



TOPIC: Salisbury University: Bachelor of Science in International Business

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: June 5, 2013

SUMMARY: The proposed program is based upon an existing, highly successful concentration in the B.S. in Business Administration program. With approximately 100 students enrolled in the International Business concentration and more than 70 students graduating with the concentration in 2012, there is a demonstrated interest in an international business focus. Transitioning to a major will provide the opportunity to narrow the current broad survey of topics to a focus on international curricula.

As noted in the proposal, expertise in international business has never been more important for organizational survival in the current economy. Graduates of the proposed program will be prepared to "...take productive roles in leading and working with cross-national and cross-cultural teams in the global environment." In addition to pre-professional and professional courses, the B.S. International Business will have a study abroad requirement that can be fulfilled through a semester abroad or two winter/summer sessions at a pre-approved institution or program.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Salisbury University to offer the Bachelor of Science in International Business.

COMMITTEE RECOMMENDATION: Approval

DATE: June 5, 2013

BOARD ACTION:

DATE:

SUBMITTED BY: Joann Boughman 301-445-1992

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UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources, or
- Requiring New Resources

SALISBURY UNIVERSITY

Institution Submitting Proposal

INTERNATIONAL BUSINESS MAJOR

Title of Proposed Program

B.S.

FALL 2013

Award to be Offered

Projected Implementation Date

Proposed HEGIS Code

Proposed CIP Code

FRANKLIN P. PERDUE SCHOOL OF BUSINESS
Department in which program will be located

Oliver P. Roche, Ph.D.
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Contact E-Mail Address

Diane D. Allen
Signature of President or Designee

04-18-13
Date

A. Centrality to institutional mission statement

This proposal is to elevate the existing International Business Concentration in the Bachelor of Science (Business Administration) to a Bachelor of Science (Business Administration) major in International Business. The proposed international business major provides sufficient flexibility for students to prepare for several career paths and it increases students' skills in the international arena. In today's economy, an expertise in international business has never been more important for organizational survival. This major will prepare students to take productive roles in leading and working with cross-national and cross-cultural teams in the global environment. Based on the Business School records, the number of students with an International Business concentration has more than tripled between spring 2008 and fall 2012. Currently, the Business School has about 100 students registered with an International Business concentration. Three quarter of these students are at the pre-professional level where the interest in this field has been the strongest. Indeed, the number of pre-professional students scheduled to graduate with an international business concentration went from 10 in spring 2011, to 30 in fall 2011, to more than 70 in fall 2012. Therefore, it is realistic to assume that, in the short to medium terms, at least 50 students will graduate each year with the new major.

From an academic point of view, many of the elements of the current curriculum are retained; changes in the curriculum will narrow the focus from a broad survey of topics in business to a focus on international curricula.

This proposal is in line with both the Salisbury University [SU] and the Franklin P. Perdue School of Business mission statements to empower students with the knowledge and skills to meet the challenges they will face in a more interdependent world and a global environment that is becoming increasingly competitive. More specifically, the proposal provides a strong support to the implementation of SU International Education Strategic Plan [2009-2014]. Our proposal will lay the foundation for a substantial increase in the number of study abroad students [Goal #2] and it is also consistent with the university's objective to promote further internationalization of the on campus curriculum [Goal #5]. On that point, our student-centered program includes experiential learning and the study of foreign languages.

B. Adequacy of curriculum design and delivery to related learning outcomes:

The International Business major allows students to gain the knowledge and skills required for international business careers while developing their understanding of the mechanisms and institutions of international business. The major will serve students with a range of career objectives: (1) those who seek leadership positions in international corporations; (2) those interested in consulting in the area of international business or management consulting more generally; (3) those interested in leveraging their "entrepreneurial mindset," whether in a corporate setting, a family business, or at an early stage and (4) those interested in balancing a more technical academic and business backgrounds with greater depth in understanding international business and the global economy.

To achieve these objectives, the international Business Major has been structured as a 53-credit program that includes a study abroad and an internship requirement.

In addition to: 1) All the general education and pre-professional core requirements; and 2) The business school professional core courses as well as the Applied Business Learning Experience [ABLE, BUAD 450] [i.e. a professional internship], students will be required to complete six of the following courses:

ACCT 430	International Accounting
BUAD 386	Business in the Global Setting
BUAD 396	Business Studies Abroad
ECON 441	International Economics
FINA 447	International Financial Management
INFO 465	Global Information Systems Management
MGMT 422	Management of the Multinational Business
MKTG 423	International Marketing

Finally, all students will be required to complete the capstone course: BUAD 494: International Case Analysis

Language Requirement [9 credits]: Students will be required to acquire a significant second language capability, defined as courses or proficiency through one of three courses at the 300-level in a language other than English. Proficiency in one of the main business languages can be demonstrated through passing grades in one of these three courses or a satisfactory score at preapproved qualifying exams. If Salisbury University does not offer courses in a student's chosen language, alternate ways to meet the requirements will be devised.

