

Program Name: Masters in GLOBAL ENGAGEMENT MANAGEMENT: A Business and Regional Studies Program

BY: Lou Villalba, PhD., EdD., D. Lit., Post-Doctoral Fellow

Purpose: A Concept paper captures emerging thinking on key issues related to a proposed program.

Length: 20 pages, excluding approvals sheet and appendices (e.g., Comparator Program Scan, Labour Market Analysis).

Note: Concept papers are required for all new programs, including baccalaureate degrees, majors, minors without approved majors or degree programs, diplomas, and certificates.

See *Program Approval Flowchart* for approval processes.

Refer to *S2020-01* for Capilano University's credential options.

For assistance on how to complete this form, contact *Academic Initiatives & Planning*.

1. Program Working Group (PWG) Contact Information

1.1. PWG Lead: Lou Villalba, PhD, EdD, D.Lit

1.2. PWG Email: lvillalb@capilanou.ca

1.3. PWG Phone: 604-440-1644

2. Background to the Program

3. Program Information

3.1. Credential(s) to be Awarded

- M.S in Global Engagement Management – Business and Regional studies.

3.2. Proposed Admission Requirements

General Admission Requirements

- Completion of an undergraduate degree from a recognized institution with a minimum CGPA of 3.0, **or**
- Completion of a post-baccalaureate diploma from a recognized institution with a minimum CGPA of 3.0
- Applicants with undergraduate education require a minimum of two years of accumulated work experience

Program-Specific Requirements

- Letter of intent and resume
- Two recommendation letters from credible sources (e.g., former/current instructor, employer, supervisor)
- Initial research proposal (for research-based tracks), statement of study (for course-based tracks), or project design proposal (for project management-based tracks)

English Language Requirements

All applicants are required to demonstrate competence in the English language prior to admission. Applicants whose first language is not English or who received education in a language other than English must demonstrate English proficiency through one of the following:

- **TOEFL (Test of English as a Foreign Language):**
 - Online test (TOEFL iBT®): Minimum score of 83
 - Paper-delivered test: Minimum score of 560
 - Capilano University TOEFL code: 0505
- **ELA (English Language Assessment Test):** Minimum score of 145
- **Academic IELTS (International English Language Testing System):** Minimum overall score of 6.5, with no single score below 6
- **CAEL (Canadian Academic English Language Assessment Test):** Minimum score of 70
- **PTE Academic (Pearson Test of English – Academic):** Minimum score of 56

3.3. Program goals (250 words max): E.g. Brief statement of program goals as they relate to preparing students for future employment, professional and/or educational opportunities.

The Master of Global Engagement Management: A Business and Regional Studies program prepares students for business leadership. This innovative 12-month program combines advanced business curriculum including international business management, strategy, finance, analytics with rigorous area studies exploring the geopolitics, economies, cultures, and policies of countries and regions of the world that are identified as relevant to North American interests.

Students engage in hands-on work-integrated learning (WIL), networking, and collaborative research projects, graduating ready to lead in transnational settings and drive value for organizations navigating the dynamic new world order. The program should offer the option for a double degree with international partners, reflecting the demands of the School of Business programs. Every two to three years, the regional studies topics will be evaluated to teach relevant regional studies topics.

Graduates of the program will be equipped for leadership positions in global business, government, and international institutions, with the capacity to manage cross-border partnerships and multicultural teams. The program nurtures adaptable decision-makers prepared to address rapidly evolving global and regional challenges, fostering innovation, ethical governance, and sustainable business practices. Moreover, it provides a strong academic foundation for graduates aspiring to pursue doctoral studies or careers in international business and research, international economics (depending on previous background), policy design, trade, or diplomatic engagement and relations.

Additional Language or International Services Support

Requirements: Services for international admissions; pre- and post-departure requirements and coordination for overseas field schools.

Other

Requirements: There may be the need to offer short-term accommodations/temporary residencies for graduate students (assuming there are master's candidates completing a blended program format).

3.4. Knowledge, Skills, and Values of Graduates

Program graduates will be distinguished by their competencies in the following KSVs:

Core Knowledge Areas

- Deep understanding of global business management and strategy, finance, analytics, and decision-making in international and multicultural environments.
- Advanced, comparative insight into a designated regional studies area's economic, political, and cultural systems, including regional markets, policy frameworks, and global trends from a North American and global perspective.
- Awareness of geopolitical and economic shifts, emphasizing new world order dynamics, international trade relations, and regulatory challenges in an emerging new world order.
- Skills in data analysis, risk management, and commercial intelligence from a Canadian perspective in the emerging world order.

