McMaster University

NEW PROGRAM PROPOSAL FOR
Bachelors of Integrated Business
and Humanities (Honours)
Date: October 2015
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PROGRAM

1.1 PROGRAM DESCRIPTION

The B. Com. Integrated Business and Humanities (IBH) recognizes that the learning needs of future leaders who will face increasingly complex and multi-dimensional problems that require comprehensive and multi-disciplinary knowledge and skills. Capitalizing on the competencies of McMaster University as a comprehensive higher education institution and with regards to the exceptional demands of the current business environment, the proposed program augments Business education offered at the Faculty of Business and with a strong education offered at the Faculty of Humanities to create a unique undergraduate program that is focused on training responsible leaders and citizens. Approximately 63 percent of the content is offered by the faculty of Business, 35 percent is provided by the faculty of Humanities, and the remaining two percent are selected among other university courses to fulfill the learning outcomes of the program. B. Com. IBH also entails strong experiential learning components, and takes a global approach to leadership and management and places high priority on community engagement and sustainable business practices.

1.1.1 Program Objectives

B. Com. IBH aims to integrate principles and courses from the faculties of Business and Humanities to accomplish the following objectives:

1. Train collaborative, mindful and passionate leaders that can envision, inspire, and lead sustainable organizations. These would be individuals who will seize upon opportunities for social change that creates value for shareholders.

2. Prepare students to become global citizens that are both emotionally and culturally intelligent and are closely engaged and involved with their communities.

3. Educate business leaders that are not only equipped with cutting-edge expertise and knowledge but are also independent thinkers and continuous learners.

4. Cultivate students’ unique individual virtues and competencies; including leadership behaviors framed by empathy, sensitivity to societal value and legacy impact of decisions.

5. Provide students with an exceptional curriculum in combination with applied skills such as critical thinking and collaborative problem solving and a focus on the global marketplace.

To accomplish the above objectives, the program will emphasize leadership development, community engagement and global perspective, and entrepreneurship, with an emphasis on
1.2 PROPOSAL PREPARATION AND CONSULTATION PROCESS

The idea of the program was conceived within the Faculty of Business in the summer of 2013. The Associate Dean (Academic) struck an ad-hoc committee to respond to the IQAP review of the commerce program in 2012. In the course of discussions, the idea of an interdisciplinary degree in business and liberal arts was proposed. After extensive consultation within different stakeholders of the School of Business (academic program office, Centre for Business Development and Advancement, and library), the Dean approved the idea in principle and the Associate Dean (Academic) was given the task of developing a formal proposal for the new program. In the course of consultation within the Faculty of Business, we invited Dr. Jean Wilson, Director of the Arts and Science Program to a meeting to learn more about interdisciplinary programs.

After the program idea was accepted in principle at the Faculty of Business, we identified the Faculty of Humanities as a potential partner. Therefore, the Dean and the Associate Dean (Academic) met with their counterparts at the faculty of Humanities, who agreed to this partnership. Later, the Deans and Associate Deans (Academic) of both faculties met with the Provost, who also approved the idea in principle. Moreover, the president was also made aware of the two faculties plan to introduce a new interdisciplinary program.

MIETL was consulted extensively throughout the development of this proposal. First, associate dean academic met few times with Ahmad Arshad, AVP for Teaching and Learning, to refine the proposal. MIETL educational consultants were instrumental in helping us to articulate program learning outcomes and to relate these outcomes to degree level expectations. Finally, the Associate Dean (Academic) presented the idea to different stakeholders who found the idea to be innovative and fills a gap in the market where there is demand for business graduates who are well-rounded and possess leadership skills.

1.3 CONSISTENCY WITH MCMASTER’S MISSION AND ACADEMIC PLAN

The B. Com. IBH aligns well with McMaster mission and academic plans as articulated in the President’s letter Forward with Integrity (FWI), and the Strategic Mandate Agreement between McMaster University and the Ministry of Training, Colleges, and Universities (MTCU).

According to FWI, McMaster University identifies the following four areas as strategic priorities to: (1) student experience, (2) community engagement, (3) research, and (4)
internationalization. The B. Com. IBH identifies three areas as the pillars upon which the program is built: (1) leadership, (2) community engagement and global perspective, and (3) entrepreneurship, with special emphasis on social entrepreneurship. Emphasizing leadership development of Business students is an area of strategic importance at the Faculty of Business. Also, leadership education and development contribute directly to the enrichment of student experience. As they learn about leadership, students will be active participants in a transformative learning experience. Imperative, in this study of leadership, is the focus on the potential for personal growth of the student, in terms of an initial understanding of the fundamentals and theories of leadership, to an appreciation of your own leadership style, behavior, and experiences as well as an understanding of other individuals’ leadership styles, behaviors, and experiences.

The other two pillars of the program are directly aligned with the priorities of community engagement and internationalization. Overall, B. Com. IBH fits perfectly within the McMaster University’s tradition of offering “extremely high-quality learning experience for a limited student constituency within a relatively circumscribed (if always interdisciplinary) field.” The program is also an answer to the President's call to “initiate a strategic and thoughtful institution-wide reconsideration of teaching practice and learning assumptions, from curriculum to delivery to program and even degree rules.” The B. Com. IBH's Experiential learning, service-based learning, and interdisciplinarity will enrich student experience as envisioned by the President in FWI.

The B. Com. IBH is also well aligned with the University’s strategic direction. In particular McMaster’s 2014-2017 Strategic Mandate Agreement (SMA) identifies “Business and Economics” as areas of institutional strength and among one of five program areas for growth. Moreover, the SMA recognizes McMaster's “signature pedagogies which include problem-based learning and inquiry, and its distinctively collaborative culture has fostered strong interdisciplinary programs and partnerships” as a key area of differentiation. The B. Com. IBH is an interdisciplinary program that would be a unique differentiator of McMaster University and has the SMA’s areas of growth and differentiation as its primary focus.

1.4 PROGRAM LEARNING OUTCOMES

Upon graduation of B. Com. IBH, students will:
1. Develop skills to lead self and others using effective leadership strategies (Leadership)

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1 Forward with Integrity, p.6.
2. Conduct research and identify and exploit new opportunities; experience failure and reflect on critical incidents in order to identify learning opportunities; and conduct organizational problem solving and experiential learning in the implementation of new routines and practices (Entrepreneurship)

3. To understand the characteristics (e.g. structure and dynamics) of communities, and to act as change agents who are capable of identifying and addressing community needs and opportunities (Community Engagement)

4. Recognize and understand opportunities and challenges of running business in global environment; (Global Perspective)

5. Understand and apply professional standards, theory, and research to address business problems; (Disciplinary Business Knowledge)

6. Recognize and identify ethical dimensions and challenges of how business decisions apply to ethical reasoning and assess response options relative to the needs and interests of relevant stakeholders to address issues in a business context; (Ethical Reasoning)

7. Recognize, identify, and consider the relevance and implications of historical and cultural issues when leading organizations. (Historical and Multi-cultural Perspective)

### 1.5 CONSISTENCY WITH DEGREE LEVEL EXPECTATIONS

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1.5.1 Meeting DLEs

1.5.1.1 Depth and Breadth of Knowledge
The breadth of knowledge is accomplished through the offering of Business courses that cover all functional business areas, and Humanities courses cover a variety of disciplines such as history, linguistics, philosophy, ethics, and peace studies. The depth of knowledge is achieved through scaffolding courses along a path that introduces students to basic knowledge of the three pillars of the program (Leadership, Entrepreneurship, and Community Engagement and Global Perspective) early on and builds on that knowledge as they progress through the program.