Study abroad / Internship: Students majoring in International Business will have to study abroad. This requirement can be fulfilled in two different ways. The student can spend a full spring or fall semester abroad or, alternatively, two winter/summer sessions at a pre-approved institution/program. In addition, students will have to complete an internship with an international content.

The following is a sample curriculum depicting a hypothetical student's coursework to graduate with an International Business Major:

CURRICULUM GUIDE [4 YEARS]	CREDITS
YEAR 1:	
- Group I Gen Ed	3/4
- Math 160 Applied Calculus or Math 201	3/4
- Hist Gen Ed	3/4
- Math 155 Modern Statistics	3
- Info 211 Information Systems Concepts	3
- Cmat 100 fund. Of Communication or Cmat 260	3/4
- Group I Gen Ed Foreign Language	3/4
- Group IV Sciences Gen Ed	2 X 3/4
YEAR 2:	
- Hist Gen Ed	3/4
- Group IV Sciences Gen Ed	2 X 3/4
- Group I Gen Ed Foreign Language	3/4
- Acct 201 Intro to Financial Accounting	3
- Acct 202 Intro to Managerial Accounting	3
- Econ 211 Micro Economic Principles	3
- Econ 212 Macro Economic Principles	3
- Info 281 Intermediate Business Statistics	3
- PHEC 106	3
YEAR 3:	
- Acct 248 Legal Environment	3
- Fina 311 Financial Management	3
- Info 326 Operations management	3
- Mgmt 320 Management and Organization Behavior	3
- BUAD 300 Professional Development	1
- Mktg 330 Principles of Marketing Management	3
- Mgmt 325 Business & Society	3
YEAR 4:	
- International requirements	6 X 3
- Buad 450 Global ABLE	3
- Mgmt 492 Strategic Management	3
- Other Elective credits to Equal a Total of	120

The expected student learning outcomes and means of assessing them for the International Business major are as follows:

- Students will demonstrate a clear understanding of the important concepts in the core business disciplines.
- Students will demonstrate critical reasoning and written communication skills through the individual analysis and write-up of a business case.
- Students will demonstrate their oral communication skills by presenting an analysis of a business case.
- Students will demonstrate their leadership skills by leading a class discussion on a business case.
- Students will demonstrate their abilities to work effectively with other members of a team.
- Students will demonstrate a clear understanding of the important concepts in the specific fields of international business.

The program focuses on the three sets of skills that are consistently ranked high in employers' surveys: Analytical skills, presentation skills [both oral / written], and teamwork.

C. Critical and compelling regional or Statewide need as identified in the State Plan

Goal #1 of the MHEC State Plan: "Quality and Effectiveness" states that "Pursuing excellence in the 21st century requires higher education to engage in dynamic interaction with both local communities and communities across the globe...The rapid dissemination of ideas and global interconnectedness, which was recently underscored by the 2008-2009 worldwide economic distress, encourage students to actively pursue international study. " Studying abroad is an essential component of the International Business Major. Students will have various options but the common thread is the exposure to different cultures and ideas. There is often more than one way to address an issue or resolve a problem.

Goal #1 also states that "At the local, state, national, and international levels, fundamental skills in critical thinking and communication are key. Thus academic excellence goes beyond a particular base of general and specific knowledge and includes the capacity to think and communicate creatively, critically, and clearly." Case studies and case presentations are an important part of this major. As noted earlier, business case analyses have a positive impact on the students' analytical and presentation skills.

Goal # 4 of the MHEC State Plan: "Student-Centered Learning" clearly states that "Diverse learning environments include service learning, study abroad, and internships and externships that help bridge classroom lessons and real-life applications...Internships and service learning allow students to connect with society at large to apply their knowledge and skills for the common good. ...The transition from college to workforce can be supported through internships, mentoring of students by industry, case-studies, capstone projects, and industry-based research projects which place students in professional situations prior to graduation." An internship with an international focus is part of the curriculum to graduate with an international Business major.

