

FACULTY AGENDA ITEM 14-1

Date: November 25, 2013

Submitted by: School of Business, Dean – David Sollars
Contact person – Dmitri Nizovtsev, 670-1599, dmitri.nizovtsev@washburn.edu

SUBJECT: International Business concentration for the BBA degree

Description: Presently, candidates for the Bachelor of Business Administration degree can choose one of six concentrations: Accounting, Economics, Finance, General Business, Management, or Marketing. We propose adding a concentration in International Business to that set. Reasons for the change and the benefits thereof are presented in the attached document.

Rationale: The change is necessary because:

- The evolving nature of the modern marketplace creates demand for graduates with skills suitable for employment in international enterprises.
- There is substantial evidence of growing interest in International Business degrees from incoming freshmen and prospective students.
- The most recent set of standards issued by the Association for Advancement of Collegiate Schools of Business, places special emphasis on the need to prepare graduates for employment in the global marketplace.
- Peer universities in Kansas and the Midwest have added International Business to their degree portfolio in the past few years.

For more details, see the attached document.

Financial Implications: The annual cost of program is approximately \$100,000. The program is projected to start generating positive cash flow in third year of its existence. For detailed financial analysis, see the *Financial Impact Analysis* section, pp. 10-13 and Appendix B.

Proposed Effective Date: *Fall 2014.*

Request for Action: *Approval by Academic Affairs Committee, Faculty Senate, and General Faculty.*

Approved by: AAC on date **12/2/13**

FAC on date

Faculty Senate on date

Attachments : Yes No

The present situation and the justification for the proposed change

The School of Business offers a Bachelor in Business Administration degree. Presently, candidates for the BBA degree may choose a field of concentration ('majors') from among the following subject areas:

- Accounting,
- Economics,
- Finance,
- General Business,
- Management,
- Marketing.

The School also offers a minor in Business (for non-business majors), a minor in International Business, and a certificate in Entrepreneurship.

The present set of concentrations offered within the BBA program does not fully utilize the opportunity to attract and retain students.

The increasingly global marketplace creates growing demand for graduates capable of making decisions in an international environment. At the same time, prospective students interested in international business careers are looking more and more for ways to obtain adequate training that would allow them to accomplish that goal. The current School offering of courses with global content and the way in which they are organized are no longer adequate to meet this growing demand.

The Minor in International Business currently offered at Washburn was originally designed to serve the needs of the Modern Languages department, increasing the marketability of a degree in foreign languages. However, over the last 10 years, very few of modern language majors declared and pursued this minor. At the same time, the substantial language requirement consistently prevents business majors from pursuing this minor.

The minor is adequately perceived as lacking substance compared to a major. As such, it is less marketable to students and their potential employers. A student who is potentially interested in an international business career would prefer to earn their degree from an institution that offers a major, not a minor. Testimonial evidence obtained from meetings with prospective students, student orientation sessions, and academic advising students suggests substantial interest in International Business.

An International Business concentration within the BBA never existed at Washburn. Its creation will put us at par or ahead of our peer school competition and increase the recruiting capabilities of the School of Business, attracting those students who are seeking a career in an international setting. Currently, such students are choosing other universities over Washburn. For a summary of International Business offerings at peer universities see Appendix A.

The demand for graduates with international business skills has been developing gradually, and especially so over the last ten years. Over roughly the same time period, the School of Business has accumulated a critical mass of faculty with international background and professional international business experience.

The proposed change is necessary because:

- The evolving nature of the modern marketplace creates demand for graduates with skills suitable for employment in international enterprises.
- There is substantial evidence of growing interest in International Business degrees from incoming freshmen and prospective students.
- We have enough expertise among our faculty to allow the school to develop a competitive advantage in the field of international business. The presence of the International Business concentration can be used as a recruiting tool by both the School of Business and the University.
- The most recent set of standards issued by the Association for Advancement of Collegiate Schools of Business (AACSB – the most respectable and prestigious accreditation body for business schools), places special emphasis on the need to prepare graduates for employment in the global marketplace.
- Peer universities in Kansas and in the Midwest have added International Business to their degree portfolio in the past few years. It is likely that some students choose those institutions over Washburn because of their interest in the field of International Business. There is no reason for us to lag behind, especially given our strength in internationally experienced faculty.
- The present amount of courses with international content in the BBA program is already substantial. Some additions are needed but the foundation of the International Business concentration is already in place. This substantially reduces the financial burden of offering this concentration.