The Leadership pillar in the program is built on IBH 1BA3 (Organizational Behaviour) in the second term of the first year. This preliminary course is where students are introduced to such basics as human perception processes; behavior impacts of personality, values, and attitudes; communication; motivation; decision-making; stress management; time management; change management; power; politics; group and organizational dynamics. Also, in the first year, students are required to take two courses in Humanities to build foundations in communication skills (LINGUIST 1ZZ, Sentence & Communication Structure in Modern English) and in ethical values and attitudes (PHILOS 2YY3, Introduction to Ethics). In the second year, students proceed to IBH 2AC3 (Human Resource Management) where they extend these foundations into human resource management applications. To complement the areas of Conscious Leadership and Analysis-Centered Leadership, students are required to take two courses in Humanities: PHILOS 2CT3 (Critical Thinking) and PHILOS 2D03 (Moral Issues). To build on communication skills, students are required to take LINGUIST 4S03 (Interpersonal Communication) in the second year, and LINGUIST 4R03 (Cross-Cultural Communication) in the third year.

In year three, students proceed to IBH 3AA3 (Management Skills Development) where they develop critical skills in areas such as multi-level communication; multi-layer decision-making; conflict management; mentoring and coaching; and team building. This three year journey culminates in an Integrated Learning Experience (ILE) course IBH 4AA6 (Leadership) where students develop and practice at a higher level in the areas of Conscious Leadership; Analysis-Centered Leadership; Solutions-Focused Leadership; and Team-Based Leadership. This six-unit course will be taught in a team consisting of a faculty member from each Faculty.

The Entrepreneurship pillar begins with a foundation course, IBH 3AB3, examining the importance of institutional structures, support, and regulation vis-à-vis a variety of organizational forms, including the history and comparative nature of different economic systems and environments. The course then develops examining the unique properties and requirements associated with organizational emergence. Students will work in teams using simulations that
challenge their ability to conduct team work, to solve emergent unforeseeable problems, and to examine the ethical and practical consequences of their decision making, as well as the learning outcomes that result from less than successful activities (e.g. failure). They will diarize their experiences over the semester and provide reflective summaries of their learning challenges, failures, and accomplishments, concluding with proposals to better exploit the future entrepreneurial and intrapreneurial opportunities that they face.

The final six-unit capstone entrepreneurship course, IBH 4AB6, will feature experiential learning anchored primarily in team-based learning. Students will be organized around existing entrepreneurial or intrapreneurial project problems, and will work intensively with their project mentor, under faculty direction, toward solving or advancing an important organizational goal. The project will necessitate the demonstration of advanced research skills, as well as the application of leadership and managerial processes learning in previous required courses. The final project will consist of a written document as well as a team based publically presented “solution” to the assigned semester long task. The course will be taught by interdisciplinary team from both Faculties. In addition to the Humanities courses on communication skills, ethics, critical thinking, and moral issues, that would support the pillar of entrepreneurship, students are required to take PEACEST 1A03 (Introduction to Peace Studies), HIST 3N03 (Poverty, Privilege and Protest in Canadian History), and an elective from the History Department.

The Community Engagement and Global Perspectives pillar is built upon an introductory course CMTYENGA 2AO3 Community Engagement. Students will take this foundational course in Year 1 and it will help them develop an understanding of structure, power, politics and processes in communities. This knowledge will help prepare students for effective and ethical participation as leaders. In the following year students will be working in teams to identify a community business for which they can undertake a review of current business / marketing practices and develop a new road map to help the business achieve its goals. Students will be encouraged to work with the not-for-profit sector so as to gain an appreciation of the challenges faced by community development organizations in delivering services. This experience should allow ample opportunity for decision making given resource constraints, learning from differing perspectives in a team setting and developing solutions to often ambiguous problems. In Year 3 students will undertake a global mobility experience either as a study term on exchange or as a study trip supervised by faculty. These culturally immersive experiences will be transformative in creating sensitivity to cultures, refine the interpersonal skills and the leadership / persuasion and influence skills of our students. Depending on the experience and location they will develop a perspective on needs of marginalized communities. Students will also learn how to influence the creation and spread of wealth through collaborative effort. The capstone course,
IBH 4AC6, in the final year will embed a thought process of shared wins and help us build future business leaders with character and integrity. This pillar will become key to application of principles being learnt in the Leadership pillar, and will offer abundant opportunity for students to ask difficult questions, reflect and develop a personal road map on their journey as change agents within their spheres of influence.

At the introductory level assessment takes the form of multiple choice exams, small essay assignments (collaborative and individual), and Learning Portfolio (LP) submissions. Students’ learning will also be assessed through argumentation and historiographic essays, reflective writing, and oral presentations. At the intermediate level, students are assessed for their performance in individual and group projects, research proposals, classroom and tutorial participation, experiential exercises, and more in-depth LP submissions. At the advanced level, students are required to complete self-assessment, transformative learning experiences, reflective learning, case studies based on real world business problems, and higher-level LP submissions.

1.5.1.2 Knowledge of Methodologies
Students gain knowledge of the common research practices used in generating Business and Humanities knowledge including various quantitative and qualitative techniques. Quantitative methods that students are learning about are survey studies, field research, simulation, meta-analysis, and systematic reviews. Qualitative methods included in courses are interviews, content analysis, case studies and so forth. For example in 1BA3 (Organizational Behaviour) students learn about how experiments are conducted, how different variables are measured, and how results are interpreted. They also learn about the differences between results of single studies versus meta-studies. In 3MC3 (Applied Marketing Management) students apply field study and business knowledge by solving real business problems for local businesses. In Humanities courses students are introduced to various research methods. For example through History courses students will gain facility with wide range of historical research techniques. They will also be able to frame historical questions and identify appropriate research methods.

Assessment of the methodologies taught in introductory courses takes the form of multiple choice exam questions. In intermediate courses, using field studies, students are assessed based on the quality of solutions and presentations. In advanced courses, students’ knowledge of research methods is assessed through individual assignments and group projects.

1.5.1.3 Application of Knowledge
Students apply their business knowledge through individual assignments, group projects, case analysis, and field projects. In the ILEs in particular students will integrate and apply the knowledge acquired throughout the program. For example, in the Leadership ILE students

For example through group projects students apply effective teamwork practices and leadership principles and they are assessed on how successfully they have applied their knowledge. In IBH 4AA6 students would be given the opportunity to do an in-depth self-analysis around leadership strengths and weaknesses, and based on their findings they design and implement key action steps for thinking and behavioral improvements going forward as they enter the workforce. Students are also required to participate in various community related projects in which they apply their knowledge in order to solve a community based business problem. The program also requires student to write a business model for a start-up in which they would apply various skills and knowledge they have acquired throughout the program.

