

**Proposal for an  
International Business  
With Language and Culture (IBLC) Major  
April 9, 2010**

**1. Context for Addition of New Program**

**a. Background**

***Justification for Program***

Becoming men and women for others through global engagement is fundamental to the mission of John Carroll University. An interdisciplinary major in international business that includes language and culture studies is an excellent way to develop in our students that sense of global engagement. A committee composed of CMLC faculty members David Anderson, Santa Casciani, Luigi Ferri, Keiko Nakano, and Martha Pereszlenyi-Pinter and a committee composed of Boler faculty members Larry Cima, Brad Hull, Jim Martin, Paul R. Murphy, Walter Simmons, Tom Zlatoper jointly developed the proposed major in International Business with Language and Culture (IBLC) that is being submitted for approval.

The proposed major provides a new avenue for the integration of language and culture studies into the educational process for our students. In business, language fluency and expertise in culture is no longer a "nice-to-have" competency, but is now critical for leadership in organizations. In fact, Thomas Friedman's *The World is Flat* suggests that in an increasingly competitive world economy, a proficiency in languages other than English is crucial to obtaining competence in dealing with commerce, politics, and society. In today's competitive world, fluency in both language and culture is essential to excel in global markets. As a Jesuit institution, John Carroll's mission is to prepare students to confront the challenges of a global environment and a well-defined international business major will give our students opportunities to engage in that global business environment in a culturally literate and professional manner.

***Interest In, and Prevalence of, Other International Business Programs***

Interest in an international business major is increasing rapidly among high school students. Data provided by JCU's Enrollment Division indicates that over the past three years 30,500 students in JCU's core markets have expressed an interest in majoring in international business (College Board, 2009). Based on the trend in the data, the College Board is expecting this number to increase by 59% over the next 3-5 years. Clearly, there is significant interest in international business.

Unfortunately, these students do not currently apply to JCU because we don't offer the opportunity to major in the area of international business. While we don't have students apply to JCU who express a specific interest in majoring in international business, we do have applicants expressing an interest in studying both business and a language.

Of the students who do apply to JCU with an interest in studying both business and a language, we only enroll 20-25%. The remaining 75-80% of these applicants goes primarily to other schools that have international business as a major. According to data provided by JCU's Enrollment Division, other schools in Ohio with an international business program to which these applicants go include the

University of Dayton, Xavier University, The Ohio State University, Ohio University, Baldwin-Wallace College, Wittenberg University, Cleveland State University and the University of Akron.

The Enrollment Division data also indicate that Jesuit schools with an international business program to which these applicants go include Xavier University, Saint Louis University, Marquette University, Loyola of Chicago, Creighton University, and Canisius College.

Examples of other private universities with an international business program to which these applicants go include Duquesne University, Saint Mary's College (Indiana), Mercyhurst College and Saint Vincent College.

Based on tracking data provided by JCU's Enrollment Division, during the past 3 years we have lost to each of these schools a minimum of 5 applicants interested in studying business and language, resulting in an opportunity loss of 100-120 students over that time period.

The data support the attractiveness of an IBLC major for prospective students. However, the value of the proposed major goes beyond attracting more students to JCU. Even in the most advanced professional environment, technical business competence cannot be separated from an understanding of its cultural milieu. What we are proposing is an innovative approach to international business that integrates two fields of expertise (business and language & culture) that appear to be disparate fields at the academic level, but are inextricably connected in life. To quote Theodore Levitt, "a global company should always go about its business in a way that is responsive to the major differences from one country to another." Today's world calls for global citizens who are ready to bridge these two aspects of education, using this bridge as a source of innovation and problem solving.

#### **b. Purpose of the Program**

The overall purpose of the proposed IBLC major is to *prepare students for challenges confronting organizations in international settings*. Because of the international aspect of the environment, these challenges create a need to understand change and uncertainty in ways that go far beyond typical non-international business challenges. In a global economy, being able to solve problems across international boundaries can mean the difference between success and failure in leadership.

The proposed structure for combining language & culture with business will produce students who are excellently prepared for the unique challenges and problems encountered in international business through both curricular and experiential activities. Because of the unique structure of the proposed major and the number of languages that are available to students, the proposed major will be phased in across languages and countries. Italian will be the "pilot" language for implementing the major. The Italian Studies faculty members have been developing the required resources and relationships necessary for the proposed major during the past year. As soon as other languages are ready to implement their side of the major in terms of faculty resources, study abroad locations in appropriate countries and internship relationships, they will be introduced. Japanese, French and German are expected to be the next languages to follow immediately from Italian. Spanish and Chinese are expected to be introduced after they have developed the necessary faculty resources.

Countries included for the experiential activities (study abroad and international internship experiences) will be similarly phased in. Generally speaking, we anticipate that students studying a language will

desire to also engage in the experiential activities in a country where that language is spoken. For example, students studying Italian at JCU will probably want to study in Italy. For students studying Japanese, Japan will be the most likely country for a study abroad experience. For students studying Chinese, China would be the most likely country for a study abroad experience. For students studying French, France would be the most likely country for the study abroad experience. However, because French is also a second language in many countries (e.g., many countries in Africa), a student may, for example, choose to do an internship in an organization in another country other than France. For students studying Spanish, we might expect to develop exchange relationships with schools in Spain, Mexico, Chile and Argentina (as examples) for in-country experiences. Finally, it may be that there are some students who will study a language at JCU, but will want to engage in a study abroad experience or internship experience in a very different environment such as India. With the expertise and assistance of the Center for Global Education, we expect to develop relationships with schools in a variety of countries over time that will match the interests of students.

### ***Contributions to the Student Experience***

This major will contribute substantially to the student experience in the following ways:

- First, the proposed IBLC major offers students the opportunity to bring together business courses with language and culture, giving students the opportunity to acquire linguistic and cultural fluency that is integrated with business studies.
- Second, students will have the opportunity to study international business topics at a university in a country in their studied language, which will experientially broaden their understanding of cultural variations and will give them an “international look” at international business topics.
- Third, students will have the opportunity to complete an internship in the country of their studied language, giving them the chance to learn experientially how business is done internationally as well as reinforcing their understanding of culture and change. Studying abroad and then working in a country with a culturally diverse population allows and encourages students to develop sensitivities that will lead them to become more inclusive and to gain a richer understanding for the advantages and disadvantages of globalization.
- Fourth, students will complete an internship in northeast Ohio with a company doing business in the country in which they just studied, giving them a more complete picture of the challenges in international business.
- Fifth, anecdotal evidence from former business students and from executives in northeast Ohio suggests students graduating with this IBLC major should experience a high job placement rate. More importantly, according to international business executives, this proposed business major will prepare students to easily fill leadership roles in international settings.

### ***Ways in Which This New Program Strengthens the Academic Mission***

*“As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.” (John Carroll University’s Mission Statement)*

The proposed IBLC major directly supports this mission. Leadership in global environments requires a high degree of technical knowledge, an understanding of cultural variations across boundaries, a preparedness to confront challenges, and a readiness for bringing about positive change in those environments. The goals of the proposed major are directly in line with the mission and goal of education at JCU.