Alignment of the proposal with the University Mission

An essential element of Washburn University Vision 2022 statement is “preparing graduates for success in their chosen profession and stimulating economic vitality.”

The Mission Statement of Washburn University further builds on that, stating: “Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community.”

The present proposal is perfectly aligned with both the Vision and the Mission. It aims to enhance the *economic vitality* of the region and *prepare graduates for success* via a modern curriculum and high-quality instruction.

Today’s marketplace offers an increasing number of business opportunities generated by international economic linkages. In spite of its geographical location, Kansas can benefit from these opportunities as the modern informational technologies and increasing transparency of national borders make the playing field more leveled. An increase in workforce trained to

operate in a global environment would allow the region to take advantage of these opportunities and enhance the *economic vitality of the region and the nation*.

Like any other academic program, the business program needs to stay current and prepare students for the constantly changing business environment. The increasingly global marketplace creates growing demand for graduates capable of making decisions in an international environment. At the same time, prospective students interested in international business careers are looking more and more for ways to obtain adequate training that would allow them to accomplish that goal. Enhancing Washburn business program by developing a strong, well established, and well-structured international component would allow it to meet the present-day quality standards and *prepare graduates for career success*.

One of the strategies for achieving academic excellence listed in the *Vision 2022* document calls for expanded educational initiatives. *Washburn: 150 Forward*, the University's current strategic plan, states: "The University will enhance academic programs to distinguish Washburn from its peers, attract strong students, and build Washburn's reputation for quality and excellence." A subcomponent of this provision says: "The School of Business will build upon its strength in international education." Enriching the set of concentrations in the BBA program is consistent with this provision. This goal is also part of the School of Business' most recent strategic plan.

Job opportunities for graduates

Understanding the broader world in which we live is becoming a more and more relevant and valuable skill in the job market. With countries' economies becoming more inter-connected through the global markets, many businesses are seeing an advantage to hiring individuals with an international business degree. In addition to being well rounded and knowledgeable of the business field, these employees have a global mindset and global approach to problem solving.

International business students may find they are more attractive candidates for a job if they have a degree with an international focus, along with demonstrated interest in the global economy.

Although many jobs in international business involve sales and marketing, there are plenty of other exciting careers that are open to international business majors. Students and professionals alike would do well to combine travel and work experience with their international business degree. Some may opt to work for a local company that has offices in other countries, while others may choose to live and work abroad. Graduates may go on to work with international trade and development organizations, where they are expected to give advice on export markets, do market research, or complete trade promotions. They may join the diplomatic service and act as representatives of their country's governmental agencies to foreign governments. Others may find work as an international banking officer or a cultural advisor.

As demand for high quality international business degree graduates increases, so too do the salaries paid.

Examples of jobs outside of mainstream international activities or trade include:

1. At the federal government level, the International Trade Administration provides assistance and advice to exporters in the US. Job titles include international trade specialist, international economist, import compliance specialist;
2. The Foreign Service, part of the Department of Commerce, places people in overseas posts in 67 countries. Foreign Service personnel provide advice on export markets, carry out trade promotions, do market research, and provide representation to foreign governments on behalf of US companies.
3. An International Banking Officer or Associate will have a minimum salary of \$50,000-60,000 – often more depending on the area of specialization and the size of the accounts. The job prospects are great due to emerging international markets. Options include working for a domestic banking institution with foreign accounts or foreign owned institutions doing business in the US. Solid work experience can lead to other international positions such as managerial responsibilities within federal finance departments, or with global organizations such as the World Bank. Advanced degrees in International Business are preferred.
4. Cultural advisers work with international business people who need varying degrees of instruction in foreign environments (culture, political, economic, business). Specializations in specific areas of business such as technology, management, banking, law media, or education are in high demand. Cultural advisors charge between \$70 and \$300 per hour (they work primarily on contract basis since most of businesses require their services for a learning period). Cultural advisors may also assist with market research for companies wishing to expand their market overseas, and in foreign career placement. A BBA is the minimum requirement with a master as a better for career advancement.

Locational and comparative advantages of the program

Washburn University is located in Topeka, the capital of the state of Kansas. This creates numerous advantages, including access to administrative resources, state legislature, Chamber of Commerce and its connections, the Small Business Development Center. Topeka is also home to numerous financial institutions, which more and more turn towards international financial markets. This provides an opportunity for a fruitful collaboration between the university and the community. Many of our graduates end up getting employment in the Kansas City area, which is a transportation hub, dealing with issues of international logistics.