Students’ application of knowledge is assessed by evaluating the quality of various projects and real world business problem-solving.

1.5.1.4 Communication Skills

Communication skills will be emphasized throughout the program. First, some courses in the program are entirely about communication skills such as LINGUISTICS 1ZZ3 (Sentence & Communication Structure in Modern English), LINGUIST 4S03 (Interpersonal Communication) and LINGUIST 4R03 (Cross-Cultural Communication). Generally, the linguistics courses would provide opportunities to develop the skills of analytical reasoning, critical thinking, and argumentation. Students would also acquire scientific writing skills and learn how to formulate testable hypotheses, generate predictions, make arguments and draw conclusions, and communicate findings in a clear and concise manner. Moreover, students will develop skills to find and organize linguistic data, and support findings with empirical evidence. Philosophy courses would also enhance students’ communication skills by developing their argumentation and valid reasoning abilities, organized thinking skills, and oral and written communication skills.

Second, due to the small intake of students into this program, the majority of the courses would provide the opportunity for class participation and written assignments. Additionally, advanced courses, which integrate knowledge and have field studies, would require students to communicate with various external stakeholders. The assessment will be based on quality of classroom participation, the quality of written submissions, and the quality of presentations.

1.5.1.5 Awareness of Limits of Knowledge
The limitations of research methods and social sciences in general are taught throughout the program. For example, students learn about the limitations of different psychometric scales, judgment biases, and managerial limitations in making rational decisions. In addition, students are taught the limitations of models in social sciences in general and in business in particular in making predictions. For example, students learn that behaviours (e.g., managerial behaviours or consumer behaviours) are not always consistent with theories. This stands in stark contrast to theories and models in hard sciences (e.g. Physics and Math). For example, we know from physics that water evaporated when boiled under certain circumstances. Contrast that with the models of group dynamics. The sequential linear models predict groups to go through developmental stages of forming, storming, norming, performing, and adjourning. While the punctuated equilibrium model suggests that groups would go through a crisis around the midpoint of their allocated time and would only perform afterwards. These complementing and sometimes contradicting models would inform students of the limitations of social and business knowledge.

1.5.1.6 Autonomy and Professional Capacity

Since the program entails strong experiential learning components, students are provided with opportunities to apply their knowledge in real world settings. For example, in their community engagement ILE students will have the opportunity to conduct field studies on real world businesses from the local community. Through these experiential learning opportunities students will exercise personal responsibility and decision making skills and how to effectively work with others. Graduates of this program would be able to pursue graduate studies in business or take additional courses to qualify for professional designations such as CHRP, CPA, and CFA.

Through a combination on Business and Humanities courses students will also develop critical thinking skills and ability to identify, evaluate and effectively act in face of ethical and moral issues in their professional capacity. Students will gain understanding of big questions regarding truth, knowledge, reality, a critical understanding of self and the world, critical issues for leadership (e.g. justice, morality, and values), and relevant moral issues.

This program would implement learning portfolio in order to assess acquiring autonomy and professional capacity. Learning portfolio would enable students to document evidence of their learning experiences and reflect on how these experiences would contribute to their future professional endeavors.

1.6 DEMAND FOR PROGRAM
I. EVIDENCE OF SOCIETAL/LABOUR MARKET NEED

According to the Ministry of Training, Colleges, and Universities (MTCU), degrees offered by universities should reflect the changes in the nature of the jobs available in near future.\(^2\) In particular, the growing economy results in expansion into international trade and increasing demand for a workforce that is sensitive to the needs of customers in different countries and cultures and familiar with the international business tools and skills. Also, the makeup of the workforce in Canada, and Ontario in particular, is highly diverse with regards to age, gender and cultural background. Therefore, employers are increasingly looking for graduates who can demonstrate leadership and communication skills required for effective performance in this context.

It is apparent from the above that there is demand for skills that are not normally covered in full in a traditional B. Com. program. The Faculty of Business identified the Faculty of Humanities as a partner in delivering such program because the skills that Humanities students acquire are in demand in the marketplace. The Higher Education Quality Council of Ontario (HEQCO) prepared an interactive graphic, EduData, which is based on the Canadian National Household Survey to explore where bachelor’s degree graduates work in Ontario.\(^3\) According to the graphic, 19 percent of Ontario undergraduates study business, and about two-thirds of them finds careers in business-related areas. Of Humanities graduates, about 60 percent have business-related areas. Such high placement of Humanities graduates in business-related jobs suggests that the skills that these graduates possess are in demand in business. The B. Com. IBH responds to this demand by offering courses and content that help students to recognize and understand opportunities and challenges of running business in global environment, and apply learned skills in a global context.

Moreover, Ontario Ministry of research and innovation’s agenda emphasizes the importance of developing commerce skills in the future workforce and “supports the development and teaching of commerce skills across sectors and disciplines”.\(^4\) This report also calls for expanding on the ways through which students in Ontario develop commerce skills by combining business


training with other programs of study. In particular, this report recognizes that knowledge of humanities and social sciences are vital for boosting an innovative economy. The B. Com. IBH responds to these demands in the labour market by combing essential business and humanities courses that will equip its graduates with a broad understanding of business, culture, history, and important social issues that would enable them to become innovative problem solvers and leaders.

In designing this program we have also consulted the Association to Advance Collegiate Schools of Business (AACSB International) that emphasizes globalization as “one of the most significant forces of change for business”\(^5\). In particular the AACSB points out the importance of business education that focuses on sustained economic growth in emerging markets and increasing demand for trained managers. Having a global perspective is essential for commerce graduates in G7 counties (including Canada) where businesses are looking to expand into those emerging markets of ASEAN-5 (composed of Indonesia, Malaysia, the Philippines, Thailand, and Vietnam) and the Newly Industrialized Asian Economies (composed of Chinese Taipei, Hong Kong SAR, Singapore, and South Korea)\(^6\). The AACSB International recommends collaborative and multi-disciplinary business degrees as means to provide commerce students with a global perspective. More specifically the AACSB recommends several approaches for instilling globalization in business education based on the Pyramid Model\(^7\) through increasing global awareness, understanding, and competency, essential business knowledge, cultural awareness, and fluency in a second modern language. These approaches have also been implemented in the design of the B. Com. IBH.

This program helps student to develop transferable skills which can feed into different professions. In addition to traditional careers in Business, we anticipate the graduates of this program to pursue the following potential careers:

1. Entrepreneurial start-ups, with a focus on the arts and music.

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2. Community based event organization (e.g. crawl and supercrawl, historical associations, holiday and community fare organization such as cactus festival, Locke Street Faire, etc…).