Skills Developed

- Strategic management and leadership with a global mindset, adaptable across cultural, linguistic, and regulatory boundaries.
- Research and analysis skills, including data analytics, market forecasts, and opportunity/risk evaluation in rapidly evolving regions.
- Advanced business communication and negotiation in multicultural, multilingual, and virtual teams.
- Hands-on problem-solving through work integrated learning (WIL), networking, industry placements, and international research/consulting projects.

- High employability through experience-based learning and partnerships with international business and academic partners.

Values and Professional Dispositions

- Openness to diverse perspectives, embracing traditions and practices respectfully.
- Ethical leadership, integrity, global citizenship, and commitment to sustainability and equitable development.
- Drive to effect positive impact across borders, bridging business, government, and communities.
- Curiosity and resilience in addressing complex international problems.

Program-Specific Enhancements

- The double degree option provides international credentials and networks, enabling deeper exposure to the practices, challenges and innovation frameworks of multiple regions, while aligning with School of Business partner needs.
- Graduates are prepared for leadership roles in multinational firms, consulting, trade organizations, policy institutes, government agencies, and NGOs across Canada, Americas and Indo-Pacific.
- The ability to lead organizations in navigating a “new world order,” where inter-American and Indo-Pacific regions are increasingly interlinked, and where nuanced, region-specific understanding is valued.

This distinctive program foregrounds graduates as globally engaged, regionally savvy, ethically driven, and professionally agile leaders for an era of rapid international transformation.

3.5. Proposed Primary Classification of Instructional Programs (CIP) Code

- *To be determined*

4. Program Alignment

4.1. Proposed Program Learning Outcomes and Alignment with Institutional Learning Outcomes

Note: Program learning outcomes (PLOs) are anticipated to evolve during curriculum development but should guide program design from the outset.

Over-Arching Program Themes:

1. International Management
2. Regional Studies – New World Order
3. Managing Diversity

Institutional Learning Outcomes:

1. Self-directed learning, awareness, and responsibility
2. Up-to-date information gathering and research skills
3. Communication skills
4. Quantitative reasoning ability
5. Group and social interaction skills
6. Creative, critical, and analytical thinking skills
7. Community/global consciousness and responsibility

Proposed Program Learning Outcomes	Associated Institutional Learning Outcomes (e.g. 1,3,4)
Interpret business environments, cultures, and economic structures from a North American perspective	1, 5, 7
Analyze global markets and forecast international economic developments	2, 4, 6
Demonstrate mastery of business communication across diverse cultures	3, 5, 7
Research proficiency using qualitative and quantitative methods for business analytics	2, 4, 6
Applied risk management and commercial intelligence in regional studies	1, 4, 6
Design, formulate strategic and operational management skills for international organizations, emphasizing North American market interests	1, 5, 6, 7
Critical analysis of AI governance and compliance in an emerging world order	1, 2, 4, 6, 7
Appraise financial decisions for managers	3,4, 6

4.2 Alignment with Capilano University’s Mandate and Strategic Priorities

Envisioning 2030

- Imagination (Goals 1 and 2):
 - Prior to starting the program, students will submit an initial research or project design proposal that reflects their interests, inquiries, and creative engagement in a globalized world . Finished proposals will be eventually developed through student-instructor-community/industry collaboration.
 - Students will learn to employ digital technologies, AI-driven analytics, and data visualization tools as means of analyzing global markets, uncovering emerging trade dynamics, solving complex policy challenges, and forging innovative strategies to advance sustainable and ethical business practices in the Indo-Pacific and Americas.
- Community (Goals 1 and 2):
 - The program's default feature will be students' work-integrated experiential learning (WIL) with local and international partners such as Global Affairs Canada, diplomatic missions, Indigenous organizations, APEC forums, Asia-Pacific Foundation of Canada, and regional trade commissions, and at the core the private sector.
 - Most coursework will require community or industry engagement deliverables, ensuring

- applied learning connects academic inquiry with real-world policy and business contexts.
- Distinct University Experience (Goals 2 and 4):
 - Student-centered program design will allow students to choose from a diverse range of capstone tracks—such as policy research, AI governance, sustainable business innovation, or trade strategy—that best align with their strengths, passions, and career goals.
 - Coursework will incorporate democratic values, and best practices, particularly as they relate to ethical global leadership, land stewardship, and cross-cultural negotiation.

