



UNIVERSITY OF SOUTH ALABAMA

February 7, 2017

Leonard K. Lock
Director, Instruction and Special Projects
Alabama Commission on Higher Education
100 N. Union Street
Montgomery, AL 36104-3758

Dear Dr. Lock:

Enclosed you will find a Proposal for a Bachelor of Science in Business Administration (BSBA) in International Business (CIP 52.1101). If approved, the plan is to implement this program in the fall semester of 2017.

The proposed program will allow students to gain the knowledge and skills required for careers in international business by fostering an understanding of the mechanisms and institutions affecting international commerce. The major will also support the institutional priority for global engagement. It is projected that the proposed program can be delivered with existing resources.

Please let me know if additional information is required. We thank you for your assistance and welcome your feedback on this proposal.

Sincerely,

A handwritten signature in blue ink that reads 'Tony G. Waldrop'.

Tony G. Waldrop, Ph.D.
President

TGW:njc

cc: David Johnson
Charles Guest
Bob Wood

Alabama Commission on Higher Education

PROPOSAL FOR A NEW DEGREE PROGRAM – NEW APPLICATION TOOL

Please check one: Baccalaureate Program Graduate Program

A. General Information

1. Institution: University of South Alabama, Mitchell College of Business
2. Institutional Contact Person: Bob G. Wood, Ph.D.
Title: Dean, Mitchell College of Business
Telephone: 251-460-6902
E-mail: bgwood@southalabama.edu
3. Program Identification--

Field of Study/ Program Title: International Business
Degree: Bachelor of Science in Business Administration
CIP Code: 52.1101 International Business/Trade/Commerce
4. Date of Proposal Submission: February 3, 2017
5. Proposed Program Implementation Date: August 2017
6. Program Administration:

Name of College/School: Mitchell College of Business (MCOB)
Name of Dean: Bob G. Wood, Ph.D.
Name of Department: Department of Marketing and Quantitative Methods
Name of Chair: Dr. Alvin Williams

B. Program Purpose and Description

1. In no more than one paragraph describe the purpose of the proposed program. Please also include a brief statement regarding how the program's purpose is related to the University's mission and goals.

Recognizing the importance of international trade and global commerce as well as the increasing number of U.S. firms that transact a portion of business through international channels, the University of South Alabama has strategic objectives to (1) Increase the incorporation of global perspectives into the educational environment and (2) Increase engagement with international businesses and organizations, especially those with a local presence. In support of the University's objectives, the Mitchell College of Business is creating a major in International Business to fulfill the College's Strategic Objective of expanding the global footprint of the college. The Mitchell College of Business has offered an International Business concentration in the Marketing major for a number of years. Although students complete a curriculum consistent with International Business majors at other institutions, the fact that this program is "only" a concentration at USA reduces its value to potential employers.

2. Please provide a description of the specific kinds of employment opportunities, post-graduate professional degree programs, and other graduate programs that will be available to the graduates.

A degree in International Business prepares students for management positions in U.S. based companies that serve global markets and foreign based companies that provide products and services in the U.S. and other countries. Students will learn how conducting business on a global scale differs from domestic operations and will develop sensitivity and understanding of cultural differences and business etiquette to allow them to effectively negotiate and conduct business in a variety of cultures. The curriculum requires proficiency in a foreign language and includes courses in management, marketing, economics, finance, accounting, and business law to prepare students for a variety of jobs in multinational companies.

Global businesses need employees and managers in all business disciplines; however, some jobs are more in demand in multinational businesses. Jobs well-suited to those with an International Business degree include Global Logistics Analysts and Managers, Customs Brokers and Import-Export Managers, Operations Research Analysts and General Operations Managers, and Sales and Marketing Managers. In addition to business positions, those with degrees in International Business are well prepared for jobs available in economic and business development agencies, chambers of commerce, or governmental agencies specializing in international trade.

Appropriate post-graduate education for those with bachelor's degrees in International Business would be a Master of Business Administration or a Master of Science degree in a specific business discipline such as marketing or finance.

3. Succinctly list at least four (4) but no more than seven (7) of the most prominent ***student learning outcomes*** of the program. These outcomes should lend themselves to subsequent review and assessment of program accomplishments.
 - 1) Demonstrate knowledge of international trade theory and policy.
 - 2) Demonstrate knowledge of cultural differences and explain how key cultural factors vary according to global region that impact how business is conducted.
 - 3) Describe the unique characteristics of specific international markets and make business decisions based on these characteristics to capture market share.
 - 4) Successfully complete an international internship or a business internship with an international component.
 - 5) Demonstrate proficiency in cross-cultural communication.