Over the last few years, the School of Business has accumulated a large number of international faculty – more than one third of the School faculty are foreign born. Several other faculty members have extensive international professional experience. There is a critical size group passionate about the development of the international business education component, particularly the International Business concentration. The ad hoc International Education Task Force has been active since 2007. This gives Washburn a strong comparative advantage. Note that the addition of new faculty necessary for program viability is quite modest (addressed in further detail in Appendix B).

The School of Business has been consistently building up its capabilities and experience in International Business instruction. One significant step was the adoption of the Global Dynamics requirement for the BBA. Starting in Fall 2011, every BBA graduate is required to take one of the three courses that build the necessary knowledge of benefits, risks, and implementation strategies related to doing business internationally. Those courses are BU355 International Business, EC410 International Economics, or BU477 International Finance.

This addition has proven to be effective, as evidenced by the improved Major Field Test scores in the International Business category.

Another aspect of our comparative advantage consists in the strong integration of our school with international organizations promoting international education and faculty and student exchanges. Among the organizations is the Magellan Exchange consortium, providing students with attractive, meaningful, and cost efficient options for studying abroad. Another one is the Network of International Business Schools (NIBS), which nurtures intellectual exchange among similar schools and works on building collaborative agreements, curriculum alignment, along with opportunities for students to enrich their educational experience by participating in international business case and business plan competitions.

Student demand for the program

As stated above, the creation of this concentration was triggered in part by indicators of increased interest in such a degree from students and employers. This gives us confidence that, once this concentration is established, the annual number of students completing it will be in double digits therefore at par with the existing concentrations.

Our expectations of robust demand for the International Business concentration are further reinforced by the data obtained from three sources:

- a survey administered to currently enrolled students,
- polling incoming freshmen,
- statistics from peer institutions.

Overall, the findings suggest that there is sufficient interest in the major. Producing between 20 and 25 International Business graduates per year seems to be an attainable target. There is also a reasonable expectation that once the program is adopted and advertised to high school seniors and other external constituents, that figure will increase further, with most of the increase coming from new students.

At the same time, it is important to keep in mind that, since this major is going to be one of the many options within the BBA, the number of students declaring and completing the major is of secondary importance. As stated above, the main objective of adding a new concentration is to increase the number of options within the BBA program available to students and give them more meaningful choices. That would further increase the quality of the BBA program and make it more attractive for prospective students. We expect this to contribute to an increase in the overall business school enrollment.

More details about the program enrollments projections and their financial implications are

presented below in the *Financial Impact Analysis* section below.

Characteristics of the students who will participate in the proposed program

A sizeable portion of a Washburn's undergraduate student population lives and works in the Topeka region. The program will provide students interested in careers related to international business a previously unavailable option to continue their education while remaining in the region. They will now be able to continue contributing to the region's economy while completing their degree. Currently, such students have to leave town and go elsewhere to obtain such a degree. Creating the International Business concentration would allow to tap this sizeable segment of the market.

Interest in international business is even stronger among international students. The new offering would increase Washburn appeal to prospective international students from overseas and generate new revenue. Washburn will build upon its existing strength in international education to provide services to its existing international student population while looking to prudently expand this student base.

Curriculum of the proposed program

In developing the proposal for program curriculum, we tried to ensure that students graduating with this concentration receive important practical knowledge they can apply in the business environment.

It was important to build a program that offers greater or equal value to students than similarly named programs at peer institutions. After carefully studying programs in International Business at peer institutions, including those in NE Kansas, we felt that, in addition to international business foundations, we need and are able to offer our students more practical knowledge they could apply if employed by a multinational enterprise immediately upon graduation. The expertise of our existing faculty gives us an advantage we can leverage.

We started by identified the desired set of learning objectives for the concentration. Next, we looked for deficiencies in our ability to address those objectives with existing courses. Finally, we developed new courses that would help overcome those weaknesses. One such course, BU356 Cross-Cultural Management, is focusing on managing a multicultural workforce, and the other, BU457 Multinational Enterprise Practices, – on the specifics of international accounting, international supply chain, and enterprise resource planning. Both courses have been approved by the School of Business faculty. One of the new courses is already offered while the other is awaiting a resolution of resource issue.