Goal # 5 of The MHEC State Plan: "Economic Growth and Vitality" emphasizes that "An educated citizenry that has the ability to adapt to the changes in the global market has become the number one resource in attracting new businesses and in maintaining a healthy economy." Maryland has been fortunate in that its proximity to the nation's capital and numerous federal agencies has resulted in a workforce that is among the most highly educated in the world. But as other industrialized nations are now raising the educational levels of their citizens beyond the educational attainment levels of U.S. citizens (Education at a Glance, OECD 2007), Maryland needs to take action to retain this competitive advantage. The competitive advantage offered by a flexible workforce aware of the global challenges should not be limited to the areas of the State of Maryland close to the beltway. The international Business Major offered by Salisbury University will expand this competitive advantage to the eastern shore.

D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State

Most of the business students graduating from Salisbury University are looking for jobs on the East coast [New York, Philadelphia, Baltimore, Washington DC and the Eastern Shore. This puts our students within close reach of a large number of globally oriented government agencies, corporations, international organizations and not-for-profit groups. The major in International Business prepares students for a career in the global business market. The Bureau of Labor Statistics does not have a specific section for international business as it encompasses various professional activities. That said, according to the Bureau of Labor Statistics, the growth of international business has led to an increase in demand for business professionals with foreign language ability and an understanding of global issues. For the period 2010-20, the demand for management analysts is expected to grow by 22 %.

<http://www.bls.gov/ooh/business-and-financial/management-analysts.htm>

Businesses hire management analysts to help them develop strategies for entering the international market, to advise them on laws for specific countries, and to help them with other business concerns. As well, employment of financial analysts is expected to increase by more than 20% over the same period, which is much faster than the average for all job categories.

<http://www.bls.gov/ooh/business-and-financial/financial-analysts.htm>

<http://www.bls.gov/ooh/sales/securities-commodities-and-financial-services-sales-agents.htm>

Economic performance in overseas markets has a substantial and direct impact on the performance of investments within the USA. In addition, investment portfolios include an increasing number of foreign securities and instruments. Finally, the globalization process has also triggered a substantial demand for professional with linguistic capabilities. Demand for interpreters and translators is expected to increase by more than 40% over the period.

<http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

E. Reasonableness of program duplication

The globalization process is now well under way and irreversible. Local businesses on the eastern shore are affected by events happening overseas. In this new interconnected world, international business programs should not be the preserve of institutions inside or close to the beltway. The upgrade from a concentration to a full major represents a more focused approach for students interested in international affairs. The study abroad requirement coupled with the

experiential learning offered by an internship with an international content should allow students to develop the necessary skills to compete in this new interconnected world.

Other schools in Maryland share a number of the International Business Major characteristics but none of them are located on the Eastern Shore

F. Relevance to Historically Black Institutions (HBIs)

The University of Maryland Eastern Shore has a business school but it does not offer a concentration, a minor or a major in international business. As was already the case for the International Concentration, Salisbury University will be the only institution on the Eastern Shore offering an International Business Major. With regard to SU's existing relationship with the University of Maryland Eastern Shore, it should be noted that many of students at UMES come to Salisbury University to take classes through our cooperative programs.

G. Distance education program

If proposing a distance education program, please provide evidence of the Principles of Good Practices. At this stage, no distance learning is included in this program.

H. Adequacy of faculty Resources

The Perdue School of Business, which currently administers the International Business Concentration, will administer the International Business Major. All the courses included in this major are currently offered. During the first phase of the program development, the School's current faculty for the concentration will be sufficient. This is an interdisciplinary major. The current Director of International Business and Global Programs as well as existing faculty members will advise students in this new major. Below is a list of faculty and the course(s) they teach for this program. All courses are used for other business majors within the Perdue School of Business except for International Business 494 which is specific to the International Business major.

- Robert Dombrowski; D.B.A., Louisiana tech University, Accounting 430 – International Accounting
- Jonathan Munemo; Ph.D., West Virginia University, Economics 441 – International Economics
- Khashayar Khazeh; Ph.D., University of Tennessee, Finance 447 – International Financial Management
- Kathleen Wright; Ph.D., George Washington University, Information Systems 465 – Global Information Systems Management
- Oliver Roche; Ph.D., McGill University, International Business 495 – International Case Analysis, Management 422 – Management of the Multinational Business
- Kirsten Passyn; Ph.D., Pennsylvania State University, Marketing 423 – International Marketing
- Douglas Marshall; Ph.D., University of Maryland, College Park, Accounting 302–Cost Accounting I
- Patricia Derrick; Ph.D., George Washington University, Accounting 304 – Intermediate Accounting I