C. Need for the Program

1. ***State need.*** Briefly describe why the program is specifically needed for the State of Alabama. (Stated need is considered a priority in the review process.)

The growth in the global economy has spurred increased interest across business schools. This interest and growth have been demonstrated locally in inquiries and discussions with current and potential students, parents, and other external constituents. The need for a major demonstrating international business competence continues to be a recurring area requested by College and Departmental advisory councils and local and regional employers. Given the University's and College's strategic focus on global engagement and the demonstrated impetus from external constituents including employers, we believe that the transition to a major in International Business is necessary to give our students the credentialing necessary to compete in this marketplace. Additionally, foreign companies are investing billions of dollars into the U.S. economy and need qualified employees to manage its U.S. operations.

Expenditures by foreign direct investors to acquire, establish, or expand U.S. businesses totaled \$420.7 billion in 2015, an increase

of 68% from 2014, when expenditures were \$250.6 billion. In 2015, as in 2014, the majority of the expenditures were to acquire existing businesses. In 2015, expenditures for acquisitions were \$408.1 billion. Expenditures to establish new U.S. businesses were \$11.2 billion, and expenditures to expand existing foreign-owned businesses were \$1.4 billion. Planned total expenditures, which include both actual and planned future expenditures, totaled \$439.2 billion.¹

Foreign companies are opening multinational manufacturing firms at a high rate, especially in the South due to low production costs.

Establishments of multinational manufacturing firms in the United States are larger, are located disproportionately in the South, employ a disproportionate number of engineers, and pay higher wages, on average, than other U.S. establishments; these findings hold even after controlling for establishment industry, size, and age, and the interaction between industry and size by U.S.-based multinational companies.²

Table 1 shows the new direct investment of foreign companies into the Southeast in 2014 and planned investments in 2015.

¹ News Release, July 13, 2016, New Foreign Direct Investment in the United States, 2014 and 2015. Bureau of Economic Analysis.

² Handwerker Weber, Elizabeth, Kim, Mina M, Mason, Lowell (October, 2011). Domestic employment in U.S.-based multinational companies. Monthly Labor Review. (p. 3).

Table 1. New Foreign Direct Investment in the Southeast U.S.³ [millions of dollars]			
	First year expenditures by foreign direct investors 2014	First year expenditures and planned total expenditures by foreign direct investors in 2015	Total
Alabama	683	7,554	8,237
Arkansas	49	171	220
Florida	3,924	5,713	9,637
Georgia	1,747	1,025	2,772
Kentucky	*	*	*
Louisiana	645	1,035	1,680
Mississippi	204	37	241
North Carolina	3,771	23,151	26,922
South Carolina	597	162	759
Tennessee	497	1,200	1,697
Virginia	3,554	1,046	4,600
West Virginia	5	*	5
TOTAL:	15,676	41,094	56,770

* Suppressed to avoid disclosure of data on individual companies.

These foreign investments in the U.S. lead to local employment opportunities.

Table 2 shows the number of current and planned employees to be employed based on these foreign investments.

³ New Foreign Direct Investment in the United States, 2014 and 2015, Bureau of Economic Analysis, U.S. Department of Commerce. Released July 13, 2016
<http://bea.gov/newsreleases/international/fdi/fdinewsrelease.htm>

Table 2. Current and Planned Employment in U.S. Businesses Acquired, Established, and Expanded in 2014 by Foreign Investors⁴

	Current employment by state 2014	Planned employment	Total Employment
Alabama	5,700	5,800	11,500
Arkansas	100	100	200
Florida	100,000	100,000	200,000
Georgia	11,200	13,600	24,800
Kentucky	1,900	2,300	4,200
Louisiana	1,700	1,800	3,500
Mississippi	300	500	800
North Carolina	8,600	8,800	17,400
South Carolina	2,100	5,000	7,100
Tennessee	2,600	9,000	11,600
Virginia	20,000	40,000	60,000
West Virginia	100	100	200
Totals	154,300	187,000	341,300

U.S. corporations are also investing abroad in foreign companies that create employment opportunities both at home and in other countries.