Full implementation of the two new courses will allow us to create and offer a well-rounded major in International Business. The sufficient depth of functional knowledge delivered in the courses within the concentration will prepare graduates for international business careers and make them competitive in the global marketplace.

Proposed catalog language outlining the requirements for the BBA with emphasis in International Business:

The international business curriculum is designed to equip graduates with skills suitable for employment at international and global enterprises. A student would understand advantages and challenges of doing business globally, understand different cultures and be able to perform business tasks in a different cultural and professional environment.

The following courses are required for the International Business concentration:

- *BU356 Cross-Cultural Management*
- *BU368 International Marketing*
- *EC410 International Economics or BU477 International Finance*
- *BU457 Multinational Enterprise Practices*
- *Twelve additional upper-division elective hours in accounting, business, or economics*
- *One of the following:*
 - *BU406 International Business and Entrepreneurship Experience,* or*
 - *No less than 3 credit hours earned through a university-approved study abroad or an international internship,* or*
 - *6 credit hours of course work in one of the modern foreign languages at the intermediate level or above.*

* *Credits earned can be counted towards the fulfillment of the twelve AC/BU/EC credit hour requirement.*

Currently the plan is to offer BU356 and EC410 every Fall and BU368, BU477, and BU457 every Spring. BU406 is an out-of-sequence course, offered every year between April and June, with the last segment taking part on site in PR China.

Note the courses taken to fulfill the requirements for the International Business concentration cannot be used to meet the universal Global Dynamics requirement for the BBA degree. As such, any graduate seeking a BBA degree with a concentration in International Business will have to take the total of five courses with international content. Through the academic advising process most such students will be directed to start by taking EC355 International Business, which would meet the GD requirement and serve as the gateway to the more specialized courses that constitute the International Business concentration.

Program faculty

All faculty teaching in the program will be experienced academically or professionally qualified professors or lecturers as defined by the School's Faculty Scholarly Activity Policy. The addition of new faculty is expected to be minimal – only one half of a full-time tenure-track position needs to be added.

We possess a critical mass of faculty who are qualified to teach the courses offered within the program. However, the need to offer those courses more frequently and regularly, at the same

time providing adequate services to the rest of the business student population, requires an addition of one half of a FTE position – a faculty member who could teach three sections of various international courses per year.

The financial implications of such a decision are analyzed in the *Financial Impact Analysis* section below.

Academic support for the program

All students pursuing a BBA degree with concentration in International Business will be supported by existing School facilities, equipment, and staff. The School of Business is located on the Washburn campus on the first floor of Henderson Learning Center. Student access to information technology resources, library resources and other support is also available on campus and remotely. A faculty member teaching in the program will be assigned to serve as a primary advisor to students considering or pursuing the International Business concentration as part of his/her service responsibilities. No additional administrative assistance will be required.

Students will have access to library materials currently available in the Washburn Mabee Library and the Washburn Law School Library located on campus and remotely. Additional library resources required for individual courses (especially the newly added ones) have already been obtained. Future additions will not exceed normal routine additions.

Facilities and equipment

No new facilities will be required. The instructional facilities the School currently possesses are sufficient to ensure the success of the proposed program. The only immediate need is to have a room equipped for international video- and teleconferencing. Completion of the project that involves renovation of a portion of the Henderson Learning Center in the near future would take care of that as well as many other issues and further improve School's ability to provide high quality instruction. Fundraising for this project, which is listed in the Vision 2022 document, is currently underway.

Program Review, Assessment and Accreditation

- **What program review process or evaluation methods will be used to review the program?**

Once the proposed change is implemented, it will become an integral part of the BBA curriculum offered by the School of Business. Under the currently existing practices, all units in the University submit prescribed program documentation to the University Program Review Committee. The School of Business successfully completed program review in 2012. Under the currently adopted five-year cycle, it is anticipated that all business programs will be evaluated at the next program review, due in 2017.

- **What student learning outcomes measures will be used to assess the program's effectiveness?**

The performance of the International Business program will be monitored to evaluate its progress. Data will be accumulated to provide analysis of instructional expenditures, student credit hour production, and graduation statistics.

Student learning outcomes assessment is a required and significant part of the external AACSB accreditation process for business schools. Accreditation standards require annual measurement and reporting of student learning outcomes for specific program goals.

