structure in which students in the one-year pathway take some courses alongside students from the previous intake who are completing the two-year pathway. This approach has functioned well in practice and supports peer learning across intakes. As such, a strict cohort model is not a defining feature of the MBA-GL and has not presented challenges for program delivery.</p> <p>Because we offer both one- and two-year pathways, students have considerable flexibility in pacing their studies. Students may follow an accelerated course sequence and complete the program within 12 months or distribute their courses over 24 months (at UPEI, all graduate students are classified as full-time).</p> <p>We plan to refine the two pathway options by shortening the current 24-month pathway to 20 months. This will create a more even distribution of courses across terms in the 20-month pathway and allow these students to convocate in May, which should increase convocation participation (particularly among international students, who are overrepresented in the longer pathway and often leave the Island after completing their final course in August). The longer pathway is intended to provide flexibility for students managing work and other responsibilities alongside their studies; some evening course offerings further support this flexibility.</p> <p>Based on prior experience in the EMBA, we do not plan to introduce weekend course delivery, as full-day Friday and Saturday scheduling proved challenging for both students and instructors. Our current scheduling approach and flexible pathways have been well received by students.</p>	1-2 years

		Faculty and student feedback also consistently highlights in-person delivery as a key strength of the program. Given this positioning and existing resource constraints, we do not anticipate expanding into online delivery at this time.	
9	<b>Advocate for giving the oversight of admissions and administration of the graduate programs to the Faculty of Graduate Studies</b>	<p>We support centralizing selected administrative functions within the Faculty of Graduate Studies (e.g., initial application intake and the issuance of decision letters), where this can improve consistency and efficiency across programs. At the same time, we believe that application review and candidate selection should remain within the academic units, as programs are best positioned to assess fit and make final admissions decisions.</p> <p>We will continue to advocate for strengthened institutional support for graduate studies, particularly in the areas of graduate recruitment and outreach. Additional centralized capacity, such as a dedicated graduate recruitment function and an expanded on-campus presence through graduate-focused recruitment and information events, would be especially beneficial.</p>	Ongoing

**Dean(s) Response (Dr. Tarek Mady):** I am very supportive of this Program Response and Action Plan for Continual Improvement. This was not a box checking exercise. The extended timeline to produce this action plan was intentional. The MBA Office and the MFoB took the time to work through the recommendations carefully, consult widely within the MBA Committee and across campus, and ensure that what is proposed is realistic and aligned with where we need to go. That extra time strengthened the plan.

I am also pleased that the external reviewers confirmed much of what we were already seeing internally. Their recommendations align with steps we had already begun, including the pre-emptive pause and now formal retirement of the EMBA program after we saw clear changes in the market for full time executive education, driven by the realities of our small domestic market and the broader impact of the pandemic on executive education. For a school of our size, running two MBA programs was not sustainable from a resource perspective. The MBA in Global Leadership was the natural evolution of our graduate offering and gives us a clearer focus in a competitive and changing market.

Since its launch in 2018, the MBA in Global Leadership has been built around themes that are even more relevant today. With geopolitical uncertainty, rapid advances in AI, and the market shifts in graduate business education following the pandemic, this is the right time to refresh and strengthen the curriculum.

The proposed actions are practical and phased in a way that makes sense. They align well with our AACSB accreditation work, especially around assurance of learning and continuous improvement. The timing is right, and the direction is right.

I am very confident in where our graduate programming is headed. I truly appreciate the leadership of Dr. Tina Saksida and the outstanding team supporting graduate education in the MFoB, and I strongly endorse this action plan.

**APCC Feedback:**