1. Typically, firms that own at least a 10-percent interest in a foreign company are described as being engaged in foreign direct investment. In the economics literature, such companies have been shown to be systematically different from firms that focus on the domestic market.

2. In particular, firms with foreign affiliates tend to be larger and more productive than firms that have no foreign affiliates but sell products internationally.

3. Exporting firms in turn tend to be larger and more productive than firms that sell products only on the domestic market.

4. However, aside from establishing that the firms engaged in foreign direct investment tend to be large employers that pay higher wages, the literature has uncovered very little about the geographic, occupation, or wage distributions of employment.⁵

2. Employment Opportunities. Based on your research on the employment market for graduates of this program, please complete the following table

⁴ New Foreign Direct Investment in the United States, 2014 and 2015, Bureau of Economic Analysis, U.S. Department of Commerce. Released July 13, 2016
<http://bea.gov/newsreleases/international/fdi/fdinewsrelease.htm>

⁵ Handwerker Weber, Elizabeth, Kim, Mina M, Mason, Lowell (October, 2011). Domestic employment in U.S.-based multinational companies. Monthly Labor Review. (p. 3).

reporting the total projected job openings (including both growth and replacement demands) in your local area, the state, the SREB region, and the nation. These job openings should represent positions that require graduation from a program such as the one proposed.

Table 3 below shows the number of annual projected job openings.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	275	275	275	275	275	1,375
State	1,100	1,100	1,100	1,100	1,100	5,500
SREB	34,000	34,000	34,000	34,000	34,000	170,000
Nation	87,000	87,000	87,000	87,000	87,000	435,000

Please briefly describe your methodology for determining employment opportunities – projected job openings. Be sure to cite any data sources used in formulating these projections. The actual survey instrument, detailed results, and associated data file(s) must be maintained internally by the institution for five years from the implementation date. The survey upon which the proposal is based must be available for ACHE Staff examination upon request for that five year timeframe. The survey instrument, detailed results, or associated data file(s) should not be included in the proposal.)

The methodology for determining employment opportunities was collected from the Bureau of Labor Statistics' O*Net Online website. Data collected focuses on five types of positions: (1) Global Logistics Managers, (2) Global Logistics Analysts, (3) Customs Brokers, (4) Operations Research Analysts, and (5) General and Operations Managers. Details of the demand for these jobs are explained below. All information was retrieved from onetonline.org. The website provides wage information, projections for the rate of growth, and the number of openings projected each year for specific occupations by state.

The projected openings for each job for each state in the SREB and national projections are shown in Table 4 below. To make conservative estimates, the numbers in Table 3 above reflect approximately 90% of the O*Net projected job openings. The estimates for local jobs were calculated by dividing the Alabama state estimates by four to represent the four metropolitan areas in Alabama; although, Mobile should have a larger proportion of these types of jobs due to the location of the international port.

Table 4. Projected Annual Job Openings Due to Growth and Net Replacement					
	Global Logistics Managers	Global Logistic Analysts	Customs Brokers/ Import Managers	Operations Research Analysts	General & Operations Managers
Alabama	30	80	70	30	980
Arkansas	60	30	200	20	650
Delaware	10	N/A	40	30	150
Florida	140	190	2,290	330	3,350
Georgia	100	70	570	90	2,980
Louisiana	40	10	270	50	1,080
Maryland	50	210	670	190	1,770
Mississippi	20	20	N/A	10	640
North Carolina	80	70	760	100	2,180
Oklahoma	40	40	90	40	940
South Carolina	30	50	50	40	990
Tennessee	120	40	340	70	1,460
Texas	370	370	N/A	500	7,870
Virginia	60	130	480	290	1,720
West Virginia	10	10	50	10	260
United States	2,710	2,060	16,690	4,390	68,880

Global Logistics Managers (11-2071.03) Median wages in 2015 were \$41.65 per hour and \$86,630 annually, with 112,000 people employed in this job across the U.S. In Alabama 950 people were employed in 2014 with a projected 7% growth or 30 openings per year from 2014 to 2024. The median salary in Alabama was \$85,620.

Global Logistics Analysts (13-1081.02) Median wages in 2015 were \$35.70 per hour and \$74,300 annually, with 130,400 people employed in this job across the U.S. In Alabama 3,820 people were employed in 2014 with a projected 5.7% growth or 80 openings per year from 2014 to 2024. The median salary in Alabama was \$84,800.