## 2. Curricular Requirements

### a. Rationale and Justification of Inclusion of Courses

A review of approximately 50 international business programs, including all of the ones in Ohio, revealed a lack of cohesiveness in most programs. Although a few top programs in the country (e.g., University of South Carolina) have a centralizing theme throughout their curriculum, most programs are not concept driven, but instead appear to be driven by convenience and availability of courses. In addition, most programs don't require a study abroad component or an international internship component.

Our proposed program is focused, is both academic and experiential, and clearly differentiates JCU's program from other international business programs. The central focus of the proposed major is "problem solving in an international context." In speaking with a variety of people engaged in international business, this is the key difference between successful and unsuccessful leaders in an international setting. With this concept serving as the foundation of the program, a set of learning goals for the program are:

1. Proficiency in a second language and culture
2. Understanding of, appreciation for and sensitivity to cultural variations in behaviors and values
3. Strengthening the sense of solidarity with peoples of diverse backgrounds both in other countries and in the U.S.
4. Ability to analyze international business contexts (e.g., markets, financial arrangements, currencies, transactions, etc.)
5. Ability to analyze change, risk and uncertainty and how change will affect the performance of people, products, and organizations across cultures
6. Ability to problem solve in organizations across cultures

To achieve these learning objectives, we designed the program with two main components: curricular and experiential.

### *Curriculum*

There are five categories of courses in the proposed IBLC major: language, country-specific culture, business core, required international business courses, and international business electives. This program requires a total of 129 hours to graduate. This includes 57 hours of university core, 12 additional hours of language (through 2 semesters of the 300 level), 39 hours of business core, and 21 hours of IB major requirements. Students who come in at the intermediate or higher level of language, who are able to test out of one or more computer classes, or who come in with AP credits in university core will, of course, have fewer credit hour requirements.

### *Language Requirements*

Language through two semesters of the 300 level is required. Throughout the three years of language courses, students will slowly be introduced to the basic vocabulary of business (e.g., customers, advertising, employees, etc.). The second semester of the 300 level will be designed with a focus on communication in business. This class will likely be taken during the student's study abroad semester, but may also be taken at JCU depending on students' language proficiency coming into JCU. For

students who come to JCU with an advanced level of language proficiency, an independent study option will be offered giving those students an opportunity to acquire business vocabulary and/or cultural topics in which they may be deficient.

### *Country-Specific Culture Requirements*

Students will be required to take two courses that focus on some aspect of the culture of the country associated with their language. These courses will cover contemporary political, social and/or economic factors, all seen through a historical and/or cultural perspective that will allow students to understand how the culture of the country being studied arrived at its current situation. The committee expects that IC courses and the culture and civilization courses in the target language would be courses that most directly fulfill this requirement. We also expect that there could be certain HS, PO, SC, PL or RL courses that could satisfy this requirement. Students should plan on taking the country-specific culture courses before their semester abroad experience. For example, students studying Italian could choose among the following courses:

IC 160 Italy Today: A Historical and Contemporary Perspective (Div II, S)

IC 260 Modern Rome in Literature and Film (Div II, L, S)

IC 2XX Film and Literature in Fascist and Post Fascist Italy (new course to be developed examining similarities and differences in political, social and economic life between fascist and post fascist Italy; Div II, L, S)

IC 2XX The Culture and Politics of Industrial Italy (new course to be developed examining the effects of industrialization on the culture and politics of modern Italy as seen through literature and film; Div II, L, S)

Country-specific culture courses can satisfy Divisional Core requirements and can also satisfy international, diversity, or literature core requirements.

### *Business Core Requirements*

Students in the IBLC major will need to satisfy all business core requirements, giving students the technical background in the different business functional areas.

### *Required IBLC Course Requirements*

There are four required international business courses. These courses are not language specific. All IBLC students will take these classes. Three of the courses are new and will need to be developed. One course will be a modification of an existing course.

### **IB 301 Culture and Change. 3 cr. (Prerequisites: SC 101 and EC 201-202)**

This course will use a historical and a behavioral lens to analyze how culture can affect economic, social, political and organizational change, and how these changes can affect different cultures. Exploration of major changes in history and the consequences of those changes in shaping culture will be explored and related to contemporary societies and changes that are occurring today. Analysis will be made at the level of society, the organization and the individual. The goal of this course is for students to be able to evaluate aspects of culture with respect to understanding how change might or might not happen in a particular setting. Students will take this course in the fall semester of their junior year. This course will

be cross listed in the Sociology Department. This will be a team-taught class with one Arts & Science faculty member and one Boler faculty member. This is a new course to be developed. This course will first be offered in the fall of 2011.

**IB 302 International Transaction Instruments and Processes. 3 cr. (Prerequisite: FN 312)**

This course will cover the financial and logistical aspects of international transactions. This course will be team-taught by someone in the Department of Economics and Finance and an executive from industry who has the appropriate educational and experiential credentials in international finance or logistics. This course is a modification of the International Business Finance course. This course will be first offered in Fall 2012 and may also count as an elective in the Finance major.

**IB 303 Understanding International Markets. 3 cr. (Prerequisite: MK 301)**

The structure of markets and how they vary across international boundaries will be explored from an economic perspective and a marketing/logistics perspective. Regulatory issues that vary across countries and their relationship to market structure will also be covered. This will be a team-taught course with faculty members from economics and/or marketing and an executive from industry who has the appropriate credentials in international regulatory issues. This is a new course to be developed. This course will first be offered in Fall 2012 and may also count as an elective in the Marketing major.

**IB 495. Business Problem Solving Across Cultures. 3 cr. (Prerequisite: IB 301)**

This is the capstone course for the IBLC major. This is a problem-based applications course in which students are confronted with a series of problems that they initially solve for a company in the U.S. The problems are then transported to other countries and the effectiveness of the solution and implementation of the solution will be evaluated relative to the cultural context. An exploration of how the solutions would need to change as a function of culture will be made. The students' dual internship experiences will form the centerpiece of the semester project for this course and will provide the basis for the series of problems with which students will be confronted. This will be a team taught course with a faculty member from Arts & Sciences and a faculty member from the Boler School. This is a new course to be developed. This course will first be offered in Spring 2013.

*IBLC Elective Requirements*

Students are required to take three international business electives. The three electives should be taken during the student's study abroad semester. These courses will be approved and regularly reviewed by the program director for each study abroad setting. For example, if the study abroad program in Italy is at the University of Bergamo (one of the schools with which we are working), the approved elective classes would be International Financial Institutions, International Marketing, Innovation and Entrepreneurship, Marketing Communications, and International Logistics. Students would pick three of these.

***Interest in teaching the new courses:*** At this point in time several faculty members from Arts & Sciences and several from the Boler School have expressed an interest in team-teaching IB 301 & 495. Several faculty members from the Boler School of Business have expressed an interest in team-teaching the IB 302 and 303 classes.

### ***Experiential Components***

There are three experiential components: a study abroad semester, an international internship, and an internship either in northeast Ohio or another part of the U.S. of the student's choosing.

#### ***Study Abroad***

Students will be required to spend a semester studying at a university in the country of their language. This would typically occur in the spring semester of their junior year, although there is enough flexibility in the program that they could, depending on their course sequencing, take the study abroad semester during another semester. The goals of the study abroad experience are: enhance language proficiency, strengthen cultural sensitivity, gain confidence in confronting change & uncertainty, and develop a sense of the larger world in which to be engaged.

