

## **Senate Committee on Academic Development** Report to Senate - Meeting of May 27, 2014

### **Proposal to establish an Undergraduate Certificate in Business, in Queen's School of Business**

#### **Introduction**

The proposal to establish an Undergraduate Certificate in Business in Queen's School of Business was reviewed by the Senate Committee on Academic Development (SCAD) at its meeting on May 7, 2014. D. Saunders (Dean, Queen's School of Business); L. Garnier (Executive Director, Commerce Program) and E. LeBlanc (Director of Accreditations, QSB) attended the meeting to speak to the proposal and answer questions from Committee members. Members of SCAD were provided with the submission form for the creation of a new undergraduate certificate.

#### **Analysis and Discussion**

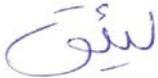
The following should be noted:

- The proposed Undergraduate Certificate in Business is geared towards non-business undergraduate students who wish to gain an introductory understanding of the foundation of business;
- Students enrolled in the Certificate program will be required to complete six Commerce courses over a three-year period. In order to ensure the desired level of competency, a minimum grade of C+ in each course is required;
- Delivery mode for the courses will vary between in-class, tutorials and on-line. Some courses will be available during the summer term;
- For the inaugural year, admission will be restricted to Arts and Science students;
- No additional resources will be required in the initial offering of the program. If the demand for the Certificate increases, surplus from tuition will be used to hire additional faculty and staff to stabilize the program;
- If the relevant academic regulations permit, SCAD encourages Queen's School of Business to explore expansion of the certificate program to allow admission from other Faculties/Schools.

**M o t i o n**

**that Senate approve the proposal to establish an Undergraduate Certificate in Business in Queen's School of Business effective September 2014.**

Respectfully submitted,



Laeaque K. Daneshmend, PhD, DIC  
Chair, Senate Committee on Academic Development

**Committee Members:**

H. Abdollah, Medicine  
L. Anstey, PhD'15, Education  
L. Daneshmend, Deputy Provost (Chair)  
I. Duchaine, BAH'14 (History)  
J. Emrich, Faculty of Law

A. Gill, BCom'15  
D. Hutchinson, Geo Sciences & Geo Engineering  
A. Jack-Davies, Health Counseling & Disability Services  
K. McAuley, Chemical Engineering  
P. Oosthuizen, Academic Colleague

## NEW UNDERGRADUATE FOR-CREDIT CERTIFICATE PROPOSAL

### *Expedited Approval Submission Form*

Once the Pre-Approval process for a new Undergraduate Program is completed, and permission obtained from the Provost Office to submit a full proposal for an Expedited Approval, this template is to be used for a new for-credit Senate-approved Undergraduate Certificate (normally defined as a coherent subset of an existing degree program). New Undergraduate Certificate submissions must receive the approval of the appropriate Faculty Board(s) (or equivalent) and the Provost prior to submission to the Senate Office for referral to the Senate Committee on Academic Development (SCAD) which will then make its recommendations to Senate. Academic Units are strongly advised to contact the appropriate Faculty Associate Dean(s) with any questions that arise during this proposal development. Refer also to the [Guide to QUQAPs](#).

**NOTE: the textboxes in this template will expand as needed**

#### Part A – General Summary

Name of Proposed Certificate:	Certificate in Business
Academic Unit(s):	School of Business
Proposed Start Date:	September 2014
Type of Study: <i>(full-time, part-time, both)</i>	Full-time

Contact Information (1)		Contact Information (2)	
Name:	Lori Garnier	Name:	Eric LeBlanc
Title:	Executive Director, Commerce Program	Title:	Director, Accreditation & Special Projects Office of the Dean
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#### **Executive Summary (1 page maximum suggested – minimum font size 11)**

*Briefly summarize the rationale for introducing this new Undergraduate Certificate and how it fits with the academic goals of the Faculty/School and University. Briefly describe: the educational goals and learning outcomes; internal or external collaboration required to deliver this program; how the program relates to the existing undergraduate program(s); what is the target market; how the relevant stakeholders (e.g. faculty, staff, students) were consulted in preparing the proposal; and additional resources required.*

The “Certificate in Business” allows non-business undergraduate students to obtain their degree while having the ability to gain recognition for achieving an introductory knowledge in key foundational areas of business. The Certificate has been structured with consultation with the Faculty of Arts and Science to ensure that students are able to earn the Certificate while pursuing their degree. Although this Certificate consists of six 3.0 unit courses, it will be implemented in the same manner as a dual degree and will be noted on their transcript. In addition to the traditional lecture method in teaching, students will also be exposed to case studies, team work and simulation exercises while having a discussion element allowing them to bring their unique insights into the classroom setting. To ensure access, courses will be offered in-class and on-line.

In addition to the interdisciplinary nature of the Certificate, the Student Learning Experience will be addressed by the focus on the academic skills listed in the Academic Plan: critical reading, effective writing and communication, numeracy, inquiry, critical thinking, problem solving, academic integrity, effective collaboration and intercultural literacy. The delivery mode of these courses will vary between in-class and on-line, however the assessment of work will be done through assignments (individual and team), written deliverables, simulation exercises, class participation and examinations. These methods of deliverables ensure students receive a breadth of learning experiences and enable them to bring their own viewpoints forward to tie into course content.