Customs Brokers/Import Managers (13-1199.03) Median wages in 2015 were \$32.77 per hour and \$68,170 annually, with 998,000 people employed in this job across the U.S. In Alabama 6,120 people were employed in 2014 with a projected 70 openings per year from 2014 to 2024. The median salary in Alabama was \$102,300.

Operations Research Analysts (15-2031.00) Median wages in 2015 were \$37.80 per hour and \$78,630 annually, with 91,000 people employed in this job across the U.S. In Alabama 740 people were employed in 2014 with a projected 30 openings per year from 2014 to 2024. The median salary in Alabama was \$93,260.

General and Operations Managers (11-1021.00) Median wages in 2015 were \$46.99 per hour and \$97,730 annually, with 2,124,000 people employed in this job across the U.S. In Alabama 27,770 people were employed in 2014 with a projected 980 openings per year from 2014 to 2024. The median salary in Alabama was \$102,300.

3. *Student Demand - Enrollment projection.* Please briefly describe your methodology for determining enrollment projections. If a survey of student interest was conducted, *please briefly describe the survey instrument, number and percentage of respondents, and summary of results.*

(The survey instrument, and associated data file(s) need not be included in the proposal. This proposal information should be maintained for ACHE Staff review for five years from the actual implementation date.)

The demand for the International Business major was determined based on student feedback from students enrolled in the MCOB Professional Experience course. In this course, students investigate career options and make career plans that include identifying their preferred major in the College of Business. Students' research on career options has increased their awareness of employment opportunities working in global and multinational companies. Several students identified a major in International Business as their first preference in their career portfolios.

USA Days allow prospective students and their parents to visit the University to learn about academic programs and visit the college. Over the past two years more students have asked about our international business programs.

The College of Business has eight external advisory boards comprised of business and civic leaders. These groups meet at least two times each year to advise the college regarding curriculum and to develop and help implement the College's strategic plan. During the strategic planning process, advisory board members recommended the college should increase curriculum offerings in International Business, create partnerships with AACSB accredited business schools in other countries, and increase international internship opportunities.

D. Specific Rationale (Strengths) for Program

What is the specific rationale (strengths) for recommending approval of this proposal? List no fewer than three (3) and no more than five (5) potential program strengths.

1. Potential increased student employment due to the proximity of Mobile's international port and increasing number of multinational companies entering Alabama.

2. Restructuring of currently offered courses provides a “new” in-demand program with concurrent expected increases for enrollment without additional faculty or operational costs.

3. Consistency with the University President’s priorities of student retention, graduation, and external constituency outreach.

4. AACSB accreditation emphasis on innovation, impact and engagement.

E. Similar Programs

Using the ACHE Academic Program inventory found at <http://www.ache.state.al.us/Content/Departments/Instruction/StudentInfo.aspx> List below all programs at the same degree level (by institution) that utilize the same 6-digit CIP code as the one being requested in the program proposal.

Auburn University	Bachelor of Science	INTERNATIONAL BUSINESS
Auburn University at Montgomery	B.S. in Business Admin.	INTERNATIONAL BUSINESS
Troy University	Master of Business Admin.	INTERNATIONAL BUSINESS ADMINISTRATION (TROY, DOTHAN, MTG)

Note: Institutions should consult with ACHE Staff during the NISP phase of proposal development to determine what existing programs are considered duplicative of the proposed program.

We consulted with ACHE during the proposal development process and confirmed that the list indicated above is complete.

Also, list any programs at other CIP codes that may be offering similar instruction.

If there are no similar programs place a "0/none" by 1. in the listing directly below.

The following institutions offer similar programs at this level:

1. "0/none"

If the program duplicates, closely resembles, or is similar to another program already offered in the State, provide justification for that duplication. Also, if a graduate program, please identify and list any similar programs at institutions in other SREB states.

The International Business curriculum at Auburn University requires students to choose a business concentration and complete one course each in international finance and international economics. Students are also required to complete foreign language courses.

Students completing the International Business major at Auburn University in Montgomery complete an introduction to international studies course, international finance, international economics, international marketing, and international management.

The program requested in this proposal has a stronger international curriculum, that requires students to complete an introductory course in multinational business and international courses in management, marketing, economics, and

finance to ensure students have a well-rounded perspective of all aspects of international business. Additionally, students completing the international business major must complete an internship with an international focus, complete an experiential capstone course in international business, and participate in a study abroad experience.