A program at a university in each country will be identified and an agreement reached in coordination with the Center for Global Education and members of the CMLC Department. Courses at the university will be identified for pre-approval. Courses should, for the most part, be taught in English. The intent is for students to take the second semester of the 300-level language class and three international business electives during their study abroad experience. However, if the university is, for some reason, not offering one or more of the business electives that term, there is flexibility in the program such that the student could take one or more liberal arts or business core classes and could pick up international business classes currently being taught in the Boler School. Similarly, if the student has already taken the required 300-level language courses, other courses of interest that might satisfy university core, business core, or IBLC requirements could be taken.

The tuition and costs for the study abroad programs will be set up in a similar manner to other study abroad programs through the Center for Global Education. The student-related costs are not included in the budgeting for this proposal as that process is defined by the Center for Global Education and should not be a part of the operating budget for the program.

#### ***International Internship***

Students will be required to complete an internship with an organization in the country in which they are having their study abroad semester. The goal of the internship is for students to experience life in an organization in that country, to observe some of the differences between business in that country and business in the U.S., and to gain a greater appreciation for the people of that culture. The internship could be completed during the semester abroad or during the summer following the semester abroad.

Internships in organizations will be established by the director of the IBLC major with assistance from CMLC language professors for that country, the Center for Global Education and/or representatives of the university in that country. If a student is unable to participate in an internship in that country, the student will be required to participate in an alternative international experience such as a second study abroad semester or an immersion experience.

#### ***Internship in Northeast Ohio***

Students will also be required to complete an internship with a U.S.-based organization that is conducting business in the country of the student's study abroad experience. The goal of this internship

is to provide students with a U.S. perspective on conducting business in that country. This internship should be done in the senior year following the international internship. Having experienced business from both perspectives will give students the opportunity to reflect on the differences and similarities between the people, behaviors, values, and business decision making of the U.S. and another country. The expectation is that most of these internships will be done in a Northeast Ohio company, but they may also be done in organizations in other parts of the country depending on the situation. The dual internship experiences of students will form the basis for discussion and the semester project in IB 495.

The combination of curriculum, internships, and study abroad will give our students an excellent educational foundation for engaging in international business. Students will be very attractive to northeast Ohio employers, will be better global citizens and will be ready to confront the challenges that societies are currently, and will be, facing.

### ***Courses to be Developed***

The IB courses will need to be developed prior to their being first offered on the following timetable:

IB 301 Culture & Change	First offered Fall 2011
IB 302 International Transactions & Processes	First offered Fall 2012
IB 303 Understanding International Markets	First offered Fall 2012
IB 495 Business Problem Solving Across Cultures	First offered Spring 2013

Many of the country-specific culture courses are currently being offered. To give students some flexibility in scheduling, new courses in these areas can be developed on an on-going basis.

### ***Mechanism for Approving New Courses for Program***

All four IB courses will be first approved by the director, then by the BSOB Dean. Additionally, because IB 301 (Culture and Change) will be cross listed with Sociology, the Sociology Department Chair will need to approve that course. New country-specific culture courses would be approved first by the director, then by the relevant department chairs and finally by the A&S Dean and the BSOB Dean.

### **3. Organization and Administration of Program**

#### **a. Director of the IBLC Major**

The following activities are the responsibility of the Director:

#### ***Curriculum Related***

In coordination with appropriate department chairs and associate deans:

- develop and maintain a 3 year block schedule of course offerings for the major
- schedule international business courses
- staff international business courses
- coordinate with language department on language and culture offerings each semester
- consider and coordinate new offerings in international business

### ***Study Abroad Related***

In conjunction with the Center for Global Education and the CMLC Department:

- Identify, evaluate, establish, and maintain relationships with schools in relevant countries for the IBLC study abroad component
- On-going evaluation of courses for relevance and quality
- Identify, evaluate, and select housing
- Evaluate available infrastructure and in-country university student support mechanisms

### ***Internship Abroad***

- Identify, evaluate and select internships in each country
- Maintain relationships with companies to continue to provide internships in each country
- Assist students with housing evaluation and selection during internship
- Assuming international internships will be non-paid, pursue external funding for student stipends to cover the cost of housing and food during internship in coordination with the Office of University Advancement
- Develop and maintain a reporting mechanism for international internships

### ***Internship Northeast Ohio***

- Identify, evaluate and select internships with companies in NEO doing business in each country
- Maintain relationship with companies to continue to provide internships
- Develop and maintain a reporting mechanism for NEO internships

### ***General***

- Organize an advisory group comprised of 3-5 international business executives from the Northeast Ohio business community and 3-4 faculty/faculty administrators
- Organize at least one meeting per semester with the advisory group with the purpose of evaluating and making adjustments in the program
- Plan and coordinate the assessment and program evaluation data collection activities on an annual basis
- Report to administration on assessment and program evaluation every 5 years
- Advise students in the major
- Assist the university with promoting the major

### ***Resource Needs for the Director***

This program will require a substantial amount of administrative responsibilities. Some of these activities are heavier at start-up and involve a certain amount of “learning-while-doing,” while the maintenance activities are less intense but still substantial. Given the range of administrative activities required, the director will need assistance. Although there are several possible models for the administration of this program, given the nature of director responsibilities, we believe having 2 co-directors will be most effective.

The co-directors would include one person from the Boler School and one person from one of the language groups in the CMLC Department. Because this is a phased-in program using Italian as the “test language” for establishing the program, having a co-director from the Italian language group makes the most sense. The combining of knowledge and skills of the two directors will be especially important in developing the study abroad and internship elements and to assure that the program is established in a way that is sustainable. The director positions will be for a 5 year renewable term. The co-directors will be appointed and renewed at the discretion of their respective deans and in coordination with their respective department chairs.

In general, we anticipate that participation of CMLC faculty members and BSOB faculty members will be in line with normal teaching/service expectations of the university. In the event that the co-directors and the Center for Global Education cannot establish relationships with a school and/or organizations for internships in a particular country because of country-specific issues, the additional assistance of a CMLC faculty member as a language consultant may be requested. In such a case, the language consultants will be identified in coordination with the CMLC Department Chair, the IBLC co-directors and the A&S Dean. The co-directors will coordinate activities with those particular language consultants. Compensation of the language consultants will be based on the amount of time and effort required of them and will be in the range of \$500-\$3,000.

#### **Year 1 Resource Needs for Director**

In the first year we anticipate having very few students for advising. Most of the administrative effort will be targeted toward developing and maintaining relationships with schools and companies in other countries as well as meeting with companies in northeast Ohio. In the first year this effort is especially targeted for students studying Italian. These efforts will include coordination with the Center for Global Education. These efforts will primarily fall on the CMLC co-director in the first year. Therefore, in the first year, the co-director in the languages will begin receiving a summer stipend of \$5,000 (equivalent of a summer research grant in A&S). Because much of the effort in this first year will fall on the CMLC co-director, the Boler co-director will not require a summer stipend.