The focus of the Certificate is to provide non-business undergraduate students with an understanding of the foundations of business through the completion of six introductory level courses. These courses will use a variety of learning methods including lecture, class discussion, team work, simulation exercises and presentations. The outcomes associated with each course will focus on gaining an understanding of each business area and how decisions in each area impact the organization as a whole. In addition, students will be able to use frameworks and processes to be able to identify key business problems, develop and implement solutions. The use of teams, class discussions and simulations allow students to understand the limits of the application of theory and how different experiences and the human element play a role.

The Certificate builds upon the key competencies already inherent in the Queen's Bachelor of Commerce program and mirrors key introductory topics addressed in the program's core. It fits with the academic goals of the University. As mentioned in Queen's University Academic Plan, students do attend university to "learn about specific fields of knowledge..." however, this should not prevent a student from having "...significant interdisciplinary encounters. Queen's should promote interdisciplinary (in its broadest sense) while ensuring that individual disciplines are not eroded"

To ensure that all aspects were considered, a stakeholder analysis was completed which gathered opinions and feedback from Queen's School of Business faculty, Commerce students, Arts and Science students, alumni and employers.

## **Part B – Evaluation Criteria**

Part B is to be completed by the Unit/Faculty.

In accordance with Queen's University Quality Assurance Processes (QUQAPs), the criteria should be regarded as the minimum criteria upon which the new program submission will be assessed. Further information can be found in [Guide to QUQAPs](#).

## 1. Introduction

1.1 Describe how the Certificate is consistent with the [University's mission and values](#) as well as the academic goals of the Faculty(ies) and Unit(s).

The "Certificate in Business" is consistent with the University's mission and values. The Certificate provides an option to non-business undergraduate students to enhance their degree through the acquisition of foundational business knowledge. Enhancing an individual's degree increases the quality of their experience. Having a high quality experience increases the reputation and reach of the institution which is stated directly in the Queen's University Mission. "The University will build on the strength that is Queen's – students, faculty, staff and alumni – to be among the best of the internationally known universities in Canada recognized for:

- the exceptional quality of undergraduate and graduate students and programs in the arts, sciences and professions..."

The Certificate also aligns with the Queen's School of Business mission which is "we develop outstanding leaders with a global perspective, and create new knowledge that advances business and society." The purpose of the Certificate is to help empower undergraduate students from a non-business discipline with the knowledge to become effective leaders within their chosen careers.

1.2 List the Objectives of the Certificate and specify the anticipated learning outcomes and career paths [Refer to UDLEs, p.31 of [QUOAPs](#)].

1. Depth and Breadth of Knowledge: The Certificate will provide a solid understanding of the foundations of business. Core business topics are covered and the connectedness between each business area is addressed on how it impacts the operation of an organization. Each course in the Certificate uses a variety of different teaching methods. These methods include lecture, class discussions, case analysis, quantitative analysis, simulations, group work and presentation.

### 2. Knowledge of Methodologies

The content covered requires students to name, define and describe different methods for approaching problems or decisions and how those solutions impact the organization as a whole. The focus is on developing a sound business base followed by the development of options and rationales that build upon the content being taught.

### 3. Application of Knowledge

Application of knowledge is demonstrated through the deliverables which require individual and group work. Each course is structured to guide students on how to identify key challenges within each business area and provide them with the opportunity to address the challenge. Students will be provided with numerous opportunities in each area of business to apply models to prepare strategies to solve business issues as presented in cases, exams, simulations and discussions of current business events.

### 4. Communication Skills

Students are required to demonstrate their communications skills through individual and group written work, group presentation work, and ability to integrate quantitative analysis to support a decision. Students will be exposed to numerous communication tools and skills and will have to apply that knowledge to communicate business concepts and solutions effectively in both written and oral formats.

### 5. Awareness of limits of knowledge

Each course taught is an introduction to each business area, therefore limitation of knowledge is inherently part of the Certificate.

## 6. Autonomy and professional capacity

Group work is part of each course and is combined with a deliverable. Students are also required to complete a peer evaluation for COMM 200 which examines the role of each team member. In addition, topics such as ethics and social responsibility are addressed specifically in COMM 200 and COMM 251 and more generally in COMM 231.

*1.3 Explain how the objectives will be achieved (e.g. course work, teaching and research seminars, independent research, laboratory and technical training, internships, practica, major research papers, and thesis).*

The objectives will be achieved by completion of individual and group assignments, group presentations, case study analysis, problem sets and examinations (where appropriate).

## 2. Program Regulations

*2.1 Admission Standards - Describe the admission standards for the proposed Certificate Program, including degree, diploma and/or course requirements, and any other specific standards with reference to the learning outcomes and expectations of the Program. Provide the rationale for standards that differ from those set by the Faculty for degree programs and departmental requirements for entry to undergraduate degree programs. If applicable, indicate policies/procedures to encourage applications from qualified under-represented groups (e.g. Aboriginal people, visible minorities or persons with disabilities).*

To be considered for admission into the Certificate in Business, students must be enrolled in an undergraduate degree program. Admission is based on having a minimum cumulative GPA of 2.60. This is consistent with the minimum cumulative GPA student's at Queen's are required to have to be considered for admission into a dual degree.

While in the Certificate, students are required to obtain a minimum grade in each course of a C+.