Illuminating 2030

- Community (Actions 1 and 7):
 - The program will expand and foster scholarly, research, and creative educational initiatives through collaboration with open-learning educational resources, community-based research partners, WIL initiatives, and global engagement networks such as COIL (Collaborative Online International Learning).
 - The program will collaborate with local and international partners such as Capilano University's Centre for International Experience (CIE), diplomatic representatives, Global Affairs Canada, international educational partners (e.g. potential, University of Rey Juan Carlos, University of Hertfordshire, National University of Singapore, UC Berkeley Continuing studies, Getulio Vargas Foundation, etc. The program will also be anchored in partnerships with the private sector domestically and internationally as well as chambers of commerce where opportunities arise.
- Imagination (Actions 2 and 5):
 - Academic and community partners will be included in the design and redesign of the Master's program through a comprehensive plan of consultations (detailed in Section 6.1).
 - The program will contribute to the open education movement through the use of open textbooks, resources, and open-source software where safe, appropriate, and applicable.
 - Learners will select an individual method for their capstone project to complete the degree (see Section 3.4). These options create educational opportunities that are student-centered, flexible, community-engaged, and imaginative.
 - Micro-credentials within the Master's program, such as certificates and diplomas in AI governance, sustainable trade, or regional studies, will be offered to add further flexibility and career-focused pathways.

Okanagan Charter

Just as health and well-being are cornerstones of Capilano University's culture, health promotion and well-being (e.g., physical, mental, and social well-being) will be foundational to the proposed Master's program. The Okanagan Charter's two Calls to Action and eight principles will be universally integrated into the program's curriculum, pedagogy, and administration:

- Call to Action 1 (Embed health into all aspects of campus culture): The program will support student resilience, self-directed learning, and personal development through mentorship, wellness resources, and inclusive learning environments that recognize diverse cultural backgrounds and lived experiences.
- Call to Action 2 (Lead health promotion action and collaboration locally and globally): Through interdisciplinary coursework, the program will advance teaching and research on sustainable development, ethical AI governance, and global health diplomacy, preparing graduates to lead health-promoting initiatives in their professional roles.

4.3 What institutional and/or sector gaps does this program fill? (250 words max)

The Master of Global Engagement Management addresses a critical institutional and sectoral gap left by the discontinuation of Capilano University's McRae Institute of International Management, which for over two decades offered the Latin American Management Program (LAMP) and the Asia-Pacific Management Cooperative Program (APMCP) leading to graduate credentials (McRae Institute, 2006). These programs established Capilano as a recognized leader in regionally focused, applied international management education. The proposed Master's program revives and modernizes this legacy, responding to contemporary geopolitical and economic realities.

From an institutional perspective, the program supports Capilano University's strategic direction to expand graduate-level credential offerings and positions the School of Business as a leader in applied, globally oriented education. This presents significant pathway opportunities for CapU's own Bachelor of Business Administration graduates, as well as students from approximately 35 other Canadian institutions offering related undergraduate degrees in international business, economics, or global studies.

From a sectoral perspective, the program fills a pronounced gap in graduate-level international management education in British Columbia and Western Canada. The University of British Columbia offers an MA in Asia Pacific Policy Studies, and the University of Victoria offers an MA in Pacific and Asian Studies (UVic 2025), yet neither integrates advanced business strategy with designated area studies.

No public institution in Metro Vancouver currently offers a graduate program explicitly dedicated to Global Engagement Management that combines international business, regional studies, AI governance, and policy leadership with an applied, experiential learning model.

The program is directly aligned with Canada's Indo-Pacific Strategy (2022), a federal initiative committing \$2.3 billion over five years to expand trade, investment, education, and people-to-people ties across the Indo-Pacific region (Global Affairs Canada, 2022; 2024). The Strategy explicitly encourages Canadian post-secondary institutions to develop academic programs and partnerships supporting educational and diplomatic engagement. Concurrently, Canada has deepened commercial ties across the Americas through new consulates and commercial offices, underscoring growing demand for professionals skilled in transregional dynamics, cross-cultural negotiation, and AI-driven business innovation (Asia Pacific Foundation of Canada, 2025). The regional focus will evolve as the world order and Canada and British Columbia's needs for engagement evolves.