#### **Year 2 Resource Needs for Director**

As the program expands into other languages (e.g., Japanese, French, German) and assuming this expansion is followed by increases in the number of students in the major, there will be a larger time commitment required from both co-directors. The increased time commitment results in a small part from an increase in students, plus a larger increase in the complexity of the program as a result of multiple countries, multiple schools and multiple country internships.

In the second year the Boler co-director will begin receiving a summer stipend of \$5,000. The CMLC co-director will continue receiving the summer stipend. In addition, up to two language consultants from CMLC may be needed for a stipend of up to \$3,000 each.

#### **Year 3 Resource Needs for Director**

In year three (assuming continued growth in number of students), both directors will receive a 1 course-load reduction per year plus the summer stipends. The summer stipends do not preclude either director from teaching during the summer or from receiving a summer research grant, provided these activities do not interfere with completion of required co-director activities during the summer and are consistent with university policy. In addition, up to three language consultants from CMLC may be needed for a stipend of up to \$3000 each.

### **Subsequent Year Resource Needs for Director**

If the program attracts more than 20-25 students per year, additional administrative time and effort will be required of both directors. This time will be compensated as either an additional course-load release per year or an additional summer stipend of \$3,500 (but not both). We are assuming that internal coordination activities and advising activities will occur during the academic year, but most of the international activity required of the directors will occur during the summer. Therefore, the exact form of compensation will depend on the nature of the increased time requirement for each director. In addition, there may be an on-going need for up to three language consultants from CMLC compensated with a stipend of up to \$3,000 each, depending on student interests and program needs.

A final issue with respect to administration of the program involves the necessity of a faculty person being present with the students during their study abroad. This issue will necessarily be resolved as we learn about the amount of support provided for our students at schools in different countries. For some countries, a faculty person's presence may be necessary for the whole semester. For some, it may be that a person is necessary at the beginning of the program to ensure students are appropriately settled, but once the semester is underway there is no need for a person to be in that country. For other countries, it may be that the school in that country offers sufficient support that an additional person is not needed. Depending on the support level of each school in each country, the co-directors and the Center for Global Education may be sufficient to cover the needs of the program. At the other extreme, an IBLC program coordinator may need to be hired to accommodate the support needs of our students.

#### **b. Recommended Line of Reporting**

Although interdisciplinary in scope, the proposed IBLC major will be located in the Boler School of Business and will report to the BSOB Dean in collaboration with the Dean of the College of Arts and Sciences.

#### **c. Structure of Governance**

An advisory board will be created that will be composed of 3-5 people from the business community and 3-4 faculty members. Business community members will be selected by the directors in consultation with the Boler School of Business Dean based on the individuals' level of international business expertise and their understanding of JCU's mission and culture. Faculty members will be recruited from the Boler School and from A&S (at least 2 from Boler) and appointed in consultation with both academic deans.

## **4. Implementation Timetable**

### **Three Year Plan**

The proposed major will be phased in across different languages/cultures over a period of 3-5 years according to the resources available to the CMLC Department and the Boler School of Business. The first language will be Italian and will serve as the pilot for establishing program processes. As other language areas develop the requisite resources and have established study abroad and internship relationships, they will be added to the program. French, German and Japanese are anticipated to follow immediately after Italian. Spanish and Chinese are expected to be added in subsequent waves of implementation pending adequate faculty coverage.

As the program expands and grows, there will be at least two levels of student growth in the program that will require a substantial change in resources. The multi-year budget that is included reflects these two levels:

Level 1) if the program ultimately attracts approximately 25 students or fewer each year the minimum budget specified should be sufficient, and

Level 2) if the program attracts more than 20-25 students each year then additional resources will be required including the hiring of a new international business professor and possibly the hiring of a coordinator for the study abroad and international internship components of the program.

**a. Assessment Plan**

*In consultation with Nick Santilli (AAVP for Planning and Assessment), the following assessment plan has been developed.*

Program assessment will include both assurance of learning and program evaluation. Assurance of learning will occur at the program level and at the course level. All student learning outcomes, at either the major or the course-level, will be assessed through direct evaluation of student work products. Work products will be evaluated using assessment best-practices such as rubric analysis and standardized ratings of student work by expert evaluators. It will also assess changes in students' critical thinking and problem-solving skills.

***Student Learning Outcomes***

The following learning goals have been identified for the IBLC major:

1. Proficiency in a second language and culture
2. Understanding of, appreciation for and sensitivity to cultural variations in behaviors and values
3. Strengthening the sense of solidarity with peoples of diverse backgrounds both in other countries and in the U.S.
4. Ability to analyze international business contexts (e.g., markets, financial arrangements, currencies, transactions, etc.)
5. Ability to analyze change, risk and uncertainty and how change will affect the performance of people, products, and organizations across cultures
6. Ability to problem solve in organizations across cultures

These six goals will guide assessment throughout the major. Learning objectives for each new course will be congruent with these goals.

***Anticipated Method of Assessment***

There are 3 categories of courses for which assessment methods must be developed: JCU international business courses, JCU language courses, and study abroad courses.

In consultation with faculty teaching the various international business classes at JCU, assignments will be identified or developed that will be used for learning assessment at the course level. The exact form

of the assignment for the assessment will be a function of the specific learning objective being assessed. Assignment forms may include in-class exams (essay or multiple choice), research papers, reports, presentations, problem-based assignments, critical thinking exercises, or forms that can capture learning in each course. Appropriate evaluative rubrics and scoring systems will be developed based on the specific learning objectives and assignments being used.

Similarly, assignments and exams from the JCU language classes will be used to assess progress toward language proficiency. Special emphasis will be placed on proficiency with business concepts where appropriate.

For assessment of learning during the students' study abroad semester, an assignment will be given in the beginning of the subsequent semester's JCU international business course that will be designed (somewhat individually) to assess the extent to which that experience contributed to different learning goals including analyzing international business contexts (depending on the specific courses taken while abroad) and analyzing the impact of change on products and organizations across cultures.

Information from all assessments will be combined to provide an assessment of learning goal achievement at the program level. As noted above, assessment activities will be coordinated and reported on by the program co-directors.

#### **b. Program Evaluation and Review**

The IBLC program will be evaluated along a number of dimensions on a regular basis. The evaluation period will likely be five years, but will ultimately be defined by the AAVP's office.

#### ***Likely program outcomes***

1. We expect this program to attract students who would not normally choose JCU. Generally speaking, students interested in international business currently do not come to JCU. The proposed program will be definitively focused on international business with its curriculum, study abroad and international internships, making it very attractive to students who want to study international business.
2. We expect this program to develop or strengthen relationships with employers in the northeast Ohio region.
3. We expect this program will have high student satisfaction.

#### ***Key indicators of program success***

1. We will work closely with the V.P. for Enrollment to track the number of students coming to JCU with an interest in international business. We expect this number to increase. We will also use the number of majors in each year as an indicator of success.
2. We will work closely with the Center for Career Services to track the employment of graduating IBLC majors. We will also track the number and depth of contacts in the business community as a result of efforts related to this major.

3. Using student course evaluations, Center for Global Education study abroad evaluations and graduating senior exit interviews, we will track student satisfaction with their JCU courses, their study abroad experiences and both of their internship experiences.