Assessment in the International Business program will be done within specific courses. The list of learning objectives for the international business concentration and their assessment is provided below

Learning objectives:

Upon completion of the concentration in international business, students will be able to:	Assessed in
Critically assess costs and benefits of doing business internationally;	BU355 or EC410
Demonstrate familiarity with international business practices and select strategies suitable for firms entering and operating in global markets;	BU368, BU457, and in EC410 or BU477
Assess the impact of international business activities on functional departments within a firm;	BU457
Identify risks associated with global operations and strategies for managing those risks;	BU368 and in EC410 or BU477
Demonstrate the ability to manage cultural and ethical challenges related to international business;	BU356
Apply multicultural constructs to business tasks.	BU356 and BU457

– **What are the institution's plans regarding program accreditation?**

As previously mentioned, the program will be an integral part of the BBA program and does not have to be accredited separately.

The Washburn University School of Business is accredited by the AACSB and was last re-accredited in 2011. The School is required to submit information to AACSB every five years and be subject to a maintenance review process by the AACSB. It is anticipated that the International Business component of the BBA program will be subject to the next AACSB maintenance review and accreditation process in 2016.

Financial Impact Analysis

– **Revenue generation projections**

Our expectations of robust demand for the International Business concentration are further reinforced by the data obtained from three sources:

- a survey administered to currently enrolled students,
- polling incoming freshmen,
- statistics from peer institutions.

A survey was administered to students in seven sections of business courses at the sophomore and junior level. The choice of sections eliminated possible duplication of responses. Students in those sections would still have the opportunity to pursue the International Business concentration if it is established (note that most of our students will pursue two concentrations within a BBA degree).

The survey included three questions (the full text of the survey is provided in Appendix C). The purpose of the first question was to separate declared business majors from other majors or undecided students. Out of 158 students polled, 111 identified themselves as business majors. The second question assessed the likelihood of student's interest in pursuing the International Business major on a five-point Likert scale. 26 out of 111 students answered "Somewhat likely" and 12 – "Very likely". Together, this makes for 34% percent of the total number of business students polled. If we assume that all those responding "Very likely" and 25% of those saying "Somewhat likely" end up pursuing the IB concentration, this would amount to 16.7% of the business major population.

The third question asked students to name their most likely choices of concentrations within the BBA. Each student was allowed to mark no more than two concentrations. Eighteen students, or 16% of the respondents, listed International Business among their future choices. Of those, five students plan to combine International Business with the Management concentration, four – with Economics. Finance, Accounting, Marketing, and Entrepreneurship were each paired with International Business twice. One student did not name a second major, choosing only International Business. This indicates sufficient interest in the International Business major even among students already accepted to Washburn.

Furthermore, for the past year and a half we gauged student interest in various concentration

areas within Business by polling students taking part in Freshman Blueprint and Transfer Day sessions for incoming students who have a strong intention to major in Business. The proportion of students naming International Business as their fields of interest consistently ranged from one in six to one in ten.

The statistics from peer business schools that have an established emphasis in International Business produces a similar metric. Between 12 and 17 percent of all business majors at those schools pursue such a concentration.

Overall, the results from all three sources are in line with each other. Given the fact that 120-140 students graduate with the BBA every year, producing 20-25 graduates with a concentration in International Business per year seems to be an attainable target. Achieving that level of enrollment would require aggressive marketing of the new concentration as well as building the appropriately internationally-minded student culture. This might be done by sponsorship of a student club that might bring together native and foreign students as well as pre- and post-study abroad students.

All things considered, there is reasonable hope that once the program is adopted and advertised to high school seniors and other external constituents, that figure will increase further, with most of the increase coming from new students. The projected number of new students is of special importance because it will determine the additional revenue the program may generate. Therefore the important question to ask is: How many students will choose Washburn over another school *because of* the opportunity to major in International Business at Washburn?

The Freshman Blueprint session straw poll shows that one in ten business students intend to declare International Business as their major. Each year thirty five freshmen declare their business major. Based on a conservative estimate we believe that at least three incoming freshmen will attend Washburn with the sole intention to major in International Business. We adopt this projection for the first year of program existence. The one-in-ten ratio exists in the present environment when the concentration has not been established or advertised yet. We project that the number of incoming freshmen choosing to attend Washburn and pursue the emphasis in International Business to go up to four in the second year of program existence and six in all consecutive years.