Equally important is the development of British Columbia's government Diversification Strategy (2023), which clearly delineates the type of engagement the province will seek and developed in the new world order including entire regions. The province identified markets and industries to be developed including the opening of commercial offices to promote trade and development. The Province of British Columbia identified countries for further engagement. The need for trade, commercial and geo-societal diversification has never been greater. We double the academic emphasis in North America and expand. One of the many legs of the proposed master's program is BC's diversification strategy. The master's program will also evolve in topics and themes and regions for future engagement as the needs evolve.

4.4 How does the proposed program differ from related programs at Capilano University and elsewhere (locally, provincially, nationally, and internationally)?

- Distinction from Capilano University Programs

Unlike Capilano's former International Management Graduate Diploma (INMA), which emphasized traditional international business frameworks and led to a master's degree at the University of Hertfordshire in the U.K., the Master of Global Engagement Management focuses on regional studies, geopolitical dynamics, and the emerging new world order from a North American perspective. The program integrates advanced business strategy, AI governance, sustainability, and trade policy with deep regional knowledge of North America, and regional studies such as those of the Americas' and Indo-Pacific, but the possibility of integrating other regions on a thematic perspective as a new world order demands it.

- Distinction from Provincial and National Programs

Within British Columbia and Canada, the closest comparable programs include the University of British Columbia's MA in Asia Pacific Policy Studies and the University of Victoria's MA in Pacific and Asian Studies. However, these programs emphasize policy analysis and area studies without the comprehensive business management, AI-driven analytics, and experiential work-integrated learning (WIL) that define the Global Engagement Master's.

- International Comparators and Program Positioning

- Globally, Indo-Pacific and Asia-Pacific management programs are emerging from area studies and international business schools. Notable examples include:
- UCLA-NUS Global Executive MBA for Asia Pacific: A 15-month dual-degree program offered jointly by UCLA Anderson School of Management and the National University of Singapore Business School, focusing on leadership and management across the United States, Singapore, China, and India markets (UCLA Anderson, 2025; NUS, 2025).
- Asian Institute of Management (AIM), Philippines: Offers leadership-focused master's degrees including the International MBA (iMBA), Executive MBA (EMBA), and specialized programs in innovation, data science, and development management, preparing managers for roles across Asia-Pacific (AIM, 2025).
- Master in Business with China and Asia-Pacific (FUNIBER): A program exploring management, intercultural skills, foreign trade, commercial law, and investment opportunities with a strong focus on China, Japan, South Korea, and Southeast Asia (FUNIBER, 2025).
- Top Business Schools in the Indo-Pacific: Institutions such as the National University of Singapore, Nanyang Technological University (Singapore), Tsinghua University (Beijing), Fudan University (Shanghai), University of Sydney, and Melbourne Business School offer MBAs or Master in Management (MiM) programs featuring curriculum and projects directly targeting Asia-Pacific business challenges and global competitiveness (MiM Guide, 2025; University of Sydney, 2025).

These programs comprehensively explore the economic, political, and cultural factors defining the Indo-Pacific as an emerging global economic region, blending management theory with real-world applied learning. They also began to incorporate the Americas region on a thematic basis. They are positioned for students pursuing leadership, multinational management, consulting, or international business roles tied to major Indo-Pacific economies. Those economies include all of North America.

- Unique Value Proposition of the Global Engagement Master's

- The proposed program differs from international comparators in several key dimensions:
- Designated regional focus: Unlike programs that concentrate exclusively on Asia-Pacific or Indo-Pacific markets, Capilano's program can potentially integrate several regions with changing emphasis reflecting Canada's strategic positioning as both a Pacific and Atlantic nation with deepening ties across both regions. This approach aligns with Canada's Indo-Pacific Strategy (2022) and expanding commercial relationships with Mexico, Chile, and other Latin American nations (Global Affairs Canada, 2022, 2024) and more recently Prime Minister Carney requested renewed consultation for a free trade agreement with MERCOSUR countries (Paraguay, Uruguay, Brazil, Argentina, soon Venezuela with associated members Bolivia and Chile).
- Like-Minded Countries Framework: The program defines Indo-Pacific engagement through the lens of "like-minded countries" collaborating to build a new world order grounded in democratic values, sustainability, and the rules-based international system. (Global Affairs Canada, 2022; Pacific Forum, 2024).
- AI Governance and Digital Innovation: The curriculum integrates emerging technologies—particularly AI-driven business analytics, digital trade frameworks, and ethical AI governance—preparing graduates to lead in an era defined by technological disruption and digital transformation.
- Flexible, Student-Centered Capstone Options: Drawing inspiration from CapU's experiential learning model, students will have diverse options for program completion, including:
 - Applied research projects (including joint research with international partners)
 - Management-level internships (Work-Integrated Learning)
 - Additional specialized courses
 - Entrepreneurship tracks (student enterprise startup and development)
 - Completion by journal article or publication portfolio
 - Professional consultancy projects
 - Regional/municipal policy development and master planning projects
 - Event or project management initiatives

This flexibility follows Universal Design for Learning principles, empowering students to tailor their educational pathway based on their strengths, passions, and career aspirations.