**c. Budget (Expenses) for Year 1, Year 2, Year 3, Year 4 and ongoing**

Expenses are estimated for the first four years, taking growth of the program across languages into account. Expenses are also estimated on an ongoing basis once the program is established. Student-related expenses during the study abroad portion of the program are not included in these estimates as they should be equivalent to the costs of the students while on this campus. Costs associated with international travel for students will be added to their study abroad fees.

Two levels of expense budgets are provided:

- The first expense budget assumes less than 20-25 students per year once the program is established. Full time faculty will teach the International Business courses. Part-time instructors will be used to cover their traditional courses.
- The second expense budget assumes more than 25 first year students per year. If this major attracts a minimum 20-25 students on an on-going basis, then we will need to hire an additional full-time, tenure track international business professor. Additional major increases in the second level of budget are:
  - As the number of students increases beyond 25 students per year, 2 sections of each IB course will be required. Part-time instruction replacement costs will increase.
  - Hiring an international program administrator to facilitate and manage study abroad experiences and international internship experiences will be required.
  - Costs for increased co-director efforts and miscellaneous expenses will also increase as the number of students per year increases above 25.

**Summary Expense Budget assuming less than 25 students per year**

	2010-11	2011-12	2012-13	2013-14	Established Program
<b>Total IBLC Major Budget</b>	\$17,000	\$60,000	\$77,500	\$97,000	\$99,500
<b>Total Faculty Replacement Costs<sup>1</sup></b>	\$0	\$14,000	\$38,500	\$45,500	\$49,000
<b>Total Administrator/Staff Support<sup>2</sup></b>	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000
<b>Contingency – Language Consultants<sup>3</sup></b>	\$0	\$4,000	\$5,000	\$5,000	\$5,000
<b>Capital Equipment (none)</b>	\$0	\$0	\$0	\$0	\$0
<b>Library Support (no new support)<sup>4</sup></b>	\$0	\$0	\$0	\$0	\$0
<b>Total Annual Operating Expenses<sup>5</sup></b>	\$12,000	\$32,000	\$24,000	\$36,500	\$35,500

<sup>1</sup>Faculty replacement costs refer to hiring part time instructors to cover courses that would traditionally have been taught by the co-directors, the full-time faculty members teaching one of the IB courses, or a full-time faculty member to teach one of the culture courses. All four IB courses will be team taught by two full-time faculty

members or one full-time faculty member and one part time person from the international business community. Expenses for 2010-11: No IB courses will be offered in 2010-11. Expenses for 2011-12: IB 301 is offered in fall 2011 (\$7,000) plus the possibility of 2 part-time instructors (\$7,000) to cover for one faculty member spending the semester abroad with some of the students in one of the countries. Expenses for 2012-2013: All 4 IB courses are offered with replacement costs (\$28,000), part-time instructors for semester abroad faculty (\$7,000), and one co-director receives a one course load reduction (\$3,500). Expenses for 2013-2014: Same as 2012-2103 plus course load reduction for the other co-director (\$3,500) and possibly needing a part-time person for one of the culture classes (\$3,500). Expenses for the established program on an on-going basis: Same as 2013-2014 plus the possibility of one additional culture class (\$3,500).

<sup>2</sup>Administrator/Staff Support includes one summer stipend for one co-director in 2010-2011 (\$5,000) and a summer stipend for both co-directors thereafter (\$10,000).

<sup>3</sup>Language Consultants are a contingency item in the budget in case there are country specific issues preventing the co-directors and the Center for Global Education from developing exchange relationships with a school or internship relationships with organizations in a given country. The amount of the stipend will be contingent on the amount of time and effort required in each situation.

<sup>4</sup>Library Support is currently sufficient. Library support requirements for the study of international business are currently being met.

<sup>5</sup>Annual Operating Expenses include 1) travel for international program development & maintenance and international internship development & maintenance, 2) conference travel, 3) new course development for first four years, 4) expenses for speakers & seminars, and 5) miscellaneous expenses. Each of these expenses is expected to grow over time as the number of students and number of languages involved increase.

### Summary Expense Budget assuming more than 25 students per year

	2010-11	2011-12	2012-13	2013-14	Established Program
<b>Total IBLC Expenses</b>	\$17,000	\$65,500	\$119,500	\$143,500	\$209,500
<b>Total Faculty Replacement Costs<sup>1</sup></b>	\$0	\$14,000	\$66,500	\$77,000	\$84,000
<b>Total Administrator/Staff Support<sup>2</sup></b>	\$5,000	\$10,000	\$13,500	\$17,000	\$77,000
<b>Contingency – Language Consultants<sup>3</sup></b>	\$0	\$6,000	\$9,000	\$9,000	\$9,000
<b>Capital Equipment (none)</b>	\$0	\$0	\$0	\$0	\$0
<b>Library Support (no new support)</b>	\$0	\$0	\$0	\$0	\$0
<b>Total Annual Operating Expense<sup>4</sup></b>	\$12,000	\$35,500	\$30,500	\$40,500	\$39,500

<sup>1</sup>Instructional costs increase with more than 25 students because multiple sections of each class will need to be taught.

<sup>2</sup>Administrator/Staff support increases because the demands on the co-directors increase with more than 25 students. Summer stipends for the co-directors are increased by \$3,500 each to compensate for this increased time commitment. The co-directors could choose to have a second course load reduction for the year in place of the increase in summer stipend at the same cost. Assuming more than 25 students each year on an on-going basis

also introduces the possible need for a full-time international program administrator to develop and maintain the academic and internship programs in other countries.

<sup>3</sup>Language Consultants are a contingency item in the budget in case there are country specific issues preventing the co-directors and the Center for Global Education from developing exchange relationships with a school or internship relationships with organizations in a given country. The amount of the stipend will be contingent on the amount of time and effort required in each situation.

<sup>4</sup>Annual Operating Expenses are expected to increase if the number of students moves above 25. Travel for international program development & maintenance and international internship development & maintenance, and miscellaneous expenses are expected to increase. Conference travel, course development and speaker/seminar expenses are not expected to increase.

**d. Revenue for Year 1, Year 2, Year 3, Year 4 and ongoing**

1. Estimating revenue in this situation is a matter of examining the incremental net tuition revenue potential (based on attracting students to campus for this program) and comparing this to projected incremental expenses. Three estimates will be given. The first is an absolute breakeven amount of revenue and the associated number of incremental new students. The second is a revenue estimate at a reasonable but lower level of number of students, and then third, examining the impact of a more successful program given the increased expenses associated with that level of activity.
2. This program is intended to draw students who would not normally come to JCU, but will also draw from students who would come to JCU anyway. Therefore, some consideration for “new” or incremental revenue versus “cannibalized” revenue needs to be made. We are assuming that out of the total number of students choosing to major in IBLC, 60% will be incrementally new students who would not have come to JCU without the IBLC major (40% will be cannibalized from current students).
3. Per Rich Mausser and Lauren Bowen’s instructions, Net Tuition Revenue is calculated at a 50% tuition discount or \$14,000 annual tuition.
4. Brian Williams and the Enrollment Division provided the following information
  - 30,500 students expressed an interest in international business in our core markets over the past 3 years (2009 College Board Data)
  - This number is expected to grow by 59% over the next three years based on the current trend in this interest and other educational and economic environment factors (College Board, 2009)
  - We only enroll 20-25% of students who apply to JCU expressing an interest in business AND in languages or study abroad
  - Of high school students accepted to JCU who express an interest in business AND in languages, at a minimum we have lost approximately 120 or more students over the past 3 years to other schools offering international business programs
5. Additionally, a survey of IT 102 students during the spring 2009 semester was conducted (n=140 students). Results indicated that approximately 1/3 of the 140 students (50 students) in the

class indicated an interest in an international business major. Of these 50 students, half (25 students) indicated they were strongly interested in pursuing an international business major. As a conservative estimate, a safe assumption is 5-10 students currently studying Italian would actually pursue an international business major with the Italian language.