Duplication of the International Business major is needed to fulfill the educational needs of students in the Gulf Coast area and to serve businesses, government agencies, and economic development initiatives along the Gulf Coast.

The majority (76%) of Mitchell College of Business undergraduate students at USA are residents of the Gulf Coast and plan to reside in the area after graduation. No other university in the area offers a major in International Business.

F. Collaboration With Other Institutions/Agencies

Does the institution plan on collaborating with other institutions in the delivery of this program?

Yes No

If yes, please indicate below which institutions and describe the basis of this collaboration.

If no, please indicate your reasons why.

Currently the Mitchell College of Business provides a significant portion of the same program content as a concentration. Program curriculum as a concentration program maintains cross-discipline requirements for foreign languages.

G. Curriculum

1. Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

Credit hours required in major courses	<u>27</u>
Credit hours required in minor	<u>0</u>
Credit hours in institutional general education or core curriculum	<u>89</u>
Credit hours required in support courses	<u>6</u>
Credit hours in required or free electives	<u>6</u>
Credit hours for thesis or dissertation	<u>0</u>
Total credit hours required for completion	<u>128</u>

2. Will this program be related to other programs at your institution?

Yes.

If so, which ones and how?

International Studies contains a foreign language component. Some students majoring in International Studies take business courses as electives in that program.

3. Please identify any existing program, option, concentration or track that this program will replace at your institution.

The major in International Business will replace the International Business concentration in the Department of Marketing and Quantitative Methods.

4. Is it likely that this program will reduce enrollments in other programs at your institution? If so, please explain.

No. It is not anticipated that enrollment in other programs will be affected.

5. If this is a graduate program, please list any existing undergraduate programs at the institution which are directly or indirectly related to the proposed graduate program. If this is a doctoral proposal, also list related master's programs at your institution.

Not applicable.

6. Please complete the table below indicating the proposed program's courses. Include the course number, and number of credits. (If feasible/useful, please group courses by sub-headings within the table.)

Course Number and Title	Number of Credit Hours	* If New Course
General Education – Area I English Composition		
EH 101 English Composition I	3	
EH 102 English Composition II	3	
General Education – Area II Humanities and Fine Arts		
EH 215-216, or 225-226, or 235-236 Literature sequence	6	
ARS 101, DRA 110, MUL101, or ARH 103 Fine and Performing Arts	3	
Humanities and Fine Art select one	3	
General Education – Area III Math and Science		
MA 120 Calculus and its Applications	3	
Natural Science with Lab Select two	8	
General Education – Area IV History and Social Science		
HY 101, 102, 135 or 136 History Select one	3	
PSY 120, SY 109, AN 100, or CA 211 Behavioral Science Select one	3	
Freshman Core/Non-Business Elective		
BUS 150 Intro to Business or Non-business elective	3	
Area V Pre-Professional Business Core		
ACC 211 Accounting Principles I	3	
ACC 212 Accounting Principles II	3	
BUS 245 Applied Business Statistics I	3	
BUS 255 Applied Business Statistics II	3	
BUS 265 Legal Environment of Business	3	
CIS 250 Advanced Computer Applications	3	
ECO 215 Microeconomics	3	
ECO 216 Macroeconomics	3	
Area VI – 300-Level Business Core		
BUS 305 Information Systems and Technology	3	
FIN 315 Business Finance	3	
MGT 300 Principles of Management	3	
MGT 305 Organizational Communication	3	
MGT 325 Operations Management	3	

MKT 320 Principles of Marketing	3	
Major Courses		
MKT 310 Introduction to International Business	3	
ECO 330 Current Global Economic Issues	3	
ECO 363 International Economics	3	
FIN 332 Multinational Finance	3	
MGT 334 International Management	3	
MKT 336 International Marketing	3	
BUS XXX Business in Regional and Emerging Markets	3	*
MKT 492 Seminar in International Business	3	
Electives select one		
MGT 462 Negotiation and Dispute Resolution	3	
MKT 475 Supply Chain Management	3	
Professional Experience		
BUS 101, BUS 102, and BUS 103 or BUS 302	3	
MKT 496 Internship	3	
Business Electives		
BUS 355 or BUS 455 Study Abroad	3	
One 300 or 400-level business courses other than required courses	3	
Business Policy Requirement – Capstone Course		
MGT 485 Business Policy in a Global Environment	3	
MGT 486 – Undergraduate Comprehensive Exam	0	

7. Enumerate and briefly describe any additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.

Students majoring in International Business must participate in a study abroad experience. Short-term study abroad immersion experiences are available in the May semester and summer semester and students may also choose longer-term study abroad experiences for one or more semesters at one of our partner universities, which are accredited by the AACSB.