- International Partnership and Dual-Degree Pathways: The program could leverage Capilano University's formalized partnerships with institutions such as the University of Hertfordshire (UK), University of Rey Juan Carlos (Spain), and others, creating pathways for dual-degree opportunities and expanded academic collaboration. This positions CapU as a connector institution bridging North American, the Americas', European, and Indo-Pacific educational and business networks.

The Master of Global Engagement Management will could potentially include 'concentrations', 'specializations', or 'streams.' With potential concenatrions students will define their own educational trajectory through flexible coursework, research design, and capstone project selection—an approach that fosters imaginative, self-directed learning aligned with contemporary workforce demands for adaptable, entrepreneurial leaders. After extensive consultations, it was concluded that many of the courses will be “topics” based with the necessary flexibility to pivot topics and themes.

4.5 Which of the following will be potentially incorporated into the proposed program?

- Applied research
- Capstones (Cap Core requirement)
- Curricular community service learning
- ePortfolios
- Field school
- Internships
- Practicum/clinical placements
- Study abroad
- Undergraduate research
- Work experience

4.6. Possible Master's Level Courses

- Advanced Topics in: History and Politics of Designated World Region.
- Advanced Topics in: Regional Markets and Forecasting International Development
- International Business Economics in a Globalized and Emerging Markets
- Topics in: Digital Business Trends, Risk Management, and Commercial Intelligence (In designated regions).
- AI, Governance, Compliance, and Ethics in International Business
- Exports, Investment Promotion, and Geopolitical Negotiations
- Advanced Topics in International Business Management and Leadership
- Strategic Management for International and Global Organizations
- Intercultural Business Communication
- International Marketing: Regional Market Analysis and Geopolitical Influence on Trade and Investment
- Financial Planning and Analysis for Managers: Incorporating ethical AI
- Capstone/ Business Research/ Consulting Project/ Marketing or Business Plan. : Geopolitical and Commercial Engagement. This course includes elements of research proficiency.

Microcredentials: *could come as intense weekend-type training.*

Note: Natural alignments include economics, policy, and international relations, which are underdeveloped at Capilano University.

5. Audience and Demand

5.1 What type of students will this program attract?

- Domestic and international graduates from business, economics, international relations, politics, regional studies or policy programs seeking advanced education
- Individuals requiring a master's for specific career goals
- Individuals seeking to strengthen vocational skills with a Master's
- Individuals pursuing doctoral degrees
- Individuals with personal interest in the program focus
- Individuals seeking personal fulfillment (e.g., first in family to earn a Master's, personal challenge)

- Aspiring and career diplomats
- Members of United Nations institutions
- Global Affairs Canada employees
- NGO professionals focused on international development, relations, and business engagement

5.2 Evidence of projected student and labour market demand for the program?

Evidence of projected student demand for the Master of Global Engagement Management exists at the provincial, national, and international levels. While data specifically addressing graduate programs in global engagement or international management is limited, broader graduate education trends and related discipline patterns provide strong evidence of demand.

At the national level, Canadian University Survey Consortium (CUSC) data indicates strong and consistent interest in graduate education among Canadian undergraduate students. According to the 2024 CUSC Graduating Student Survey, 57% of graduating students planned to pursue further education within the next five years, with 82% of those students specifically considering graduate studies (CUSC, 2024). This represents sustained demand for master's-level education across Canadian universities.

Importantly, historical CUSC data from 2015-2021 shows that an average of 85.33% of Canadian graduates planning to pursue a Master's degree intended to do so at a different institution than where they completed their undergraduate studies (CUSC, 2015; 2018; 2021). The 2024 survey confirmed this pattern, with only 37% of students intending to pursue further education planning to remain at their home institution for graduate studies, and 63% planning to attend a different university (CUSC, 2024).

This demonstrates substantial mobility among prospective graduate students and positions Capilano University to attract learners from approximately 35 Canadian institutions offering undergraduate degrees in business, economics, international relations, or global studies.