### Approximate Breakeven Estimate

	2010-11	2011-12	2012-13	2013-14	Estab. Prog.
Incremental New Students Each Year (60% of total incoming IB students)	0	3	2	2	2
Total Incremental Students Across Four Years	0	3	5	7	7
Incremental Net Tuition	0	\$42,000	\$70,000	\$98,000	\$98,000
Incremental Expenses	\$17,000	\$60,000	\$77,500	\$97,000	\$99,500
Residual Contribution	(\$17,000)	(\$18,000)	(\$7,500)	\$1,000	(\$1,500)

Two incrementally new students per year (or 7-8 students across 4 years) will produce enough incremental revenue to approximately cover the costs of the program at its lower level. This indicates the risk of incremental cost overruns relative to incremental net revenue for this program is extremely low given the data concerning the number of students interested in international business.

### Assume 20 new students per year once the program is established

Assume the same 40% cannibalization rate, meaning eight of the twenty students would be coming to JCU each year with or without the IBLC major and 12 students would be incrementally new students (once the program is established) who are coming to JCU each year because of the IBLC major. These estimates assume a growth in students over time. The number of students in the major is also assumed to reflect the relative proportions of students studying each language (i.e., most students will be studying Spanish and Italian, followed by the other languages).

20 New Students Per Year In Established Program	2010-11	2011-12	2012-13	2013-14	Established Program
Incremental New Students Each Year (60% of total incoming IB students)	0	9	10	12	12
Total Incremental Students Across Four Years	0	9	19	31	48
Incremental Net Tuition Revenue	0	\$126,000	\$266,000	\$434,000	\$672,000
Incremental Expenses	\$17,000	\$60,000	\$77,500	\$97,000	\$99,500
Residual Contribution	(\$17,000)	\$66,000	\$188,500	\$337,000	\$572,500

Given the data provided by Brian Williams, attracting 12 students from our core markets to the university for the IBLC major appears to be a very realistic expectation. Bringing an incremental 12 new students each year (for a total of 20 new students to the major each year) to JCU because of the IBLC major produces significant incremental net tuition revenue. The residual suggests enough flexibility to adjust the budget should expenses deviate from what is expected. For example, if, at 20 students per

year (instead of 25 students per year as planned) it becomes clear that an additional tenure-track faculty position in international business is needed, there is sufficient incremental residual to more than cover that expense.

### **Assume 35 new students per year once the program is established**

Assume the same 40% cannibalization rate, meaning 14 of the 35 students would be coming to JCU each year with or without the IBLC major and 21 students would be incrementally new students (once the program is established) who are coming to JCU each year because of the IBLC major.

<b>35 New Students Per Year In Established Program</b>	2010-11	2011-12	2012-13	2013-14	Established Program
Incremental New Students Each Year (60% of total incoming IB students)	0	16	20	20	21
Total Incremental Students Across Four Years	0	16	36	56	84
Incremental Net Tuition Revenue	0	\$224,000	\$504,000	\$784,000	\$1,176,000
Incremental Expenses	\$17,000	\$65,500	\$119,500	\$143,500	\$209,500
Residual Contribution	(\$17,000)	\$158,500	\$384,500	\$640,500	\$966,500

Attracting 21 students out of our core market areas each year who are interested in international business will require a bit more marketing effort on the part of the Enrollment Division, but is certainly a reasonable expectation.

#### **e. Marketing and Communication Plan**

We will work closely with the Enrollment Division and Brian Williams to craft a marketing communications program that reaches prospective students in our core market areas who are interested in international business. Methods of communication will include a website devoted to IBLC, use of social media such as Facebook and other forms of communication developed at the direction of the Enrollment Division.

**Appendix A**  
**Typical 4-year Progression through the IBLC Major**

This program requires 129 hours to graduate. This includes 57 hours of university core, 12 additional hours of language (through 2 semesters of 300-level language courses), 39 hours of business core, and 21 hours of IB major requirements. Students who come in at the intermediate or higher level of language, who are able to test out of one or more computer classes, or who come in with AP credits in university core will, of course, have fewer credit hour requirements. We don't think the extra 1 credit hour will dissuade students from coming here if compared to 128 credit hours.

First Year	
Fall	Spring
Language 101	Language 102
University Core Classes* FYS	University Core Classes*
Business Core Classes (MT/Stats; Econ)	Business Core Classes (MT/Stats; Econ)
Second Year	
Fall	Spring
Language 201	Language 202
More University Core*	More University Core*
More Business Core	More Business Core
Third Year	
Fall	Spring
Language 301	Study Abroad
Business & University Core Classes*	---Business Language 302
IB 301	---3 Int'l Business Electives (*in English)
	International Internship in that country (Spring /Summer or Both*)
Fourth Year	
Fall	Spring
Remaining Business Core	Remaining Business Core
Remaining Univ. Core	Remaining Univ. Core
IB 302, IB 303	IB 495
Int'l Internship in NEO (Fall or Spring or Both)	Int'l Internship in NEO (Fall or Spring or Both)

\*University core includes 2 country-specific culture classes



**ACADEMIC VICE PRESIDENT**  
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April 7, 2010

Paul Lauritzen  
Department of Religious Studies  
Chair, Committee on Academic Policies  
John Carroll University

Dear Paul:

I am writing to indicate my enthusiastic and unequivocal support for the proposed addition of an interdisciplinary major in International Business with Language and Culture major to the John Carroll curriculum. This proposed academic program embodies the best that we imagined when the "seed money" initiative was launched. The new major is interdisciplinary, experiential, and consistent with our core mission and our strategic initiatives. The program draws on existing strengths while also expanding our curricular offerings. It is likely to attract students to JCU who would not have attended otherwise. In short, I think it is an exemplary academic program that has the potential to become of John Carroll's signature programs.

Tremendous thought, care and energy has been devoted to the curriculum design. I have had the opportunity to sit in various meetings and conversations related to developing the proposed major. The learning goals, I think, reflect the thoughtful as well as the collaborative nature of those conversations. I think it is clear that his program has the purpose to understand business in a global context demanding attention to culture and language. In other words, this is not a program that can succeed in terms of attaining student learning outcomes without the effective collaboration of the Boler School of Business and the Department of Classical and Modern Languages and Cultures. Our students will graduate with a major in International Business with Language and Culture having developed cultural competencies in ways that encourages them to be global citizens and provides them with the experiences, skills and expertise that will allow them to thrive and contribute meaningfully in a global society.