## 3. Certificate Structure and Requirements

*Describe the Certificate under the following headings (as applicable)*

*3.1 General Certificate Requirements – Describe the program duration and rationale, total number of courses, examinations, progress reports, advisory committees, etc.*

The Certificate will consist of six Commerce courses as listed:

COMM 200 Introduction to Business  
COMM 211 Introduction to Financial Accounting  
COMM 212 Introduction to Management Accounting  
COMM 221 Introduction to Finance  
COMM 231 Introduction to Marketing  
COMM 251 Organizational Behaviour

These courses will be taken in-class and on-line over a three year period. Students will be required to meet a minimum grade in each course of C+.

The Certificate content will be monitored by the Undergraduate Curriculum Committee that reports to the Queen's School of Business Faculty Board.

*3.2 Course Requirements – In Table 1 below, list core (required) courses, optional courses (e.g. select X from the following list) and elective courses (indicate level and disciplines).*

<b>Table 1. Course requirements</b> <i>(add additional rows as needed)</i>		
<b>Course/Credit (number and name)</b>	<b>(C)ore, (O)ptional or (E)lective</b>	<b>Proposed Instructor(s) and Home Academic Unit</b>
COMM 200 Introduction to Business / 3.0 units	C	D. McCaugherty (Business)
COMM 211 Introduction to Financial Accounting / 3.0 units	C	N. Zhang (Business)
COMM 212 Introduction to Management Accounting / 3.0 units	C	B. Malsch (Business)
COMM 231 Introduction to Marketing / 3.0 units	C	L. Ashworth (Business)
COMM 221 Introduction to Finance / 3.0 units	C	M. Al Guidy (Business)
COMM 251 Organizational Behaviour / 3.0 units	C	W. Cooper (Business)
<i>Use space below to comment on Table 1</i>		
All courses listed above are currently being offered by QSB. There is no requirement to create any new additional courses.		

3.3 **Course Descriptions** - For each *EXISTING* and *NEW* undergraduate course that is part of the proposed Certificate, provide a calendar description below and append/embed the course outline in Section 12.

**COMM 200 Introduction to Business (3.0 units)**

This course will develop an appreciation of the role of the manager and business in society. It will discuss Canadian and global trends and issues – political, economic, technological, and ethical – that affect business and management. The course will introduce the student to the nature of the modern corporate enterprise, large and small, and begin the building of business analysis skills.

This course is not open to students enrolled in the Commerce Program.

**COMM 211 Introduction to Financial Accounting (3.0 units)**

As the initial course in accounting, this course provides a foundation of accounting knowledge necessary to the fuller appreciation of many aspects of business. The structure of the process of accounting is studied, with particular emphasis on the use, interpretation, and communication of financial information.

This course is not available to students enrolled in the Commerce Program.

**COMM 212 Introduction to Management Accounting (3.0 units)**

An examination of the internal accounting model and related information systems designed to keep the manager informed for the purposes of planning and controlling the organization's operations.

**PREREQUISITE** COMM 211 and an introductory course in Economics.

**CO-REQUISITE** ECON 110 or equivalent

This course is not available to students enrolled in the Commerce Program.

**COMM 221 Introduction to Finance (3.0 units)**

The focus is on financial decisions of the firm and the consumer. The two main tasks of financial management, investment choices and financing choices, are examined with emphasis on separation of the investment decision and the owners' consumption decisions, on net present value in capital budgeting, and on capital structure. The course examines choices of portfolios by consumers and how these choices lead to equilibrium opportunity rates.

**PREREQUISITE** COMM 211 (3.0 units)

This course is not open to students enrolled in the Commerce Program.

**COMM 231 Introduction to Marketing (3.0 units)**

This course provides students with knowledge of the concepts of marketing as well as an understanding of how these concepts are applied in the management of the firm. Specifically, the objectives are: to provide a working knowledge of the basic theories and concepts in marketing; to develop decision-making skills and abilities and to gain experience in developing marketing strategies and plans. The course is taught using a combination of lectures, discussions, case analyses, student presentations, and exams.

This course is not open to students enrolled in the Commerce Program.

**COMM 251 Organizational Behaviour (3.0 units)**

This course introduces students to the study of human behaviour in organizations. The purpose is to provide a coherent account of the causes and consequences of organizational behaviour. Lectures, discussions, cases and exercises will be used to broaden the students' understanding of working environments. Whenever possible, students' own employment experiences will be drawn upon as a basis for understanding the concepts discussed.

This course is not open to students enrolled in the Commerce Program.

3.4 **Certificate Timelines** – In a table or figure, summarize the expected progress through the Certificate by term to completion. If both full-time and part-time studies are proposed, specify timelines for each.

**Table 2. Expected program progression through to completion** (format is optional; modify as needed)

Year 1			Year 2			Year 3		
F	W	SS	F	W	SS	F	W	SS
		COMM 251	COMM 200 COMM 211	COMM 212		COMM 221	COMM 231	

3.5 **Other matters**- Comment on any special matters and innovative features.

Currently courses are offered in-class with some being offered on-line. This format would continue to be used for the Certificate.

#### 4. Program Content

4.1 Explain how the curriculum of the proposed Certificate addresses the current state of the discipline and /or profession.

The Certificate's purpose is to provide an introductory level of knowledge in key business areas to undergraduate students from a non-business program. The Certificate builds upon the key competencies already inherent in the Queen's Bachelor of Commerce program and mirrors key introductory topics addressed in the program's core. As such, courses in the Certificate benefit from the same curriculum review that occurs on a regular basis, soliciting input from current students, faculty, alumni and prospective employers to ensure that content remains relevant and current.