Provincial data from BC Student Outcomes surveys provides additional context. Among graduates from business-related undergraduate programs in British Columbia, a significant proportion pursue further graduate education. Graduates from business, management, and public administration programs—which represent 27.8% of all graduates nationally—demonstrate strong interest in advancing their credentials (Statistics Canada, 2025). While BC-specific data on international business graduates pursuing master's degrees is limited due to small sample sizes, national trends indicate robust demand for business and management graduate programs, particularly those integrating international focus and experiential learning.

International student demand for Canadian graduate programs, particularly in business and related fields, remains strong despite recent policy adjustments, as long as credentials are offered at the right level. In 2024, Canada approved approximately 17,500 international students for graduate study permits in the first half of the year, with business and management programs accounting for a significant proportion of approvals (ApplyBoard, 2024).

Although overall graduate applications declined by 23% in H1 2024 compared to H1 2023 due to federal policy changes, demand for master's-level programs specifically in business, management, computing, IT, and engineering remained resilient. Graduate-level programs were exempt from the 2024 international student cap, and 12% of available study permit allotments for 2025 and 2026 are reserved for graduate students, reflecting federal recognition of the strategic value of graduate education (ApplyBoard, 2024; IRCC, 2024).

The proposed Master of Global Engagement Management is well-positioned to attract domestic graduates from CapU's own Bachelor of Business Administration program, as well as students from related undergraduate programs at institutions including UBC, SFU, University of Victoria, and colleges across BC and Canada. There is also no reason why not integrate and or ladder the current IBUS-International Business bachelor's degree program and make it a four plus one.

International student interest from Indo-Pacific, Americas and ultimately “like-minded regions” is anticipated to be strong, aligning with Canada's emerging need to expand and diversify trade while keeping trade and commercial ties in North America. The growing educational partnerships with countries including Mexico, India, Japan, South Korea, Taiwan, and ASEAN nations will be supported by the master's initiatives. (Global Affairs Canada, 2022; 2024). This program also responds to Canada's new International Education Strategy. <https://www.international.gc.ca/education/strategy-strategie/strategy-summary-sommaire-strategie.aspx?lang=eng>

5.3 What types of future educational and/or employment opportunities will the proposed program generate for graduates?

NOC Code	TEER	Description	Job Openings 2023–2033	Annual Growth
13100	3	Administrative officers	453,757	1.10%
11202	1	Professional occupations in advertising, marketing, and public relations	275,997	1.40%
10022	0	Advertising, marketing, and public relations managers	185,202	1.50%
11200	1	Human resources professionals	119,327	1.20%
40030	0	Managers in social, community, and correctional services	72,282	1.30%
41402	1	Business development officers and market researchers and analysts	71,783	1.50%
41403	1	Social policy researchers, consultants, and program officers	61,456	1.20%
40020	0	Administrators – post-secondary education and vocational training	39,440	1.00%
41401	1	Economists and economic policy researchers and analysts	22,754	1.00%

NOC Code	TEER	Description	Job Openings 2023–2033	Annual Growth
41321	1	Career development practitioners and career counselors (except education)	20,338	1.30%
40011	0	Government managers – economic analysis, policy development, and program administration	17,786	1.10%
41407	1	Program officers unique to government	10,914	1.10%
40019	0	Other managers in public administration	6,395	1.10%

6. Capacity and resources

6.1. Does the proposed program require new resources and instructors or does it primarily draw upon existing resources? Select all that apply. As needed, provide a brief summary of program requirements (3-5 sentences).

- Instructional and coordination sections required
Requirements: Non-teaching sections for Convenors and teaching sections for faculty. Hiring additional permanent faculty with terminal degrees using GBA+ approaches will be required. Industry experts with extensive experience will be hired as adjunct faculty for specialized courses.
- Instructional spaces (including classrooms, labs, storage, other). Requirements: Classrooms
- Technology infrastructure and support
Requirements: Software for advanced research for both faculty and students (e.g.: SPSS, NVivo, Provalis, MAXQDA, etc.) and for other courses that will be conducted online.
- Additional staff or other personnel. Requirements: DDA for coordination assistance
- Special equipment dedicated to the program
- Library collections, instruction, and space
Requirements: Increased collections and full access to academic journals, ebooks, and databases (e.g.: Statistics Canada, STR.com, etc.)
- Additional language or international services support
Requirements: Services for international admissions; pre- and post-departure requirements and coordinations for overseas field schools
- Other:
Requirements: Accommodation / Residences. There may be a need to offer short-term accommodations / temporary residencies for programming that would allow for graduate student residency (under the assumption that there are master's candidates who will be completing a blended program format).