Our estimates of revenue generated from freshmen are based on the assumption that each such student will enroll in 124 credit hours, of which 61 hours are charged the regular tuition rate and 63 hours are charged the business school rate which includes a \$45/hr surcharge. Consistently trying to keep our projections conservative, we assumed that the course work is spread over 4.5 years in the following way:

Year 1 – 27 credit hours of general courses

Year 2 – 12 general credit hours, 15 business credit hours

Year 3 – 12 general credit hours, 18 business credit hours

Year 4 – 10 general credit hours, 18 business credit hours

Year 5 – 12 business credit hours

Note that the benefit of enriching the set of business program offerings extends beyond the School of Business boundaries. Between 54 and 61 credit hours taken by each such individual

are taken from other Washburn departments.

Another source of new revenue is from students transferring to Washburn from other four-year institutions or community colleges. For the sake of this estimate, we assume each such student completes their associate degree elsewhere and enters Washburn only to take upper-division business courses. According to the BBA degree requirements, those courses amount to 45 credit hours. Such an assumption is generally consistent with the total number of credit hours a junior-level transfer student takes at Washburn. Furthermore, we find it reasonable to assume that on average such a student takes 27 credit hours in their first year and 18 in the second.

We estimate that in the first year of program existence, two transfer students would choose Washburn attracted by the presence of the International Business concentration. Using the logic presented above for the case of freshmen, we project this number to increase to three in the second year of program existence and to four in every year thereafter.

In summary, our projection for the arrival of NEW students is as follows:

Year 1 – three freshmen, two junior transfer students

Year 2 – four freshmen, three junior transfer students

Year 3 and every year after that – six freshmen, four junior transfer students

See Appendix B for the revenue estimate calculation based on the aforementioned assumptions and projections. Note that students who would be at Washburn anyway, simply choosing a different concentration within the BBA are not taken into account in generating that estimate.

– **Cost of program implementation**

The following table enumerates expenses necessary for the successful program implementation. Entries from the table are used in estimating the overall financial impact of the program in Appendix B.

Expense item	Annual cost
Half a faculty position with an expertise in international business and one of international fields (economics, finance, accounting, marketing, management) 0.5 x \$110,000 x 1.25 (benefits)	\$68,750
Cost of school memberships in organizations promoting cooperation, exchange of ideas, and resource sharing among business schools with international emphasis. (NIBS – Network of International Business Schools, BUSINET)	\$2,000
Registration fees for student competitions (International Business Case competition, Business Plan competition)	\$800
Student team travel to final stages of competition (contingent of winning the qualification round (at first, infrequently, then more frequently) – 5 persons times \$2,500	\$6,500 in 1 st and 2 nd yr \$12,500 afterwards
Increased involvement of faculty in international teaching, faculty exchanges, international networking, professional development. Travel to IB conferences and organizational meetings.	\$5,000 + \$5,000
Software allowing introduction of a robust international business component into simulations used in IB courses	\$2,000 in 1 st year \$1,000 afterwards
Program marketing	\$5,000
Additional student stipends to support participation in BU406, an integral part of the program, 10 x \$500	\$5,000
TOTAL ANNUAL OPERATING COST	Not to exceed \$105,050

Appendix A – International Business offerings at peer institutions

Institution	International Business major or concentration?	Core course requirements
University of Kansas	YES	Language requirement Four courses from the following: <ul style="list-style-type: none"> - Introduction to International Business, - Comparative & Cross-Cultural Mgmt - International Management - International Finance - Global Marketing - Special Topics in International Business
Kansas State University	No, certificate only	
Pittsburg State University	YES	International Business Industrial Marketing Three out of the following: <ul style="list-style-type: none"> - Cross Cultural Analysis, - Intercultural Communication, - Geography of the Global Economy, - International Relations, - Political Sociology.
Emporia State University	YES	Legal Environment of International Business International Finance, International Management International Marketing two semesters of foreign language one correlate course
Fort Hays State University	YES	International Economics, International Finance, International Business International Marketing
Wichita State University	YES	International Economics and Business International Management International Marketing International Financial Management Nine hours of correlate courses
Missouri Western State U	International Studies minor	
U of Missouri – Kansas City	No	