3. Community NGO director or administrator.

4. Local government positions.

5. Working for small businesses looking for individuals with community and virtual networking experience.

6. Immigrant Settlement organizations.

7. The arts community, positions in museums, community event development.

8. Senior living facilities looking for individuals capable of community engagement.

9. Provincial and national organizations, looking for staff members who develop and maintain community engagement.

10. Political parties (local, regional, national) looking for individuals capable of membership maintenance and enhancement (including those interested in a political career).

11. Virtual community networking specialists working for non-profits or for-profit industries: Individuals who know how to use virtual media to establish and develop communities of interest.

II. EVIDENCE OF STUDENT DEMAND

Demand for business education is robust as evident by increased applications to the business program at McMaster University. According to the 2011 Canadian National Household Survey, 19 percent of undergraduate students in Ontario are enrolled in Business. At McMaster University, that ratio is about 12 percent. The program is designed to attract top students who are potentially future leaders. The centrality of business in society, the great number of undergraduates who choose business as their field of study, and the even greater numbers who will be employed in business for their working lives demand that higher education do more than just help students acquire tools for advancing their personal careers in business. In order to ensure that its graduates develop the breadth of outlook and conceptual agility for living in a global century, higher education also needs to ensure that students understand the relation of business to the larger world and can act on that understanding as business professionals and as citizens.

III. JUSTIFIABLE DUPLICATION

The B. Com. IBH is unique because it integrates business education with humanities education. There are only two programs in the province that come close to integrating business with humanities and liberal arts. First, Brock University offers a bachelor of Business Administration Program that combines business courses with studies from other faculties including Social
Sciences, Humanities, Mathematics, and Science. This program uses a variety of teaching methods and delivery techniques with the goal of helping students to develop business skills as well as communication, ethical, analytical, and problem solving skills. While some of the learning outcomes of our B. Com. IBH overlap with those of this program at Brock University, our program incorporates learning outcomes by instilling global and historical perspective, community engagement values, and leadership skills.

The other program is at the University of Western Ontario, which offers a combined program between the faculty of Arts and Sciences and Honors Business Administration (HBA) program. This program takes five years in which commerce students enrol in an Honors Specialization at the Faculty of Arts and Humanities in the second year after achieving a minimum average of 78% in the first year in HBA. Our B. Com. IBH is different because we admit students into the program directly from high school. Unlike the program at the University of Western Ontario, the B. Com. IBH is planned based on the three pillars of leadership, entrepreneurship, and community engagement and global perspective.

1.7 DEGREE NOMENCLATURE

ADMISSION & ENROLMENT

2.1 ADMISSION REQUIREMENTS

Candidates are required to complete a mandatory Supplementary Application Form. The information provided enters into the selection process. Only applicants with high academic standing will be selected. Successful candidates must present a minimum average in the low 90’s.

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Calculus and Vectors U
3. Data Management U
4. Completion of additional U or M courses to total six courses

The requirement of English and Calculus is supported by an analysis that found English to be the best predictor of students’ success in a Business program. The Calculus is
required to ensure that students have strong quantitative and analytical skills. The purpose of the supplementary application is to seek more information about the candidates’ potential to be successful in this program. An admission committee will decide on the qualities and variables that are predictive of candidates’ performance in the program.

2.2 ENROLMENT PLANNING AND ALLOCATIONS

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<td>308</td>
</tr>
</tbody>
</table>

STRUCTURE

3.1 ADMINISTRATIVE, GOVERNANCE AND COMMUNICATION

Since B. Com. IBH is an interdisciplinary program, the Memorandum of Agreement (MOA) between the Faculty of Business and the Faculty of Humanities articulates administrative and governance structure of the program. This section of the proposal provides an overview of the program administrative and governance structure, and the details are articulated in the MOA.

The program is overseen by a Director and is supported by an Administrative Assistant. A standing Integrated Business and Humanities Operating Committee has responsibility for curriculum development recommendations for the Integrated Business and Humanities program to the Undergraduate and Curriculum Policy of the Faculty of Business and the Faculty of Humanities, where appropriate. The Operating Committee would also elect a subcommittee for admissions consisting of the program director and one faculty member from each faculty. The composition of the IBH Operating Committee is as follows:
Chair: Director, Integrated Business and Humanities

Ex Officio: President

Provost

Dean, Faculty of Business

Dean, Faculty of Humanities

Associate Dean (Academic), Faculty of Business

Associate Dean (Academic), Faculty of Humanities

Faculty: Five faculty members, three from the Faculty of Business and two from the Faculty of Humanities, to be appointed by their respective Deans on the recommendations of their department or area chairs, for staggered three-year terms

Students: One undergraduate student, registered in the IBH program, to be appointed by both Deans, for a one-year term

Consultants Manager, Academic Programs Office at the Faculty of Business (non-voting): Assistant Dean (Studies), Faculty of Humanities

Resource Staff, as appropriate

Secretary: Administrative Assistant, IBH program (non-voting)

The Program Director will be selected by a committee co-chaired by the Deans (or their delegates) from the Faculties of Business and Humanities. The normal term appointment for the Program Director shall be five years, with the possibility of renewal. Every effort will be made to rotate the Directorship of the program between Business and Humanities depending on the interest and qualifications of the faculty members. The Program Director will be accountable to the program’s Executive Committee (see below) and will report jointly to the Deans of Business and Humanities. Remuneration for the Program Director (e.g., stipend, course releases,) will be provided by the Program. Terms of Reference for the Program Director position are attached to the MOA.
3.2 STRUCTURE AND REGULATION

3.2.1 Structure and Program Learning Outcomes
The governance of the program is structured to achieve program learning outcomes. The program will have a dedicated director whose main responsibility is to guarantee that the curriculum and any proposed changes to curriculum will contribute to the program learning outcomes. The IBH Operating Committee will meet at least twice annually to review proposals to curriculum changes that might enhance program learning outcomes. The composition of the operating committee assures that the interdisciplinary nature of the program remains intact. It is important that each Faculty has a say in any program changes.