- Fatollah Salimian; M.A., Kent State University, Business Administration 386 – Business in its Global Setting, Information Systems 455 – Advanced Microcomputer Applications
- David LeBaron; Ph.D., Pennsylvania State University, Business Administration 396 – Business Studies Abroad, Marketing 430 – Marketing Management Strategy
- Jonathon Munemo; Ph.D., West Virginia University, Business Administration 396 – Business Studies Abroad
- Ying Wu; Ph.D., University of Oregon, Economics 402 – Comparative Economic Systems
- Dustin Chambers; Ph.D., University of California, Riverside, Economics 411 – Economic Development
- Danny Ervin; Ph.D., University of Kentucky, Finance 440 – Corporate Finance
- Ani Manakyan; Ph.D., University of Florida, Finance 441 – Investments I
- Ellwood Claggett; Ph.D., University of Houston, Finance 445 – Financial Institutions and Markets
- Eugene Hahn; Ph.D., George Washington University, Information Systems 395 – Advanced Management Support Systems
- Karen Papke-Shields; Ph.D., University of South Carolina, International Business 494 – Directed Study in International Business
- Thomas Calo; Ed.D., George Washington University, Management 350 – Human Resource Management
- Wayne Decker; Ph.D., University of Pittsburgh, Management 425 – Applied Organizational Science
- Paula Morris; M.B.A., George Washington University, Marketing 333 – Sales Management
- Robert Settle; Ph.D., University of California, Los Angeles, Marketing 335 – Marketing Research

I. Adequacy of library resources

The President assures that appropriate library resources are available to support the needs of this program.

J. Adequacy of Physical facilities, infrastructure and instructional equipment

The President assures that appropriate physical facilities, infrastructure, and instructional equipment are available to support the needs of this program.

K. Adequacy of financial resources with documentation

The President assures that no new general funds from the State are required.

L. Resources and Expenditures

The program growth rate is anticipated to be modest. We have currently about 100 students registered with an international business concentration. Some of these students are transfer students from the four large community college systems in Anne Arundel County, Baltimore County, Howard County, and Montgomery County. All of these institutions have specialized, internationally oriented programs of study that will be likely sources of students. In addition, it should be noted that about 20% of the students are out of state students. This is far in excess of the rate for other departments and other schools which is in the low single digits. With the new major, this percentage is expected to slightly increase over time.

As we phase out the International Concentration and replace it with the International Business Major, we anticipate a decrease in the number of students registering for this new major. There will be fewer, but more committed, students willing to meet the additional requirement of studying abroad. During the first two years, we have assumed a number of 80 students [60 in state and 20 out of state].

As noted earlier, all courses in the international business major are currently offered and taught by existing faculty members. At this point we do not anticipate a need for additional resources.

M. Adequacy of provisions for evaluation of program

The Perdue School of Business at Salisbury University is AACSB accredited. In 2003, the AACSB introduced strict benchmarks for the Assurance of Learning [AoL]. The AoL already covers the courses that are currently offered and that will be included in the new major. The International Business Major will be periodically reviewed and will have to meet these strict benchmarks. Therefore no extra cost is anticipated for the AoL of this new major.

N. Consistency with the State's minority student achievement goals

Goal #3 of the State Plan is to "Ensure equal opportunity for Maryland's diverse citizenry." The proposed program contributes to the international diversity of SU's curricular offerings, and prepares students to work in a diverse international setting.

O. Relationship to low productivity programs identified by the Commission

The program is not among those identified as low productivity programs.

TABLE 1: RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)					
a. Number of F/T Students	80	80	90	100	100
b. Annual Tuition/Fee Rate	\$5,576	\$5,576	\$5,576	\$5,576	\$5,576
c. Total F/T Revenue (a x b)	\$334,560	\$390,320	\$501,840	\$557,600	\$557,600
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$231	\$231	\$231	\$231	\$231
f. Annual Credit Hour Rate	n/a	n/a	n/a	n/a	n/a
g. Total P/T Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$446,080	\$446,080	\$501,840	\$557,600	\$556,600

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)					
a. # FTE (*no new hires for this program)	2	2	2	2	2
b. Total Salary (+ 2% COLA)	\$220,000	\$224,400	\$228,888	\$233,466	\$238,136
c. Total Benefits (33% of salaries)	\$72,600	\$74,052	\$75,533	\$77,044	\$78,585
2. Admin. Staff (b + c below)					
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)					
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	\$292,600	\$298,452	\$304,421	\$310,510	\$316,721