7. Consultation Process

7. 1 Indicate what consultation (internal and/or external) has taken place to date.

7.1.1. Conducted Internal Consultations

Note: The program development process requires extensive internal (e.g. CTE, CIE, University Library, Registrar’s Office, Student Success, Facilities, other departments and Faculties, students, etc.) and external (e.g. alumni, community partners, employers, and post-secondary institutions with similar or related programs) consultation. Program Working Groups should anticipate forming reference groups and advisory committees during the program development process.

7.1.2. Internal Consultations to be Conducted

- Ongoing consultations with the CSB Leadership Team
- Ongoing consultation with the CSB master’s working group.
- Current and on-going consultations with the Interim Dean of Business
- Consultations with colleagues in other faculties working on possible master’s programs
- Consultations with Academic Initiatives and Planning (AIP) as per CSB leadership
- Request for a feasibility study of the proposed program
- Consultation with the new Associate Dean in the Faculty of Business and Professional Studies
- Consultation with CIE to prioritize CSB academic partners

7.1.3. External Consultations to be Conducted

- Further consultations with members of the Diplomatic Corps and Consular Corps in Canada and abroad
- Consultations with international academic partners for degree articulation
- Consultations with Global Affairs Canada
- Consultations with research institutions
- Consultations with academic institutions for professional certificate articulations
- Consultations with accrediting body: ACBSP
- Consultations with current and former Deans of School of Business in British Columbia and abroad.

7.1.4. Key Contacts

Name	Position	Contact Information
Dr. Caroline Depatie	Dean, Faculty of Global and Community Studies. Currently responsible as well for the Faculty of Business and Professional Studies	cdpatie@capilanou.ca
Dr. Natasha Mrkic-Subotic	Chair of the School of Business	nmrkic@capilanou.ca
Milla Zaenker	VC of Academics- School of Business	mzaenker@capilanou.ca
Lorne Braun	Former Professor and Director of the	lornebraun@gmail.com

Name	Position	Contact Information
	McRae Institute	
Charles Greenberg	Professor, Former Convenor of the Asia Pacific Coop Management Programme	cgreenbe@capilanou.ca
Jorge Ocegüera	University Strategic Lead, Former Latin American Management Programme Internship Advisor	joceguer@capilanou.ca
Francisco Silva	Director of CIE, Alumni of the Latin American Management Programme	franciscosilva@capilanou.ca
Antonio Arriaga	Former Advisor to the McRae Institute, Consul A.H.	Consulado.vancouvercr@gmail.com
Dr. José Luis Matarranz	Professor, Universidad Rey Juan Carlos	jlmarranz@esgerencia.com
Several Members of the Consul and Diplomatic Corps	-	-
Faculty and Provost or Associate Provosts of Similar Universities in the Lower Mainland	-	-
Dr. Laura Kinderman	Former Dean of Business and Professional Studies	
Dr. Francisco Nogueira	Former Associate Dean of Business and Professional Studies	franciskonogueira@capilanou.ca
Dr. Claire Carolan	Former Director, Academic Planning and Quality Assurance	
Tammy Towill	Chair of the School of Business, Former Chair of LAMP and Coop Program	ttowill@capilanou.ca
Jane Ince	VC of Academics	janeince@capilanou.ca
Erin Robinson	VC of Administration	erinrobinson@capilanou.ca
Dr. Graham Cook	Interim Dean of Faculty of Arts and Sciences	gcook@capilanou.ca
Dr. Tracy Penny Light	Interim VP of Academics and Provost	tracypennylight@capilanou.ca
Mitra Kiamanesh	Professor, Former Director of the McRae Institute	mkiamane@capilanou.ca
Dr. Marisol Carvajal Camperos	Professor, Universidad Rey Juan Carlos	mcarvajalcamperos@urjc.es
Joseph Geraghty	U.S. Consulate General, Vancouver, BC	geraghtyj@state.gov
Sylvio Tenorio	Exploration of Master's Programs with Experiential Learning	sylviotenorio@capilanou.ca

8. Anticipated start date for development and implementation date

Start Date for Development: Fall 2025

Implementation Date: Fall 2028

Note: By requesting approval of a concept paper, you are notifying the institution of your commitment to develop the proposed program, and to do so in a timely fashion to allow for budget and enrolment planning. Academic Initiatives and Planning will be done with the Dean and the Program Working Group to set a realistic date when the program will be launched. This will include a reasonable timetable for development of the full program proposal, internal and external review and approval, and implementation. The latter should consider, for instance, inclusion in the Academic Calendar after approval, timetabling of courses needed for the program, advertising and marketing, and the recruitment cycle.