3.2.2 Breakdown of Curriculum
The program is a niche program that emphasizes the importance of Humanities in Business education. Therefore, the program has very little room for electives. IBH is a four-year program, with a total of 120 university credit units. All the courses in the program are three credit units, with the exception of three fourth year courses which are six credit units each. The fourth year courses are integrated and taught in interdisciplinary teams. Below is the breakdown of curriculum:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Year in Program</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Commerce</td>
<td>9</td>
<td>21</td>
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<tr>
<td>Humanities</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Commerce Electives</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other University Courses</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>
### 3.3 PROGRAM LENGTH & PROGRESSION

The detailed program curriculum is as follows:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Winter</td>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td>IBH 1AA3</td>
<td>IBH 1BA3</td>
<td>IBH 2AA3</td>
<td>IBH 2BA3</td>
</tr>
<tr>
<td>IBH 1AB3</td>
<td>ECON 1BB3</td>
<td>IBH 2AB3</td>
<td>IBH 2BB3</td>
</tr>
<tr>
<td>ECON 1B03</td>
<td>HUMAN 1QU3</td>
<td>IBH 2AC3</td>
<td>IBH 2BC3</td>
</tr>
<tr>
<td>LINGUIST 1ZZ3</td>
<td>PHILOS 2YY3</td>
<td>IBH 2AD3</td>
<td>PHILOS 2D03</td>
</tr>
<tr>
<td>CMTYENG A 2A03</td>
<td>PEACEST 1A03</td>
<td>PHILOS 2CT3</td>
<td>LING 2S03</td>
</tr>
</tbody>
</table>

#### Year 1

**Fall**
- IBH 1AA3: Financial Accounting
- IBH 1AB3: Business Introduction
- ECON 1B03: Introductory Microeconomics
- LINGUIST 1ZZ3: Sentence & Communication Structure in Modern English
- CMTYENG A 2A03: Foundations of Community Engagement

**Winter**
- IBH 1BA3: Organizational Behaviour
- ECON 1BB3: Introductory Macroeconomics
- MATH 1M03: Calculus for Business, Humanities and the Social Sciences
- PHILOS 2YY3: Introduction to Ethics
- PEACEST 1A03: Introduction to Peace Studies

#### Year 2

**Fall**
- IBH 2AA3: Introduction to Marketing
- IBH 2AB3: Information Systems in Management
- IBH 2AC3: Human Resource Management
- IBH 2AD3: Applied Statistics for Business
- PHILOS 2CT3: Critical Thinking

**Winter**
- IBH 2BA3: Managerial Accounting
- IBH 2BB3: Introduction to Finance
- IBH 2BC3: Production and Operations Management
- PHILOS 2D03: Moral Issues
- LINGUIST 4S03: Interpersonal Communication
CURRICULUM AND TEACHING

4.1 PROGRAM CONTENT

The curriculum for the B.Com. IBH program is designed to achieve the program’s overall objective of training responsible leaders. To this end, the curriculum entails strong experiential learning components, takes a globalized approach to leadership and management, and places high priority on community engagement and sustainable business practices. To achieve these goals, the program rests on three pillars: leadership development, entrepreneurship (with emphasis on social entrepreneurship), and community engagement and global perspective.

4.2 PROGRAM INNOVATION

The core of innovation within this program is reflective of the subject matter being taught and the overarching goal of producing `responsible leaders'. As the late philosopher Charles Frankel once said, it is through the humanities that a civilized society talks to itself about things that matter most. Hence the innovation will be defined around the
cohort – ‘talking to itself’. To effect this emphasis, the program will employ methods like the following –

4.2.1 Community partnered learning: All students will complete one course each academic year which is delivered in partnership with a community organization (industry, publicly funded institution, NGO, etc). Within the senior years one of these courses, IBH 4AC6, will be in a global setting (Ten Thousand Mile Classroom in partnership with Me to We)

4.2.2 Required participation in Conferences / Forums: Each senior student will be required to and nominated to attend a `community issues’ or `global issues conference’ such as to gain exposure to variations in thinking, interaction with diverse groups and to develop a motivation / passion to participate in and cause change. Conferences must approved by the program director.

4.2.3 Managed Expressions: To help develop critical thinking, writing and analytical abilities all students will be required to (each year) publish one of their works online. Blogs or other interactive forums that produce informed opinion and seek to cause debate around the published work will be moderated by a faculty member who will also audit work prior to posting.

4.2.4 Interdisciplinary teaching strategies: to more effectively integrate Business and Humanities courses and concepts, the fourth year (six unit) courses will be delivered through close cooperation of faculty members from both departments. For example the entrepreneurship fourth year course requires students to carryout team projects. While the principal instructor of this course will be from the faculty of business, based on the needs of these projects, students will be advised to choose a Humanities sub-discipline (e.g. History, Peace, Art, etc.). An instructor form the faculty of Humanities would deliver the relevant content to the students in order to successfully conclude the project.

All four of the above innovations will be unique to this program given that these will affect each student and will be institutionally managed for this degree program.

4.3 MODE(S) OF DELIVERY

To enhance student experience, and to ensure that program leaning outcomes are accomplished, the program will employ different modes of delivery as elaborated below.

4.3.1 Blended Learning – It is proposed that the content for each of the courses designed for this program integrate the use of technology to manage the long term cost (for example - reduce cost of tutorial hours / TA hours) and offer a better experience to students. This will also allow us to facilitate dialogue within the cohort so that peer to peer learning is emphasized and dependence
reduced on faculty as `sage on stage'. This will also allow for student life-long learning abilities to develop.

4.3.2 Team based Community Learning – For each of the community based courses the program will co-opt a community mentor as learning lead. This community or industry mentor will work closely with the faculty member of the required course to ensure learning outcomes are met.

4.3.3 Independent Study – As part of the fourth year integrative courses (i.e., IBH 4AA6, IBH 4AB6, and IBH 4AC6), students will be required to complete as an independent study. This will help embed research and analytical skills, critical thinking, writing skills, argumentation ability, and presentation skills beyond developing their abilities as leaders to make evidence based informed choices and consider how they influence and persuade others.

4.4 EXPERIENTIAL LEARNING

The school will invest in and create the required resources to facilitate experiential learning throughout this degree program. Experiential learning consists of the following:

4.4.1 Community Projects: These will be managed by the Experiential Learning Office to ensure each student gains a perspective on issues of sustainability, culture, philanthropy, citizenship, and marginalized communities so that students encounter novel and unpredictable situations that support new learning. The goals will be to ensure that (1) learners are engaged intellectually, emotionally, socially, and/or physically, which produces an experience that is authentic; (2) relationships are developed and nurtured: learner to self, learner to others, and learner to the world at large.

4.4.2 REFLECTIVE OBSERVATION Participation in Conferences: All students will be required to and nominated to attend conferences / forums both within and outside the university. Such participation will cause reflection in consultation with peers and often challenge previous understanding.

4.4.3 ACTIVE EXPERIENCE Participation in Competitions: Students will be nominated to represent themselves and the school at local, national and international case competitions. Each student will receive a minimum one nomination over the four years. These experiences will help hone the abilities of the students to work under pressure, seek collaboration and learn how to persuade and/or influence others.

4.4.4 CONCRETE AND ACTIVE EXPERIENCE Global Exchange: The program will seek to establish unique partnerships with liberal arts schools and business
schools that support the vision of the program. This can be arranged as an
exchange term or a faculty led global classroom (minimum two week study
trip). This experience will help build the world view amongst these future
leaders and make them sensitive to other cultures.

4.5 ACCESSIBILITY

The program does not have any special physical requirements beyond what is expected
from students in either the Faculty of Business or the Faculty of Humanities. Students
with physical disabilities or mental health disorders will be accommodated by the office
of the Student Accessibility Services

ASSESSMENT OF

LEARNING

5.1 METHODS FOR ASSESSING STUDENTS

This program uses various assessment practices and techniques based on the course
content and levels. These practices include multiple choice exams, creative essay
writing, oral presentations, and learning portfolios. Instructors are not limited to these
evaluation practices and are encouraged to use effective and creative assessment
methods based on the requirements of their courses.