I will leave it to the University Budget Committee and others to determine whether or what resources can be allocated in both the short and long term to launch, implement and sustain this program. I would like to note, however, that the authors of this proposal have been exceptionally thoughtful and thorough in crafting an implementation timetable and corresponding budget. While the resources necessary to develop and sustain this program are not modest, even the most modest revenue projections suggest that the program will pay for itself. More likely, given the assumptions contained in the proposal and their rationale, the program will enhance revenue for the university. The costs associated with launching the program should not, in my judgment, be a barrier to its approval in any way

as I am satisfied that the benefits, both curricular and economic, more than justify the initial expenditure.

As I have noted in other letters of support, when we launched the New Academic Program or “seed money” initiative, it was with the hope and expectation that our curriculum would be enhanced with the inclusion of majors and minors that provided a foundation in the best of liberal and Jesuit education, that responded to current and future interests and needs of college students while also preparing those students for their lives beyond the university. The major in International Business with Culture and Language is designed and imagined in a way to attend to all of these objectives. Thus, it has my complete support. Do not hesitate to contact me at x4374 or [bowen@jcu.edu](mailto:bowen@jcu.edu) if there is additional information or perspective that I can provide that might inform your deliberations.

Best,



Lauren Bowen, Ph.D.  
Associate Academic Vice President  
for Academic Programs and Faculty Diversity

cc: Santa Casciani, Department of Classical and Modern Languages and Culture  
Luigi Ferri, Department of Classical and Modern Languages and Culture  
Jim Martin, Associate Dean of the Boler School of Business  
John Day, Academic Vice President  
Beth Martin, Interim Dean of Arts and Sciences  
Karen Schuele, Dean of the Boler School of Business

April 6, 2010

Dr. Paul Lauritzen  
Chair  
Committee on Academic Policies

Dear Dr. Lauritzen:

Please accept my letter of support for the proposed major in International Business with Language and Culture. This major is an exciting new addition to the JCU curriculum that both addresses a real need in keeping our curriculum offerings current with our competitors and has the potential to attract new students to the institution. I have worked very closely on the assessment and program evaluation program for the program with the leadership of this program over the past several months. The assessment plan and program evaluation sections of their final proposal are well-conceived and will yield valuable information on student learning and program effectiveness.

The curriculum design, stated program goals, and learning objectives are clearly articulated and do an admirable job at integrating the business program with the language and culture program. These learning objectives serve two goals: to link coursework in a meaningful way thereby providing students clarity regarding what students will know, value, and do at the completion of the major, and; gives faculty a sense of how their course or courses support the program. One of the strongest features of this program is the integration of a rigorous classroom experience with the internship-based cultural immersions. In my opinion, the balance between the academic coursework and internship experiences adds considerable value to this program and separates this program from the international programs of our competitors. For this reason, the program has the opportunity to attract new students to JCU.

At my suggestion, the program designers intend to complete a curriculum map of the program courses and learning objectives. This exercise provides an opportunity to examine how well program objectives are represented in the curriculum and serves as a guide for new course and program development. In addition, a curriculum map will be particularly instructive for the director and advisory committee as they develop the courses needed to expand the program to include new language and culture offerings. The absence of the curriculum map at this point should not slow the approval process. I see the mapping exercise as a planning tool designed to assist the stewards of the program in future program development.

In my opinion, this proposal adds value to the JCU curriculum and extends our mission by offering an academic experience that is global in focus blending our quality programs in business and modern languages and cultures. I am certain the program structure will serve as an effective model for the development of like programs incorporating the remaining language/culture programs. My office stands ready to collaborate with the program director and the advisory board in the development of more specific student learning assessments and program evaluation tools.

Sincerely,

Nicholas R. Santilli, Ph.D.  
Associate Academic Vice President for Planning, Assessment, and Institutional Effectiveness

cc: Dr. Santa Casciani  
Dr. Luigi Ferri  
Dr. James Martin



**JOHN M. AND MARY JO BOLER  
SCHOOL OF BUSINESS**

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To : Committee on Academic Policy  
From : Dr. Karen Schuele, Dean, Boler School of Business  
Date : March 30, 2010

A handwritten signature in black ink, appearing to read "K. Schuele", written over the "From:" line of the header.

I write to offer wholehearted support for the proposed interdisciplinary International Business Major with Language and Culture (IBLC). The proposers offer an abundance of evidence in support of the predicted demand for the major by prospective John Carroll students and provide a coherent rationale for the structure of the program. As noted in the proposal, including language fluency through the 300-level and courses to ensure cultural competency sets the proposed IBLC program apart. In addition, a required study abroad component and inclusion of foreign and domestic internships will guarantee that IBLC students will be ready to "hit the ground" running upon graduation, a trait often cited by employers of JCU graduates.

The phased approach proposed for growing the major, starting with Italian as the language of choice for students and in the future adding additional languages, provides an excellent opportunity for the co-directors to learn from the experience in Italy to build the program in other countries. The breadth of languages offered for study by JCU students provides an abundance of growth options for the program.

The budget for this program is well articulated in the proposal and reasonable. Potential revenue from the attraction of "new" students to John Carroll more than supports the projected costs for the program. The proposers have suggested co-directors, one from Boler and the other from the languages, which I support. Again, the resources necessary to support the program are appropriately phased-in as the program grows.

Overall, I believe this program is consistent with John Carroll's mission, will attract new students to John Carroll and offers students a truly unique option for the study of international business.

Cc: Committee for International Business Major with Language and Culture



**OFFICE OF THE DEAN  
COLLEGE OF ARTS AND SCIENCES**

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TO: CAP

FROM: Beth Martin, Interim Dean, CAS

A handwritten signature in black ink, appearing to read "B. Martin".

DATE: March 17, 2010

I would like to give my enthusiastic support for the curriculum of the proposal for the interdisciplinary major in International Business with Language and Culture (IBLC). The rationale for the program appears to be well developed and in line with the Jesuit mission of the university. Based on the work with admissions this appears to be a program that has a high potential to bring additional students to JCU. Both our Business major and our language programs are strengths of the university and the development of this partnership is something that should be encouraged. There are few universities of our size that offer our breadth of language study, so combining that with our accredited business program seems to be movement in a positive direction.

The IBLC major seems to something very special and unique in many ways. Students will develop proficiency equal to 3 years of language study. This is something that only language majors now do. In addition, students will spend approximately 7 months abroad in another country. The internship experience in another country followed by a domestic internship offers something that truly sets our program apart from all others. Not only will our students be conversant in another language, they will truly understand the culture and the business of that country.

Starting with a single language/country makes tremendous sense. We can monitor the program and be sure that all of the problems get settled before we move on to another country. Embarking on such a bold and interesting program will definitely take resources. I feel that the budget proposed is unique in showing not only how monetary resources will be spent, but also how revenue will be generated. I would support the proposed budget. The faculty resources appear to be well-developed for this program. It will be important for the Co-directors to work with the respective deans on a continual basis to ensure a smooth transition as this program grows to include additional languages.

I definitely support the co-directorship for this program. Because of the complexity of the program this seems to make sense. If the enrollments rise as expected the work involved will definitely need the support of two people.

Overall, I would like to extend my support for this program. I think it offers tremendous opportunity to the CAS students and BSOB students alike.