4.2 Identify any unique curriculum, innovations or creative components.

The Certificate will use innovative learning techniques such as business simulations which allow students to apply the knowledge being taught. In addition, teamwork is an important aspect to each course and allows students to understand the challenges and successes of working in teams.

4.3 **Academic Integrity** - Explain how the Certificate educates students on the importance and role of academic integrity.

Academic Integrity is addressed directly in each course syllabus. Individual faculty members also set out in their course outlines specific instructions as to what may or may not be acceptable practices for their own courses (e.g. many do not require citation of materials they themselves have provided).

Students are provided information regarding Queen's Academic Integrity Policies and those within QSB. Students who will be taking the Certificate courses will be required to use Queen's School of Business learning environment (Desire to Learn). Before students are able to access each course, students are required to read and acknowledge receipt of the information contained in the academic integrity policies for Queen's and QSB.

In addition, the idea of integrity is specifically addressed in COMM 200 and COMM 251 and although not specific to an academic setting, the relationship between integrity in a work environment versus a student environment can be made.

<b>5. Assessment of Teaching and Learning</b>			
5.1 <b>Degree Level Expectations (DLE)</b> – In Table 3 below, summarize how the Certificate’s structure and requirements address each DLE listed as well as any additional program-specific UDLEs [Refer to p.31 <a href="#">OUQAPs</a> ]			
<b>Table 3. Mapping curriculum and degree level expectations (DLEs)</b> (add rows as needed)			
<b>DLE</b>	<b>Learning Outcomes</b>	<b>Relevant Courses, Academic Requirement</b>	<b>Indicators of Achievement</b>
<i>Depth and breadth of knowledge</i>	Each student will gain a theoretical understanding in key business functional areas and then use that knowledge to understand the impact those areas have on the organization and business decisions as a whole.	COMM 200, COMM 251, COMM 231, COMM 211, COMM 212, COMM 221	Students will demonstrate the ability to describe and recognize business principles and their application to real world issues via assignments, exams, case analysis, simulations, and presentations.
<i>Knowledge of methodologies</i>	Students must be able to assess a situation and be able to identify key problems.	COMM 200, COMM 251, COMM 231	Will be demonstrated in individual and group assignments and larger projects where students will need to use appropriate frameworks and complete an assessment to identify and describe key business challenges.
<i>Application of knowledge</i>	Students must be able to use frameworks/processes to develop and implement solutions to a variety of business problems. In addition, understand how quantitative information can be used to identify a problem or support a solution.	COMM 200, COMM 251, COMM 231, COMM 211, COMM 212, COMM 221	Students will analyze and prepare solutions to real-life business situations to demonstrate their ability to use course content to develop and implement solutions.
<i>Communication skills</i>	Each student will develop and hone professional communications skills, both in writing and orally.	COMM 200, COMM 251, COMM 231	This will be demonstrated through oral presentations, course projects (both written and verbal) and individual assignments. To prepare business communications to effectively and efficiently communicate business issues and solutions.
<i>Awareness of limits of knowledge</i>	Understand the challenges associated with working in teams.	COMM 200, COMM 251, COMM 231, COMM 211, COMM 212,	Student will be required to not only

	Understand the different opinions and experiences individuals have and how they shape their interpretation of situations. To recognize that further expertise is required from those with greater knowledge in the various disciplines within business.	COMM 221	analyze and propose business solutions but also identify the limitations/challenges of each solution and develop an implementation plan.
<i>Autonomy and professional capacity</i>	Each student will develop an understanding of ethics in business. They will also be exposed to the challenges associated with working in a team and how to address team integrity and ethics.	COMM 200, COMM 251, COMM 231, COMM 211, COMM 212, COMM 221	Students will demonstrate this through the application of content through written individual and team projects, and group presentations. Integrity and ethics are addressed in course content and team functioning is addressed through peer evaluations.
<i>... (add program-specific DLE)</i>			
<i>Use space below for comments on Table 3. Include discussion of how indicators of achievement associated with the Certificate Program differ from or overlap with those of the Degree Program(s) from which the courses are drawn. (as applicable)</i>			
<p>The courses offered in the Certificate do mirror courses offered in the Bachelor of Commerce program. Because of the similar goals of the Certificate and the BCOMM program, there is some other lap in the learning outcomes. However, because the Certificate students are not being exposed to upper level content in the business areas addressed, the learning outcomes and indicators of achievement will vary. This is due to the introductory nature of the Certificate.</p>			

5.2 *Describe how the proposed methods of assessing student achievement relate to the Certificate's learning outcomes and degree level expectations.*

All courses use a variety of different methods of assessment.

Conventional assignments with problem-sets, and where appropriate, examinations.

Assignments that use case studies – Case studies bring real world business problems to the classroom and allow students the ability to apply course content to develop a plan or solutions. Students then have the opportunity to discuss the limitations of each plan or solutions to what is currently happening with that business/industry.

Simulation exercise – This exercise allows students to apply course content throughout the length of a course. Decisions are made by teams, and impact the financial success of a business in a specific industry. Students are evaluated not on their success but their learning from the decisions they made and the impact they had.