Significant delays in meeting key landmarks (for instance, entering the review and approval stage of the process) could lead to requests for a revised timetable or the withdrawal of the program from the planning process.

9. Approvals

The following signatures indicate that the Concept Paper has been reviewed and approved.

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APPENDIX:

The McRae Institute of International Management previously ran the Asia-Pacific Coop Management program for 20 years and the Latin American Management program for 9 years. These graduate-level programs laddered into master's degrees and maintained a robust network of alumni and businesses, a network that still exists to some extent. Academic partners included institutions in France, Canada (Simon Fraser University), and Spain.

The programs received extensive support from Canadian federal and provincial governments, including the Diplomatic Corps of British Columbia. Global Affairs Canada (formerly Foreign Affairs Canada) hired graduates and provided internships in Canadian embassies and consulates in Latin America and Asia. The private sector robustly employed our graduates. The Canadian International Development Agency (CIDA) funded over C\$1.0 million for international development, administered by Lou Villalba, Convenor of the Latin American Management program. The McRae Institute was also supported by a generous donation from the McRae family.

Note: See Appendix A and C for a SWOT analysis.

Appendix A

SWOT Analysis – McRae Institute of International Management-- CapilanoU

Strengths

- Unique program design
- Strong government support
- Historical donor support
- Extensive business and government networks
- Internship programs
- Appealing year-end hands-on conferences in Asia and Latin America
- Government funding for Latin American development programs
- Collaboration with Business School, Tourism, and Global Studies programs

Weaknesses

- High program costs
- Unclear target market
- Need for brand investment
- Need for program review
- Questioned relevance of area studies amid globalization trends
- Optics of a college offering graduate programs
- Administrative challenges

Opportunities

- Despite University status granted by BC government, we did not create master's programs

Threats

- Economic contraction (Great Recession, 2008–2010)
- Slow population growth in the catchment area (domestic)
- Rising cost of living impacting enrollment

Appendix B

Leadership Certificate Idea

- In today's fast-changing business world, new supervisors often step into leadership roles based on technical expertise but lack essential leadership skills. This certificate program bridges that gap by equipping emerging leaders with practical skills in team management, conflict resolution, and strategic decision-making.
- Features case-based learning, role-playing, mentorship, and industry networking for real-world application.

- Offers flexible learning options (online and in-person workshops) for professionals at different career stages.
- Supports career growth, boosts employee engagement, and enhances organizational success.
- The Leadership Development Certificate for First-Time Supervisors and New Managers is based on a proposal by Milla Zaenker.

Appendix C

SWOT Analysis – Global Engagement Management- A Business and Regional Studies Program

Strengths

- 20+ years of institutional experience running LAMP and Asia-Pacific Coop programs
- 5 years running the International Graduate Diploma Program (INMA)
- Laddering to master's at the University of Hertfordshire
- Unique business and regional knowledge with intercultural components
- Faculty with supervisory dissertation skills
- Existing alumni and diplomatic networks
- Shorter development timeline compared to other programs

Weaknesses

- Limited university brand recognition
- Lack of graduate infrastructure at the university
- No current graduate programs
- Insufficient pre-launch and launch financial backing
- Current financial model for program development
- Limited School of Business experience with international partners

Opportunities

- Strong North American commercial, economic, educational and geopolitical engagement strategies by the Canadian, American, European, British, Australian, Japanese, Korean, Taiwanese, Mongolian, etc. strategies.
- British Columbia's commercial/economic diversification strategy targeting Indo-Pacific markets (e.g., U.S., Taiwan, Mexico, Vietnam, India, Australia, Japan, Korea)
- Opportunity for dual and triple master's accreditation
- Connections with diplomatic circles for academic and network support
- Cost-effective program design aligned with North American, Latin American, and Indo-Pacific strategies
- Flexible, topic-based non-business courses adaptable to training needs
- Integration of a Global Leadership Certificate series, such as The MacRae Institute had

Threats

- Diminished Canadian role in international affairs and innovation
- Weakening of Canada's brand as a study destination
- Economic challenges reducing Canada's appeal to international students
- Competition from strong university brands outside Canada
- Emergence of competing master's programs
- Lack of top-ranked university program partnerships