Cc: Committee for International Business Major with Language and Culture

April 7, 2010  
Dr. Paul Lauritzen, Chair  
Committee on Academic Policies

Dear Dr. Lauritzen:

As Chairperson of the Department of Classical and Modern Languages and Cultures, I am very pleased to lend my enthusiastic, unequivocal, and total support for the proposed new major in International Business with Language and Culture. With respect to our CMLC Department, this new major will certainly open to students tremendous possibilities beyond the Core Division I foreign language requirement. With respect to JCU, this new program will, without question, recruit more students to John Carroll University, as well as will have the potential to increase retention at our University, in particular, retention of those students who are interested in a future career combining Business and Foreign Language Studies. Furthermore, such an interdisciplinary program in International Business and Language and Culture Studies will represent a unique opportunity not offered anywhere else, at any other University in the entire United States – and even beyond its borders. In short – this program will *“put JCU on the map!”*

In our CMLC dept, all my colleagues and I have observed with mounting enthusiasm the ways in which the program developed – from its inception outlining the program goals and learning objectives, the descriptions of rigorous classroom-based courses in both the business as well as the foreign language and culture areas, and in particular the foreign based internships that are an integral part of the new program.

Our Italian Program has spearheaded this movement and developed an outstanding curricular model for the languages and cultures portion. Faculty in Asian languages (Chinese and Japanese) as well as French and Spanish have collaborated in program development by means of their presence at planning meetings, since the inception of this program. The program and curriculum structure as developed will serve as an outstanding model for the further development of additional programs incorporating the remaining language and culture areas in our department. It should be noted that every faculty colleague in every language taught in our CMLC Department has voted his or her strong support for this new program.

For certain, this new program has the potential to broaden and expand our JCU mission by proposing to our students an academic major that is global in focus, merging our highly successful business programs with our unique and high quality approach to modern languages and cultures. Those students who choose this new major will have chosen from among the best that a liberal and Jesuit education has to offer them, that is, an appeal to their current interests, while also preparing them for their lives beyond the university, lives in which they continue to learn, lead, and serve.

In our own Department of Classical and Modern Languages and Cultures' new partnership with the Boler school of Business, we support their stated five pillars of a Jesuit education: personal integrity; educational excellence; intellectual, personal, and moral development; and in particular their last two pillars: *innovative techniques; and incorporation of an international dimension into its teaching, research, and service programs.*

Regarding our own Department of Classical and Modern Languages and Cultures, may I add that in all our language programs we strive to prepare our students for success in a complex world where those students with translingual and transcultural competence can excel in careers in business, law, medicine, education, and government. Consistent with the university's mission, the CMLC Department is committed to developing students into responsible citizens of the world. This new major will allow our student yet another "*unique in all the world*" opportunity to prepare themselves to enter competitive markets or graduate and professional programs, in particular by combining the international business world with their linguistic and cultural competence.

This program has my wholehearted support, and I am happy to add that this includes every single member of our Department.

A handwritten signature in cursive script, reading "Martha Pereszlenyi-Pinter".

Dr. Martha Pereszlenyi-Pinter, CMLC chairperson

CC: Dr. Santa Casciani

Dr. Luigi Ferri

Dr. James Martin

Dr. Nicholas R. Santilli

Dr. Lauren Bowen

March, 12 2010

MEMORANDUM

TO: Lauren Bowen – Office of Academic Programs and Faculty Diversity

FROM: Walter Simmons, Chair  
Department of Economics and Finance

SUBJECT: Proposal for an International Business with Language and Culture Major

I am pleased to recommend the approval of the enclosed proposal for the International Business with Language and Culture Major. The first International Business course is schedule to commence in Fall 2011 and the anticipated and potential benefits of the overall program would extend beyond the confines of merely a generic addition to the JCU curriculum. International Business with Language and Culture Major promises to promote the internationalization, integration, and diversification of the JCU curriculum.

Three faculty members from the department of Economics and Finance will play an integral role in the development and delivery of courses in this new program. Dr. Scott Moore, Dr. Lindsay Calkins and Dr. Walter Simmons have committed to integrating some of their existing courses and developing new courses for this program. They will team-teach courses in Culture/Change and Business Problem Solving Across Cultures with faculty from Sociology, Political Science, and Language. The department will also offer courses in International Markets and International Transactions Processes.

As Chairperson of the department and also participant in the program, I view this undertaking as an opportunity to meet the need of my department in terms of the desire of some of my faculty to pursue opportunities and methods that will enhance student learning in a changing educational environment. Also, given the enrollment challenges that has resulted in reduction of sections of classes offered in my department, this endeavor will allow for a reallocation of resources in both human and physical capital terms that will enhance overall efficiency in my department.

I strongly hope that this proposal will merit your favorable consideration.



DEPARTMENT OF SOCIOLOGY  
AND CRIMINOLOGY  
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March 18, 2010

James Martin, Ph.D.  
Associate Dean &  
Director of Graduate Business Programs  
Boyer School of Business

Dear Jim:

As chairperson of the Department of Sociology & Criminology, it is a pleasure to support the proposal for an international business with culture and language major. The proposed curriculum will further assist in internationalizing the JCU curriculum, a stated goal of the university, and better prepare the business students to deal with our global economy. This is a well developed and well thought out proposal.

Members of the Department of Sociology & Criminology have been consulted during the development of the proposal and two faculty members, Drs. Susan Long and Ernie De Zolt have expressed interest in team-teaching two of the IB courses, IB 301 (Culture and Change), which will be a cross-listed course with sociology and IB 495 (Business Problem Solving Across Cultures). I support their teaching these courses and can cover their other teaching responsibilities with part-time instructors. If there is anything else I can do to move this proposal forward, do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Penny Braudy Harris".

Phyllis "Penny" Braudy Harris, Ph.D.

Professor and Chair, Department of Sociology & Criminology

## Ponyik, Mary Jane

---

**From:** Paul Lauritzen [plauritzen@gmail.com]  
**Sent:** Friday, April 09, 2010 2:53 PM  
**To:** Mary Jane Ponyik  
**Subject:** Fwd: International Business Major

----- Forwarded message -----

**From:** Andreas Sobisch <sobisch@jcu.edu>  
**Date:** Friday, April 9, 2010  
**Subject:** International Business Major  
**To:** plauritzen@jcu.edu

Paul,

I'd like to chime in and strongly endorse the proposal for a new major in International Business.

Frankly, this one is a no brainer, if there ever was one, and I am not even going waste everyone's time justifying that. Suffice it to say that I am ecstatic that our business school, after years of neglect, is now a LEADER in internationalizing our campus, under the extremely able leadership of Karen and Jim.

I have, in fact, been working with them in the last few years and my office has contributed to the success of their initiatives. I am looking forward to many more years of close cooperation.

Regarding the proposal itself: I think it is innovative, well thought through, academically rigorous, sensitive to the needs of students, realistic in its budgetary requirements, and, most importantly perhaps, exemplary in seeking cooperation with other divisions/departments on our campus. In short, it is a model. I am particularly pleased, obviously, by the way language and cultural learning have been incorporated into this program.

Finally, I think the proposal is sufficiently flexible to allow for adjustment, if it becomes necessary.

In sum, I would urge the committee to give this proposal very careful consideration, and I strongly recommend that it be adopted.

Andreas Sobisch

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