Group projects and presentations – Where appropriate, courses will require teams to undertake projects and assignments based on real world business problems. This allows for the team of students to pool their knowledge and discuss the application of the content. Different opinions and viewpoints are brought into the discussion and again the learning comes not only from applying the content but from understanding how different experiences and views impact decisions.

5.3 *Outline the plans for documenting and demonstrating the level of performance of students [Refer to UDLEs p.31, [QUQAPs](#)]*

This Certificate contains six required courses weighted at 3.0 units each. Each course will require assignments, examinations, group work, etc. Each course has multiple assessments and uses a variety of methodologies to assess student performance. These include written assignments, oral presentations, team based submissions, tests, examinations, situational analysis via business cases and current events and performance in simulations including reflective submissions of lessons learned. To ensure a certain level of competency is gained in each subject area, students will be required to obtain a course grade of C+ in each Certificate course in order to successful complete the Certificate.

## **6. Mode of Delivery**

6.1 *Explain how the proposed mode(s) of delivery meets the Certificate's learning outcomes and the DLEs. Comment on the relationship between mode of delivery and accessibility requirements.*

Conventional lecture format: Students are taught the theory behind each business area as well as key concepts, frameworks and processes needed to understand problem identification, alternative development, implementation and assessment.

Simulations: Business simulations allow students to apply the course content and see how each decision impacts organization as a whole.

Team work: In addition to course content, the application of concepts and processes is impacted by individuals who are overseeing them. Teamwork exposes students to the challenges of managing people and how different viewpoints impact business decisions.

Class discussion: To help reinforce the concepts being taught, class discussion enables students to

enquire deeper and understand how their experiences tie into the theory/concepts being discussed.

6.2 **Distance Delivery** - Where students may take the same Certificate *or elements of it* in two different modes of delivery, indicate how consistency in the Certificate requirements and standards will be assured. Describe how a learning community will be fostered, how regular interactions with faculty, students, etc., will be assured, and comment on access to materials, resources, and technology.

The Certificate courses that are offered on-line use the same teaching materials as in-class courses. In addition, in most circumstances, the faculty member teaching the on-line version is the same faculty that is teaching the in-class version, or they are responsible for co-ordinating across all sections of the course, ensuring consistency across sections and delivery modes.

**7. Anticipated Enrolment**

7.1 Indicate how many new students the Certificate program is expected to attract; describe the strategies to recruit students, and indicate how many students must be accommodated by other departments/units (as applicable). Indicate which departments/units will be affected and how.

It is estimated that the Certificate will attract 80 students in its first year. These students will be informed through the Arts and Science faculty via email, communication with the undergraduate society and through word of mouth. In addition, information regarding the certificate program will be used as within the promotional material for Arts and Science that is targeted to high school students during the normal recruitment processes.

7.2 In Table 4 below, summarize the projected intake and enrolments by year until steady-state is reached (modify table as needed).

**Table 4. Anticipated intake and enrolment in Certificate Program**

	Year 1	Year 2	Year 3
Certificate			
Intake	80	80	80
Enrolment		160	240

Use space below for comments on Table 4. Include comments on whether enrolments in the existing degree program(s) might be affected in any way.

**8. Resources**

Provide evidence that the Academic Unit(s) has the necessary resources to implement and deliver the proposed new Certificate under the following headings (where applicable).

8.1 **Faculty** – Identify faculty members who will be involved in the delivery of the proposed Certificate and comment on the adequacy of these resources. Complete Table 5 below.

Submit completed CV modules for faculty members not listed as core in the degree program from which the

*Certificate is derived (core faculty are defined as tenured, tenure-track, and emeritus faculty).*

**Table 5. Faculty associated with the proposed Certificate Program** (add rows as needed)

<b>Faculty Member (Home Unit)</b>	<b>Rank/Status</b> <i>(Tenured, tenure track, continuing adjunct, term adjunct, special appt, emeritus, etc.)</i>	<b>Total Undergrad Teaching</b> <i>(incl new Program)</i> <i>(units)</i>	<b>Total Grad Teaching</b> <i>(units)</i>
Darren McCaugherty (School of Business)	Lecturer	6.0	0.0
Laurence Ashworth (School of Business)	Associate Professor	3.0	6.0
Ning Zhang (School of Business)	Assistant Professor	12.0	
William Cooper (School of Business)	Professor	9.0	3.0
Betrand Malsch	Assistant Professor	3.0	4.5
Mohamed Al Guindy (School of Business)	Lecturer	3.0	

*Use space below to comment on Table 5*

No additional resources will be required in the initial offering of the program. In subsequent years the projected surplus may be used to hire additional faculty members in order to stabilize the program staffing as should the demand for the Certificate increase and/or be offered to students from other institutions.

**8.2 Staff - Comment on the adequacy of the staff complement to support the Certificate Program (administrative, technical, IT, laboratory, etc.).**

No additional resources will be required in the initial offering of the program. In subsequent years the projected surplus may be used to hire additional staff should the demand for the Certificate increase and/or be offered to students from other institutions.

**8.3 Space Requirements - Describe the space (work space, laboratory space, office, classrooms) and equipment needed to support students' academic activities.**

All of the teaching for the program will be conducted in Goodes Hall or online. Requirements consist of classroom space that can accommodate 80 in each section of each course. Administration of the program will be situated in the Commerce Office which has sufficient space for staff responsible for the Certificate. As such the addition of the Certificate can be accommodated in the current facilities of Goodes Hall.