**Appendix B –
Analysis of Cost/Benefit for the International Business concentration, Years 1 to 5**

Program Name		international business (BBA)				
Revenue:		Year 1 - FY14	Year 2 - FY15	Year 3 - FY16	Year 4 - FY17	Year 5 - FY18
	# Cr Hrs per student	# Students	# Students	# Students	# Students	# Students
Est. Students/Cr Hrs	Freshmen	27	3	4	6	6
	Sophomores	27		3	4	6
	Juniors	30	2	3	7	10
	4th year seniors	28		2	3	6
	5th year seniors	12				3
Total New Students			5	12	20	26
Total Credit Hours			141	335	564	732
Tuition Rate			\$ 244	\$ 251	\$ 259	\$ 267
SOBU surcharge			\$ 1,620	\$ 6,075	\$ 10,800	\$ 15,390
Total Revenue			\$36,040	\$90,305	\$156,863	\$210,648
Ongoing Expenses:			Year 1	Year 2	Year 3	Year 4
1/2 of a faculty line	0.5 FTE		\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000
Benefits (25%)			\$ 13,750	\$ 13,750	\$ 13,750	\$ 13,750
Student stipends			\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Marketing			\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Student travel			\$ 6,500	\$ 6,500	\$ 12,500	\$ 12,500
Faculty travel			\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Professional Development			\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Accreditation/Membership			\$ 2,800	\$ 2,800	\$ 2,800	\$ 2,800
Support Materials			\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000
Total Expenses		-	100,050	99,050	105,050	105,050
Startup Costs			-	-	-	-
Total Net Revenue		-	\$ (64,010)	\$ (8,745)	\$ 51,813	\$ 105,598
					\$ 149,574	

Appendix C – International Business Concentration survey

As you may know, at present time students pursuing a Bachelor of Business Administration degree can choose one or more from among the following fields:

Accounting, Economics, Finance, Marketing, Management, and General Business.

The School of Business is looking into the possibility of offering two more fields of concentration, one in *Entrepreneurship and Innovation* and the other one in *International Business*.

Short descriptions of each field are provided on the back of this form for your reference.

Please answer the following questions:

1. Is Business one of the majors you declared?

Yes No

2. How likely are you to be interested in pursuing a BBA with a concentration in International Business?

1	2	3	4	5
Very unlikely	Somewhat unlikely	Don't know, need more information	Somewhat likely	Very likely

3. If you were to make the choice of majors today, which of the following would you choose?

(Please check no more than two.)

- Accounting
- Economics
- Entrepreneurship and Innovation
- Finance
- International Business
- Management
- Marketing
- Not applicable – I am not a business major

The four principal areas of employment for ACCOUNTING majors are in industry, public practice, non-profit organizations, and governmental agencies. Industrial accountants assemble and interpret relevant business information for interested parties within their employer's firm. Public accountants provide professional services primarily in three areas: income tax, auditing, and management services. Governmental accountants perform similar services for local, state, and national governmental agencies.

The ECONOMICS curriculum is designed to provide the student with an understanding of the principles and institutions governing economic decisions made by households, businesses, and governments. It provides an appropriate background for careers in business, public administration, urban planning, international studies, and law.

The courses in the ENTREPRENEURSHIP and INNOVATION program are designed to develop individual's ability to turn ideas into action. This includes creativity and responsible risk taking, as well as the ability to plan and manage projects in order to achieve objectives. Those skills go beyond simply starting a small business as form a broad approach to business and life.

The FINANCE curriculum is designed to prepare students for careers in government services, corporate financial management, commercial banking, security analysis, insurance, real estate, and other finance fields.

The program in INTERNATIONAL BUSINESS addresses the growing demand for graduates capable of making decisions in an international environment. The coursework covers a broad set of skills crucial for employment at international enterprises. Graduates will be familiar with international business practices and strategies suitable for global markets; will learn to manage various risks associated with global operations; and will be able to work on complex business tasks in a multicultural environment.

MANAGEMENT courses in the fields of organization theory, human relationships, administrative communication, and related behavioral areas provide students with pertinent background for management careers in business and non-business organizations. Students may focus their studies in the areas of personnel management, industrial relations, and industrial management.

The MARKETING curriculum involves analysis of the ways business firms plan, organize, administer, and control their resources to achieve marketing objectives. A student will prepare for a career in general marketing management, promotion management, personal selling and sales management, marketing research, channels management, and/or retail management.

The concentration in GENERAL BUSINESS gives the student flexibility to design a 24-hour upper-division program using courses from several or all areas in the School of Business in accord with his or her own interests and needs.