Multiple choice exams would enable instructors to assess a wide range of knowledge,
skills, and abilities. This program would take advantage of multiple choices in evaluating
how students can identify and recall concepts as well as their higher order cognitive
skills such as application of course material in practical scenarios, problem solving, and
so forth. The multiple choice exams would also enable instructors to measure class
learning level and identify challenges.

Creative essay writing, as a more traditional method of assessment, will also be used
throughout this program. Students will be asked to address a question or topic,
assigned by their instructors, through an essay. This practice evaluates students’ ability
to construct and sustain a written argument.

In order to assess students’ learning in both individual and group projects, several
courses use oral presentation for assessment. Students will be evaluated by their peers,
course instructors, or external project stakeholders. The evaluation will be based on
organization, depth and accuracy of the content, effectiveness of the communication
aids, and research and execution efforts.

5.2 CURRICULUM MAP
5.3 DEMONSTRATING STUDENT ACHIEVEMENT

Each student will be required to maintain a Learning Portfolio throughout the program to document and demonstrate acquiring competencies implied by the program learning outcomes.

Whereas assessments in courses are used to cover separate competencies based on program learning outcomes, the Learning Portfolio will be used by students to demonstrate their ability to integrate competencies acquired in different courses. Students will be able to showcase learning achieved through multimedia evidence. Each student will have access to an electronic portfolio to exhibit a collection of self-selected work or artifacts to demonstrate competencies, evidence that learning has occurred and learning outcomes have been met. Portfolios provide a platform that can contain text documents, presentation slides, hyperlinks to webpages, graphs and data spreadsheets, photos, audio, videos and so forth.

Success in this program will be demonstrated when students engage in experiential learning and contributing to the community by applying the competencies acquired along the program pillars of leadership, entrepreneurship, and global perspective and community engagement.

RESOURCES

6.1 UNDERGRADUATE PROGRAMS

B.Com. IBH is an interdisciplinary program, thus the budget template for undergraduate programs is prepared under the assumption that both faculties of Business and Humanities as a cost centre. The allocation of revenues, expenses, and surplus or deficits is explained the MOA.

I. ADMINISTRATIVE, PHYSICAL AND FINANCIAL RESOURCES

The administrative resources for the program consist of a program director, a full-time administrative assistant, a half-time academic adviser, and a full-time experiential education administrator. The physical resources required for the program consist of classroom space. There are no special requirements for labs or other physical spaces.

The financial resources of this program are limited to tuition, fees, and provincial funding for domestic students. The proposed tuition of the program is $500 per unit for domestic students and $1440.77 for international students. The ratio of international to domestic student tuition in the B. Com. IBH program is the same as in the Business program.

II. LIBRARY, TECHNOLOGY, AND LABORATORY RESOURCES
The program budget uses the budget template of undergraduate programs which properly compensates the library and the UTS for the usage of their resources. We do not anticipate that students in the program would require such resources beyond the normal usage.

III. FACULTY
The program budget assumes full costing, where the cost of instruction is based on the average cost of faculty in both faculties. The budget makes conservative assumptions for the cost of instruction as we do not allow for sessional instructors or faculty on the teaching track. Therefore, the assumed cost of instruction is $50,000 per section, which is based on assumed average faculty cost of $200,000 and a teaching load of four courses. Service teaching is based on the formula in the budget template.

IV. ANTICIPATED CLASS SIZE
In the steady state, the target enrolment for first year is 80 students, and students will be enrolled in classes as a cohort.

QUALITY AND OTHER INDICATORS
7.1 ACADEMIC QUALITY OF THE PROGRAM
At the end of the five years, the following will be used to demonstrate the quality of the B. Com. IBH:

1. The National Survey of Student Engagement (NSSE) in order to indicate student engagement as one of the key determinants program quality. The NSSE measures student engagement by providing survey results for ten engagement indicators. The survey is conducted annually for students in their first and last year of the program. We anticipate that students in the program will score highly on academic challenges indicators, such as higher-order learning and reflective and integrative learning. Ideally, we would like the program to be one of the top five programs at McMaster along all quality indicators.

2. The Classroom Survey of Student Engagement (CLASSE), which is a classroom-level adaptation of NSSE, will be used to obtain a better picture of student engagement at the course level. CLASSE is composed of two instruments: CLASSEStudent asks students how frequently they engage in various educational practices within a specific course; CLASSEFaculty asks the instructor of that course how important the various educational practices are in
facilitating student success. Student and faculty outcomes are then contrasted to identify important and valued educational practices that are occurring less frequently than desired or expected.\(^8\) Although CLASSE scores cannot be benchmarked because there are no summaries provided for CLASSE scores, the scores will shed on the NSSE scores.

3. We will also conduct annual In-Program Student Satisfaction Survey. Moreover, an Alumni Satisfaction and Perception will be conducted after the first group of students graduate from this program.

4. Students’ grades and course averages would also provide insight into the quality of the program.

5. After the first cohort graduates, employability data in terms of starting salary, employment rate, and unemployment period after degree completion will be used to demonstrate the quality of the program.

6. Retention rates will also be used as an indicator of the quality of the B. Com. IBH.

7.2 INTELLECTUAL QUALITY OF THE STUDENT EXPERIENCE
The curriculum design allows for a high intellectual quality of student experience. First, the limited intake of the program and the selection criteria and process would ensure the admission of students with great potential to succeed in the program. Having a cohort of high quality students would create an environment where students would strive to excel in healthy competitive environment. Second, program features would allow for greater interactions between students and faculty, thus enhancing the intellectual quality of the student experience. For example, students would be working on many projects throughout the program under the direct supervision of a faculty member. Finally, students are required to either participate in internal and external case competition and/or to attend conferences. Such experiences would allow students to build networks within and outside the university, to apply knowledge acquired in classroom, and to be informed of new developments in their fields on interest

CHECKLIST FOR NEW PROGRAM PROPOSALS

The following section indicates all the items that are required as part of a complete new program proposal package which includes all the necessary documents. Part I, II and III should be submitted as separate files to iqap@mcmaster.ca.