**8.4 Program Administration – Describe how the Program will be administered (e.g. admissions, tracking progress, curriculum, etc.)**

The Commerce Office will administer admissions. Processes currently in place for similar activities (e.g. admission of transfer students) will be utilized and are easily scaled to meet the needs of the Certificate. Student performance will be monitored in a similar fashion as current students in the courses and curriculum reviews will remain a part of the Commerce Program cycle.

8.5	<p><b>Information Technology</b> - Describe the information technology needed to support the delivery of the program and to support the student's scholarship. Indicate the resource implications for hardware, software/internet, audio-visual, telecommunications, etc. Indicate person contacted and date of ITS consultation.</p>
	<p>All students will receive the same level of IT support as our other programs. A full wireless network as well as a physical IT Helpdesk is in place at Goodes Hall providing students with complete access and support. The Certificate students will have access to IT facilities within Goodes Hall including the Help Desk that have experience supporting students and faculty in all QSB programs. Given that students who enrol in the Certificate are existing students at Queen's, there is no anticipated impact to IT resources.</p> <p><b>Date:</b> _____</p>
8.6	<p><b>Library</b> - Provide information about library support holdings, availability of and access to library resources relevant to the proposed Program(s).</p>
	<p>Given that the program is not research intensive we anticipate no increase in the use of library resources.</p>
	<p>Indicate what <b>new</b> library resources will be needed (e.g. journals, print monographs, audio-visual material, historical documents, electronic databases, statistical/geospatial data).</p>
	<p>No requirements for new library resources are anticipated</p>
	<p>Indicate the likelihood of the Program having an impact on the Library staffing. Provide date that consultation with the Library staff took place.</p>
	<p>No impact on library staffing is anticipated.</p> <p><b>Date:</b> _____</p>
8.7	<p>Describe any additional resources required that are not currently available. Provide evidence of institutional commitment to supplement existing resources as needed. [See also <a href="#">Budget modules</a>]</p>
	<p>No additional resources will be required in the initial offering of the program. In subsequent years the projected surplus may be used to hire additional faculty members or administrative staff in order to stabilize the program staffing as well as bring on new faculty for succession planning purposes should the demand for the Certificate increase and/or be offered to students from other institutions.</p>

<b>9. Other Matters</b>	
<i>9.1 Provide evidence of student demand for the Certificate Program and describe how this information was obtained.</i>	<p>The “Certificate in Business” was created to support students in the Faculty of Arts and Science who would like to have a fundamental understanding of business in addition to their undergraduate studies in humanities, arts, or science.</p> <p>To understand the interest/demand in offering a “Certificate in Business”, a survey of Arts and Science students was completed. Of the approximately 9000 students that were surveyed, 1500 responded. Questions asked focused on current course enrolments, ability to take Commerce courses and course topics of interest. In addition, students were provided a description of the “Certificate in Business”, told there would be an additional cost and then asked, “Based on the description, what is the likelihood of you enrolling in the “Certificate in Business”. 65% of the respondents answered with “Likely” or “Very Likely”. In addition to the positive results of the survey, there have been several points of contact with Arts and Science students asking about a Certificate start date.</p>
<i>9.2 Explain how the Certificate Program will fulfill societal need. Comment on similar certificates offered elsewhere and why the proposed Certificate Program will be attractive to applicants (include any unique or innovative elements/features).</i>	<p>In exploring the option for a “Certificate in Business”, understanding what other institutions were doing was explored. There are a variety of different certificates being offered at Canadian and American Universities. The names, structure, admission requirements and progression requirements vary. Most certificates are for open learners with a combination of in-class and on-line courses. Structure and format vary ranging from all required courses to required courses with some elective choice.</p> <p>In addition to the idea that this is not an unknown option in the marketplace, is the idea of impact. Over the last two years, the media has capitalized on the “underemployment” of arts students (<a href="http://www.theglobeandmail.com/report-on-business/economy/canada-competes/why-are-we-training-our-arts-grads-to-be-baristas/article4507579/">http://www.theglobeandmail.com/report-on-business/economy/canada-competes/why-are-we-training-our-arts-grads-to-be-baristas/article4507579/</a> and <a href="http://www.cbc.ca/news/canada/why-are-so-many-of-canada-s-young-people-out-of-work-1.1370260">http://www.cbc.ca/news/canada/why-are-so-many-of-canada-s-young-people-out-of-work-1.1370260</a> ). These challenges have surfaced at Queen’s. To supplement an Arts and Science degree with a Certificate in Business, allows these students to become business literate and more attractive to employers. In a survey completed of 50 employers associated with the Bachelor of Commerce Program, when asked if a job applicant who is a non-business undergraduate from Queen’s University and who has an additional “Certificate in Business”, becomes a more attractive applicant”, 53% either agreed or strongly agreed.</p>
<i>9.3 For new Professional Certificate programs, provide evidence that the Certificate is congruent with the regulatory requirements of the profession.</i>	<p>Not applicable.</p>

## **10. Equity, Diversity and Accessibility**

*10.1 Describe how the proposed new Certificate Program will address equity considerations, including (but not limited to) issues of particular concern for the groups identified in the University's various [Equity programs](#).*

As Queen's University recognizes that some persons with disabilities may use personal assistive devices while accessing any service or location of the campus, excepting in circumstances where the use of a personal assistive device contravenes policies and/or legislation governing the delivery of particular services, the program will ensure that all policies and facilities reflect statement. Goodes Hall is fully accessible. The classroom can easily accommodate those with special needs including wheelchairs and walkers. Given the high level of technology in the facility, those with personal assistive devices should be able to be accommodated.