Students must complete an internship with an international focus. This is accomplished by completing an internship with a multinational company operating in the U.S. or by completing an internship with an U.S. or foreign based firm operating in another country.

8. Does the program include any options/concentration? If so, please describe the purpose and rationale and list the courses in the option.

No concentration is required

H. Program Review and Assessment

In the final analysis, the institution and its governing board are accountable for the quality, utility and productivity of this and all other programs of instruction.

With this in mind, please describe the procedures that will be used in assessing the program's outcomes.

Be sure to include:

1. An assessment process for the student learning outcomes;

Students' knowledge will be assessed on each of the five learning outcomes listed above in section B, item 3.

- 1) Demonstrate knowledge of international trade theory and policy. This learning outcome will be assessed in the capstone international course using exams and case studies.
 - 2) Demonstrate knowledge of cultural differences and explain how key cultural factors vary according to global region that impact how business is conducted. This learning outcome will be assessed by supervisors of the international internships and study abroad experiences via case studies and research reports.
 - 3) Describe the unique characteristics of specific international markets and make business decisions based on these characteristics to capture market share. This learning objective will be assessed with case studies in the capstone course and study abroad experiences.
 - 4) Successfully complete an international internship or a business internship with an international component. This learning outcome will be assessed by a formal evaluation of the supervisors of the internships and faculty advisors' assessment of internship reports.
 - 5) Demonstrate proficiency in cross-cultural communication. This learning outcome will be assessed by the students' successful completion of language courses or by demonstrating proficiency by successfully passing a proficiency test offered by the Department of Modern and Classical Languages.
2. A follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a masters or doctoral program (graduate or professional).

Currently the college conducts surveys of graduating seniors to collect information regarding their employment status, including job title, pay and location and acceptance in graduate programs. The University Alumni Office

also conducts surveys that include employment information. The Professional Readiness Engagement Program in the college is developing a tracking system to record student employment and graduate school acceptances.

I. Accreditation

If there is a recognized (USDE or CHEA) or other specialized accreditation agency for this program, please identify the agency and explain why you do or not plan to seek accreditation. If there is no accrediting or similar body for this degree program state as such in your response.

All degrees in the College of Business are accredited by the Association to Advance Collegiate Schools of Business International. No specialized accreditation is needed.

J. Instructional Delivery Method

1. Describe which instructional delivery methods will be utilized in delivering this program.

Courses will be offered in traditional, hybrid, and online formats.

2. If distance technology is being utilized, indicate an approximate percent of the total program's courses offered that will be provided by distance education.

For students who prefer classroom delivery methods, we anticipate that the percentage of courses offered by distance education is likely to be zero. For students who are engaged in an international internship experience and choose to enroll in online classes, the percentage is likely to be from 8% to 12%. For students who prefer online delivery, the percentage will be no higher than 25%.

3. If distance education is not being utilized, please explain why not.

NA

K. Resource Requirements

1. **Faculty.** Do not attach the curriculum vitae of each existing or additional faculty members to this proposal. (The institution must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active.) *Please do provide a brief summary of Faculty and their qualifications specific to the program proposal.*

a) Please provide faculty counts for the proposed program:

Status	Faculty Type	
	Primary	Support
Current- Full Time	6	6
Current-Part Time	0	0
Additional-Full Time (to be hired)	0	0
Additional-Part Time (to be hired)	0	0

b) Briefly describe the qualifications of new faculty to be hired.

No new faculty will be hired for this program.

2. **Equipment.** Will any special equipment be needed specifically for this program?

Yes No

If "Yes", please list:

The cost of the new equipment should be included in the table following (Section K.).

3. **Facilities.** Will any new facilities be required specifically for the program?

Yes No

If "Yes", please list. Only new facilities need be listed. Their cost should be included in the table following (Section K.).

4. **Library.** Are there sufficient library resources to support the program?