4.6 PART I: COMPLETE NEW PROGRAM PROPOSAL DOCUMENT

☐ Complete New Program Proposal Template
☐ Faculty CVs (can be submitted on CD or USB)
☐ Memorandum(s) of Understanding (Letters of Support) (if applicable)

4.7 PART II: RESOURCE IMPLICATIONS AND FINANCIAL VIABILITY TEMPLATE

☐ Completed
☐ Approved

4.8 PART III: FEES MEMO

☐ Completed
☐ Approved
Appendix 1: Program Budget and Financial Information

New Undergraduate Program or Existing Program Undergoing Major Changes (more than 30%)
Program Name: B. Com. Integrated Business and Humanities

FINANCIAL SUSTAINABILITY OF PROGRAM

<table>
<thead>
<tr>
<th>REVENUE</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Generated Gross Undergraduate Revenue - University</td>
<td>$1,211,238</td>
<td>$2,667,173</td>
<td>$4,380,056</td>
<td>$6,144,966</td>
<td>$6,731,611</td>
</tr>
<tr>
<td>Less Tuition to Other Faculties for Service Teaching</td>
<td>$(55,365)</td>
<td>$(112,691)</td>
<td>$(231,891)</td>
<td>$(319,828)</td>
<td>$(363,640)</td>
</tr>
<tr>
<td>Other Revenue (Specify)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Gross Undergraduate Revenue to Lead Faculty</td>
<td>$1,155,873</td>
<td>$2,554,482</td>
<td>$4,148,165</td>
<td>$5,825,139</td>
<td>$6,367,971</td>
</tr>
<tr>
<td>University Fund / Research Infrastructure Contribution</td>
<td>$(103,110)</td>
<td>$(227,874)</td>
<td>$(370,039)</td>
<td>$(519,635)</td>
<td>$(568,058)</td>
</tr>
<tr>
<td>Total Support Unit Allocations (Indirect Costs)</td>
<td>$(288,481)</td>
<td>$(597,967)</td>
<td>$(941,987)</td>
<td>$(1,280,214)</td>
<td>$(1,386,067)</td>
</tr>
<tr>
<td>Net Revenue</td>
<td>$764,282</td>
<td>$1,728,641</td>
<td>$2,836,139</td>
<td>$4,025,290</td>
<td>$4,413,846</td>
</tr>
<tr>
<td>Total Teaching Costs</td>
<td>$(797,000)</td>
<td>$(1,459,600)</td>
<td>$(2,122,200)</td>
<td>$(2,784,800)</td>
<td>$(2,784,800)</td>
</tr>
<tr>
<td>Total Admin Salaries &amp; Benefits</td>
<td>$(195,750)</td>
<td>$(199,024)</td>
<td>$(202,391)</td>
<td>$(205,855)</td>
<td>$(209,417)</td>
</tr>
<tr>
<td>Total Student Support (From operating)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Capital/Equipment Costs</td>
<td>$(11,500)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Other Direct Expenses - Supplies/Services/Travel etc</td>
<td>$(71,000)</td>
<td>$(211,325)</td>
<td>$(319,675)</td>
<td>$(425,750)</td>
<td>$(452,525)</td>
</tr>
<tr>
<td>Total Share of Faculty's Central Expenses</td>
<td>$(11,559)</td>
<td>$(25,545)</td>
<td>$(41,482)</td>
<td>$(58,251)</td>
<td>$(63,680)</td>
</tr>
<tr>
<td>PROGRAM EXPENSES</td>
<td>$(1,086,809)</td>
<td>$(1,895,494)</td>
<td>$(2,685,748)</td>
<td>$(3,474,656)</td>
<td>$(3,510,422)</td>
</tr>
<tr>
<td>IN-YEAR (Surplus/ Deficit)</td>
<td>$(322,527)</td>
<td>$(166,852)</td>
<td>$150,391</td>
<td>$550,634</td>
<td>$903,424</td>
</tr>
</tbody>
</table>

NUMBER OF STUDENTS

Intended Steady-state annual intake
Year achieved: 2017

Intended Steady-state total enrolment
Year achieved: 2022

Number of International Students included in steady state
24 0

FORMAT OF INSTRUCTION

During which terms will the program run?

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Annual program units?</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>30</td>
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</table>

Proposed Tuition Fee:

<table>
<thead>
<tr>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>Part Time</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>$15,000</td>
<td>N/A</td>
</tr>
<tr>
<td>$7,500</td>
<td>N/A</td>
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</tbody>
</table>
Per Course (if applicable):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$500</td>
<td>N/A</td>
</tr>
<tr>
<td>$1,441</td>
<td>N/A</td>
</tr>
</tbody>
</table>
INTEGRATED BUSINESS & HUMANITIES PROGRAM

MEMORANDUM OF AGREEMENT

<table>
<thead>
<tr>
<th>Program at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>Year Started</td>
</tr>
<tr>
<td>Last Academic Review</td>
</tr>
<tr>
<td>Last MOA Review</td>
</tr>
<tr>
<td>Program Level</td>
</tr>
<tr>
<td>Degrees</td>
</tr>
<tr>
<td>Structure/Modality</td>
</tr>
<tr>
<td>Coordinating Faculty</td>
</tr>
<tr>
<td>Participating Faculties</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Service Teaching Faculty</td>
</tr>
</tbody>
</table>

1. Purpose and Scope of the MOA

All academic programs at McMaster University, including Interdisciplinary (ID) programs, describe their mission, vision, alignment with the University proprieties, and all other academic aspects of the programs in great detail, in the Program Proposal Brief for new programs, and in the Self-Study document prepared for the IQAP review of existing programs.

The purpose of this Memorandum of Agreement is to indicate how these academic objectives of this ID program will be met administratively and financially in the most mutually beneficial and transparent manner. As such, this MOA focuses primarily on the budgetary, administrative, and
governance aspects of the program; the MOA together with additional documents, appended, provide a comprehensive framework for the program’s achievement of its academic objectives and administrative operations.

Issues not contemplated or explicitly referred to in this Memorandum of Agreement will be resolved through mutual agreement of the DeGroote School of Business and the Faculty of Humanities.
2. Introduction

Faculties of Business and Humanities at McMaster University jointly have developed an interdisciplinary Undergraduate program entitled Integrated Business and Humanities. The program will be submitted for approval by the Ministry of Training, Colleges, and Universities with a proposed tuition of $15,000 annually and an assumed BIU rate of $5,364.

THIS SECTION TO BE COMPLETED LATER

The initial program proposal received the necessary University approvals on [DD/MM/YY], The Ontario University Quality Assurance Council (OUQAC) on [DD/MM/YY]. If applicable: The program was approved by the Ministry of Training, Colleges, and Universities on [DD/MM/YY] with a tuition of $15,000 and a BIU rate of $5,364. Full details about the program structure and intended learning outcomes are found in the appended IQAP Brief. The goal of the program is to [DESCRIPTION FROM OUQAC BLURB OR EQUIVALENT].

2. Governance and Administration

Coordinating Faculty: Faculty of Business

Other Participating Faculty/Faculties: Faculty of Humanities

The routine oversight and day-to-day operations are to be attended to by the Faculty of Business. The Faculty of Business will serve as the Program’s coordinating Faculty, serving as the primary point of contact for the program, and ensuring appropriate consultation and coordination with the Faculty of Humanities.