In addition, students will be made aware of services available via Queen's Disability Services so that they may receive information and guidance as to how to make arrangements for accommodation they may require.

## **11. Quality and Other Indicators**

*11.1 Define indicators that will provide evidence of the quality of the faculty and how they will be used (e.g. qualifications, teaching effectiveness, supervisory/mentorship ability, research impact, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed Certificate Program).*

Courses within the Certificate will be taught by a mix of academic and professionally qualified faculty. This will ensure that students receive a blend of research and practiced based methodologies and skills. All faculty have been involved in teaching courses within the Commerce program and have a record of teaching excellence base upon student feedback.

*11.2 Comment on the Certificate program structure and faculty attributes (including research activity) that will ensure the intellectual quality of the student experience.*

While the Certificate consists of courses designed to impart practical skills that students will be able to draw upon in a professional setting, the majority of the faculty teaching the courses are tenure/tenure track, actively engaged in research that reflects new innovative lines of inquiry that they bring into the classroom.

## 12. Supporting Documentation – Unit(s) Input

*Append (embed) any additional information that is pertinent to the Program(s) and that supports the narratives in Part B (Sections 1-11). For example, as relevant and available, append/embed the following:*

*[This is not a complete list, and is only intended to provide guidance; Units are encouraged to provide any additional relevant documents and data summaries as needed]*

- Letters of support from relevant Dept/Unit Heads, Associate Deans, Deans, etc.
- Letters of support from relevant external institutions or agencies
- Examples of national and/or international Programs which provide useful reference points for comparison (together with the rationale for the choice)
- Course Outlines
- Calendar Course Descriptions
- Student Manual (if available/applicable)
- Laboratory or Research Computing Equipment
- Major Laboratory Equipment and/or Facilities

## Part C – Administration & QC/Government Reporting Information

Part C is to be completed by the Department(s)/Faculty(s) in consultation with the Office of the University Registrar and the Faculty Office(s).

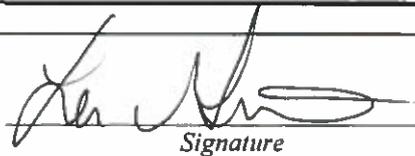
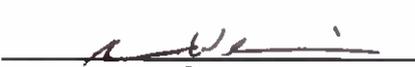
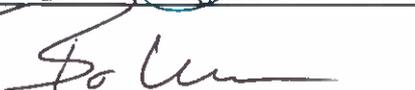
<b>12. Information for and/or from the Office of the University Registrar and/or the Faculty Office(s)</b>			
<b>12.1. Academic Administration</b>			
Academic Career		UGRD	
Department(s)/Academic Unit(s)			
School of Business			
Proposed Start Date	September 2014	Program duration	3 years
Expected enrolment			
<i>Initial Year</i>	80	<i>Steady State</i>	240
Program Name: Certificate in .... <small>(max 50 characters) (e.g. Bachelor of Science Honours)</small>		Degree <small>(max 4 characters) (e.g., BSCH)</small>	
Certificate in Business		CIB	
Academic Plan <small>(e.g. Life Sciences)</small>		Academic Sub-Plan <small>( e.g. Biomedical Discovery Track)</small>	
Business			
<b>12.2. Complete the following:</b>			
Will students be admitted part-time?		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Will all or part of the program be offered at the BISC campus?		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Will all or part of this program be offered via distance learning (e.g. online or blended learning?)		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>13. Course Information</b>			
New Courses with new subject code required?		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, suggested Subject Code _____			
<b>14. Tuition and Student Activity Fees</b>			
Tuition Fee	Fee will be equivalent to the per course fee for a Commerce course		

Fee Assessment Protocol <i>(Annual? Per term Or per course?)</i>	Per course
Student Activity Fees <i>UGRD - AMS</i>	N/A
Non-Tuition Fees	N/A

<b>15. Government Reporting</b>	
Proposed FORPOS	
Program Weight (BIUs)	
Proposed CIP Code	

## Part D - Authorizations

Part D is to be completed by the Faculty Office(s) following Faculty Board approval and then sent to the Provost Office for approval and signature.

<i>Date Approved by Faculty Board (or equivalent)</i>	<i>April 15, 2014</i>	
<i>Department/Unit Head(s)</i>	 <i>Signature</i>	<i>April 15/2014</i> <i>Date</i>
	_____ <i>Signature</i>	
<i>University Librarian</i>	 <i>Signature</i>	<i>25 April 14</i> <i>Date</i>
<i>University Registrar</i>	 <i>Signature</i>	<i>17 Apr. '14</i> <i>Date</i>
<i>Faculty Dean(s) or delegate(s)</i>	 <i>Signature</i>	<i>15 April '14</i> <i>Date</i>
<i>Chief Information Officer and Associate V/P (Information Technology Services)</i>	 <i>Signature</i>	<i>April 29 2014.</i> <i>Date</i>
<i>Vice-Provost (Planning and Budgeting)</i>	 <i>Signature</i>	<i>22 April 14</i> <i>Date</i>
<i>Provost and Vice-Principal (Academic)</i>	 <i>Signature</i>	<i>20.04.14</i> <i>Date</i>