Yes No

Please provide a brief description of the current status of the library collections supporting the proposed program.

Resources available in the Mitchell College of Business Learning Resource Center to support an International Business Major:

Databases

- 1) Business Source Complete- The database provides access to articles, country reports, international company reports, global industry reports, and international market research reports.
- 2) Lexis Nexis Academic- The database provides access to international news sources. It also provides information on international companies.
- 3) Statista- The database provides statistics on countries.
- 4) Statistical DataSets- The database provides statistics on countries.

Scholarly journals

Number of journals with International focus:

- 1) International Business- 78
- 2) Economics- 73
- 3) Management- 73
- 4) International Economics- 61
- 5) International Law- 144
- 6) Banking, finance & investing- 28
- 7) Business (general)- 28
- 8) Marketing- 24
- 9) Organizational studies- 18
- 10) Development economics- 15

Ebooks

The Libraries provide access to over 4,800 titles available on international business and economics.

Data websites (free)

- 1) IMF- International Financial Statistics
- 2) WorldBank World Development Indicators
- 3) United Nations
- 4) UN Comtrade
- 5) Export.gov
- 6) CIA World Factbook

Collection analysis provided by Amia Baker, Director and Business Librarian, Mitchell Learning Resources Center, Mitchell College of Business, University of South Alabama on January 30, 2017.

If "No", please briefly describe how any deficiencies will be remedied; include the cost in the table following (Section K.).

NA

5. Assistantships/Fellowships. Will you offer any assistantships specifically for this program?

Yes No

If "Yes", how many assistantships will be offered? Be sure to include the amount in the table following.

Number of assistantships offered

Be sure to include the cost of assistantships in the table following (Section K.).

6. Program Budget. The proposal projected that a total of \$ in estimated new funds will be required to support the proposed program.

A projected total of \$ will be available to support the new program.

Note: This money is from College funds and is in addition to the revenue sources below.

L. New Academic Degree Program Proposal Summary Form

- In the following "NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY" table, please provide a realistic estimate of the costs of the program.
- This should only include the additional costs that will be incurred, not current costs.
- Indicate the sources and amounts of funds available for the program's support.
- DO NOT LEAVE ANY PORTION/SOURCES OF THE NEW FUNDS OR FUNDS AVAILABLE BLANK. ENTER "\$0" IF THERE ARE NO NEW FUNDS NEEDED OR NO FUNDS AVAILABLE.
- THERE MUST BE AN ACTUAL DOLLAR AMOUNT PROVIDED FOR TUITION, SINCE THOSE FIGURES REPRESENT PROJECTED ENROLLED STUDENTS.

- **If it is stated that new funds are requested or if it is a reallocation of resources, please explain directly below from what source(s) the funds for the proposed new program, (e.g. faculty, equipment, etc.) will be attained.**
- **If tuition is used to support the program, what start-up revenue source will be used to initiate the program?**

Also, include enrollment and completer projections.

- **New enrollment headcounts are defined as unduplicated counts across years. For example, if “Student A” would be initially enrolled in the program in year 2, and again is enrolled in the program in years 4 and 5; “Student A” is only counted in the new enrollment headcount in year 2.**
- **Total enrollment headcounts represent the actual number of students enrolled (both part-time and full time each year. This is a duplicated count).**

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION University of South Alabama – Mitchell College of Business

PROGRAM Bachelor of Science in Business Administration

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
FACULTY	0	0	0	0	0	0
LIBRARY	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
STAFF	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0
OTHER	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
INTERNAL REALLOCATIONS	0	0	0	0	0	0
EXTRAMURAL	0	0	0	0	0	0
TUITION	\$95,100	\$142,650	\$190,200	\$237,750	\$285,300	\$951,000
TOTAL	\$95,100	\$142,650	\$190,200	\$237,750	\$285,300	\$951,000

ENROLLMENT PROJECTIONS AND DEGREE COMPLETION PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	Year 1	Year 2	Year 3	Year 4	Year 5	<u>5-YEAR AVERAGE</u>
FULL TIME HEADCOUNT	10	15	20	25	30	20
PART TIME HEADCOUNT	0	0	0	0	0	0
TOTAL HEADCOUNT	10	15	20	25	30	20
NEW ENROLLMENT HEADCOUNT	2	3	4	5	6	4
DEGREE COMPLETION PROJECTIONS	0	0	7	11	13	<u>10</u>