As an ID program, each participating Faculty commits to the following governing principles:

- Seek broad support from relevant Faculties and administrative leaders
- Make decisions collaboratively
- Ensure representation of all participating Faculties in the program academic and administrative activities, whenever applicable
- Have transparency in allocating resources
- Be open to differences of perspectives and understanding and address these promptly and directly
- Include students in program governance, where applicable
Program Leadership and Governing Committees

Integrated Business and Humanities Operating Committee

The program is overseen by a Director and is supported by an Administrative Assistant. A standing Integrated Business and Humanities Operating Committee has responsibility for curriculum development recommendations for the Integrated Business and Humanities program to the Undergraduate and Curriculum Policy of the Faculty of Business and the Faculty of Humanities, where appropriate. The Operating Committee would also elect a subcommittee for admissions consisting of the program director and one faculty member from each faculty. The composition of the IBH Operating Committee is as follows:

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Ex Officio: President

Provost

Dean, Faculty of Business

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Associate Dean (Academic), Faculty of Humanities

Faculty: Five faculty members, three from the Faculty of Business and two from the Faculty of Humanities, to be appointed by their respective Deans on the recommendations of their department or area chairs, for staggered three-year terms

Students: One undergraduate student, registered in the IBH program, to be appointed by both Deans, for a one-year term

Consultants Manager, Academic Programs Office at the Faculty of Business

(non-voting): Assistant Dean (Studies), Faculty of Humanities

Resource Staff, as appropriate

Secretary: Administrative Assistant, IBH program

(non-voting)
The Program Director will be selected by a committee co-chaired by the Deans (or their delegates) from the Faculties of Business and Humanities. The normal term appointment for the Program Director shall be five years, with the possibility of renewal. Every effort will be made to rotate the Directorship of the program between Business and Humanities depending on the interest and qualifications of the faculty members. The Program Director will be accountable to the program’s Executive Committee (see below) and will report jointly to the Deans of Business and Humanities. Remuneration for the Program Director (e.g., stipend, course releases,) will be provided by the Program. Terms of Reference for the Program Director position is attached.

**Executive Committee**

An Executive Committee comprised of the following members provides oversight for matters related to program finances and program resourcing. The Executive Committee will meet once per year, at a minimum, to review financial results and to review and approve any required changes.

- Dean, Faculty of Business
- Dean, Faculty of Humanities
- Associate Dean (Academic), Faculty of Business
- Associate Dean (Academic), Faculty of Humanities
- Director, Integrated Business and Humanities program

**Consultants:**

- Director, Finance and Administration, Faculty of Business
- Director, Finance and Administration, Faculty of Humanities

3. **Revenue and Expense Sharing**

The Integrated Business and Humanities program income will derive from the combination of BIU and Tuition funds and Application/other miscellaneous fees.

The Net Revenue, which is defined as the BIU and Tuition funding (based on program FTEs, rates and weights) less Central support unit costs (based on program cost drivers), will be allocated to the Faculty of Business through the McMaster Budget Model. The Net Revenue allocations are released at a Faculty level; however the Faculty of Business will request the breakdown by
program/department (including space, student and employee FTEs, etc.) in order to correctly attribute the Net Revenue to the Integrated Business and Humanities Program. The miscellaneous and other fees will be received directly into the Program account.

It is the responsibility of the Faculty of Business to create a separate cost center in the MOSAIC system to collect the program revenues (allocated or otherwise) and expenses.

Expenses charged to the program’s cost center will include all direct program costs including, but not limited to:

- Full time, Faculty teaching generally will follow the “Recovery for Faculty members teaching outside the Faculty” guidelines. Costs per course shall be established and agreed upon each year by the Executive Committee. Each faculty will receive salary recoveries equal to these rates at the end of each term.
- The Faculty of Social Sciences will be compensated for its service teaching as outlined in the attached Letter of Understanding
- Sessional faculty costs (or other part-time faculty costs), as required, at the salary rates outlined in the Faculty of Business’ Salary Scale
- TA costs
- Support Staff – salaries and benefits for the Administrative Assistant including the direct costs incurred by the Faculty of Business' undergraduate advising office
- Director stipend and course relief
- Indirect costs related to administration and technology incurred by the Coordinating Faculty as agreed annually by the Executive Committee
- Scholarships funded from operating revenue
- Non-salary expenses

The Director of Finance and Administration for Faculty of Business will have the overall responsibility of preparing the Financial Statements, surplus/deficit allocations to each of the Participating Faculties and annual Budget submission and review processes.

The Surplus/Deficit of a program account*, calculated as the Revenues less Expenses, shall be shared across the Faculties on the following basis:

| Faculty of Business | 65% |
The above ratios may be adjusted with agreement by the Executive Committee in any year where actual contributions by participating faculties differ from those described above.

*Note: Deficits that may arise as part of the program start-up shall be retained by the cost centre subject to the approved break-even schedule in the program proposal budget.

4. Teaching Assignments and Cost Recoveries

The Program Director will be responsible for securing the proper teaching for each of course in the program. The coordinating faculty will receive these teaching assignments each term for the purpose of processing the agreed to compensation to the participating faculties.

Each participating faculty will be responsible for paying any overload payments to their respective full time faculty that may arise.

Courses that need to be staffed by Sessional faculty will be posted and hired by the program staff under the direction of the Program Director and the costs will be charged to the program cost center.

Teaching Assistantships

Teaching Assistants will be hired by the faculty department or area and the costs will be charged directly to the program cost center.

Program Membership/Faculty Participation (*details to come*)

All faculty who participate in the program through teaching, supervision, or administration must be approved for participation through the interdisciplinary program membership form, which describes
their anticipated involvement in the program over the upcoming [XX YEAR, normally 5 years] period. The form must be approved and signed by the faculty member’s Chair (or equivalent), as well as the Program Director, the Faculty Dean, the Associate Vice-President and Dean of Graduate Studies (for Graduate Programs) and the Provost and Vice-President Academic. [n.b., this form is essentially the same as the associate membership form; we’ll add the link here once it is live]

5. **Faculty of Convocation**

Students in Integrated Business and Humanities program will convocate as a cohort from the Faculty of Business.

6. **MOA Term, Review, Modification and Termination**

The MOA shall be in force for the five year period from [DD/MM/YY] through [DD/MM/YY]. Within 6 months of the end date of the MOA, the relevant Faculties must review the MOA to determine if revisions or modifications of the MOA are required for the next MOA period.

To ensure proper alignment between the MOA and ID program operations, the following list presents key points that should trigger a review and revision of the MOA document, in addition to the review period established by the Executive Committee:

1. A requested review by the Faculty Deans;
2. The MOA is soon to or has expired;
3. A material decrease or increase in student enrollment;
4. A decision by the program governing body to review the MOA;
5. Student threshold size is reached and potential new structural developments should be considered;
6. A change in the Coordinating Faculty
7. Recommended revision by the McMaster Quality Council.

In the event of Program termination, the MOA shall be deemed null and void.

**Signatures**

The following signatures are required to confirm the acceptance of the MOA. After which, the MOA must be sent to the University Secretary, who will provide copies to each participating Faculty Dean
as well as to the Associate Vice-President and Dean Graduate Studies, and the Provost and Vice-President Academic.

Per: __________________________
Name: Leonard Waverman, PhD
Title: Dean, Faculty of Business

Per: __________________________
Name: Ken Cruikshank, PhD
Title: Dean, Faculty of Humanities