Certificate Name \_\_\_\_\_

Insert Fiscal Year	Year 1	Year 2	Year 3	Year 4	Year 5
	Forecast	Forecast	Forecast	Forecast	Forecast
	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Intake</b>	50 00	80 00	80 00	80 00	80 00
<b>Enrolment</b>					
Returning Students Year 2	-	-	-	-	-
Returning Students Year 3	30 00	50 00	80 00	80 00	80 00
Returning Students Year 4	-	30 00	50 00	80 00	80 00
<b>Total Enrolment</b>	<b>80,00</b>	<b>180,00</b>	<b>210,00</b>	<b>240,00</b>	<b>240,00</b>
<b>Enrolment Domestic vs International</b>					
Domestic	80 00	100 00	210 00	240 00	240 00
International	-	-	-	-	-
	80 00	100 00	210 00	240 00	240 00
<b>Enrolment Reductions If any Required to Accommodate Growth in New Certificate</b>					
Domestic	-	-	-	-	-
International	-	-	-	-	-
<b>Total Reduction</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Per course fee</b>					
Year 1 students	\$ 1,417.30	\$ 1,488.16	\$ 1,562.57	\$ 1,640.70	\$ 1,722.74
Year 2 students	\$ 1,417.30	\$ 1,488.16	\$ 1,562.57	\$ 1,640.70	\$ 1,722.74
Year 3 students	\$ 1,300.43	\$ 1,488.16	\$ 1,562.57	\$ 1,640.70	\$ 1,722.74
Year 4 students	\$ 1,338.93	\$ 1,440.05	\$ 1,562.57	\$ 1,640.70	\$ 1,722.74
<b>Courses taken per student</b>					
Year 1 students	-	-	-	-	-
Year 2 students	2 00	2 00	2 00	2 00	2 00
Year 3 students	1 00	1 00	1 00	1 00	1 00
Year 4 students	-	1 00	1 00	1 00	1 00
<b>Assumptions:</b>					
<b>Grant per credit</b>					
Year 1 students	\$ 525.50	\$ 525.50	\$ 525.50	\$ 525.50	\$ 525.50
Year 2 students	\$ 525.50	\$ 525.50	\$ 525.50	\$ 525.50	\$ 525.50
Year 3 students	\$ 578.00	\$ 578.00	\$ 578.00	\$ 578.00	\$ 578.00
Year 4 students	\$ 642.20	\$ 642.20	\$ 578.00	\$ 578.00	\$ 578.00
<b>Grant Revenue Assumption</b>					
Recovery to the University Fund	3.25%				
Shared Services Attribution Cost per FTE	\$ 3,120				
New Faculty Positions Required					
<b>Revenue</b>					
Tuition revenue	\$ 183,443	\$ 355,805	\$ 453,145	\$ 525,024	\$ 551,277
Non-tuition revenue	\$ -	\$ -	\$ -	\$ -	\$ -
Government grant revenue	\$ 69,890	\$ 132,246	\$ 159,220	\$ 176,560	\$ 176,560
	\$ 253,333	\$ 488,141	\$ 612,365	\$ 701,584	\$ 727,837
<b>Gifts and grant</b>					
University Fund Recovery on Revenues	(8,233)	(15,865)	(19,902)	(22,801)	(23,655)
<b>Total net new revenue from proposed program</b>	<b>245,100</b>	<b>472,277</b>	<b>592,463</b>	<b>678,783</b>	<b>704,182</b>
<b>Expenditures</b>					
<b>Direct program costs</b>					
Academic salaries and professional fees	105,000	169,500	240,000	252,000	264,600
Adjunct Salaries	-	-	-	-	-
TA - Salaries	8,400	16,800	29,400	30,135	30,888
Program delivery	-	-	-	-	-
Books and materials	-	-	-	-	-
Scholarships and bursaries	-	-	-	-	-
Other salaries and benefits	-	30,000	31,500	33,075	34,729
Other	50,000	50,000	50,000	50,000	50,000
	163,400	266,300	350,900	385,210	380,217
<b>Attribution of Central Shared Services</b>	<b>-</b>	<b>-</b>	<b>34,667</b>	<b>72,800</b>	<b>100,533</b>
<b>Total expenses</b>	<b>163,400</b>	<b>266,300</b>	<b>385,567</b>	<b>438,010</b>	<b>480,750</b>
<b>Net Revenue</b>	<b>81,700</b>	<b>205,977</b>	<b>206,897</b>	<b>240,773</b>	<b>223,432</b>

Notes:

The students would be accepted into the certificate after year 1 we also assume that there would be some 3rd year students that would be accepted in the inaugural year

This is exactly = to Commerce rate per course These courses are pre-existing courses that we offer today

We assume that most year 2 students would take 2 courses and then 1 course in year 3 and 4 to complete the certificate This also assumes they use 2 A&S 200 level courses against the certificate

Based on \$5,780 per full time eligible student A commerce FTE year 1 is based on 11 courses or \$525.50/course

50% staff support beginning in year 2 development of online courses

Insert Notes if required

OSB uses surpluses to hire faculty to teach on all programs