

A QUALITATIVE STUDY OF INTERNATIONAL BUSINESS
ASSOCIATE'S DEGREE PROGRAMS DELIVERED
BY UNITED STATES COMMUNITY
COLLEGES

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Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of the
requirements for the
Degree of
DOCTOR OF EDUCATION
July, 1998

Thesis
1998D
K94g

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Date of Degree: July, 1998

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: A QUALITATIVE STUDY OF INTERNATIONAL BUSINESS ASSOCIATE'S
DEGREE PROGRAMS DELIVERED BY UNITED STATES COMMUNITY
COLLEGES

Pages in Study: 268

Candidate for the Degree of
Doctor of Education

Major Field: Occupational and Adult Education

Scope and Method of Study: The United States has become internationalized. Government officials, education authorities and associates as well as the business community have solicited community colleges to provide the necessary knowledge and skills to students so they might achieve competence in the international business area. To date, only a relatively small number of community colleges have implemented an international business Associate's degree. In addition, educational researchers have requested the sharing of information on quality programs in international business. This study provides a listing of colleges offer the degree, surveys these colleges to provide information on facilitators and barriers to this program's implementation, gathers resources from these colleges, and provides a fuller description through site visits to four peer-nominated community colleges with quality international programs.

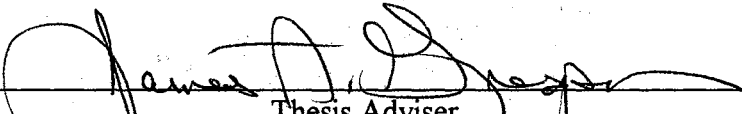
Findings and Conclusions: Results of the survey provided information on the 22 community colleges which provided evidence of currently offering the program. It was determined that more than 20% of the colleges advertising these programs were, in fact, not delivering them. Primary barriers included inadequate structure, natural resistance to change, and inadequate funding; major facilitators were active participation of faculty, knowledgeable instructors with experience in international business, and, ideally, a full-time employee advocate for the program. The support of all levels of personnel at the community college is needed. The most common method of infusion is the injection of modules into existing courses; however, this has proved to deliver an insufficient body of knowledge, so advocated is the creation of new courses and/or an entire curriculum focused on international business. Characteristics of the quality programs include the support of the administration, active participation by faculty, instructors with working experience in the field, and students with diverse backgrounds in the program. This research identified a core curriculum to which each community college could add courses to fulfill one of the three program focuses depending on community demand—either general, trade, or cultural sensitivity. Resources and community college contacts for future providers of international business Associate's degree are included. Active partnerships with the business community were found at all quality site visits. Additionally, site-visit colleges started networking information. Few colleges knew anything about any other college delivering this program, and several stated that limited resources of time and money impeded program implementation and growth. In this electronic information age, consideration should be given to implementing an electronic exchange where information and experience could be shared.


ADVISER'S APPROVAL

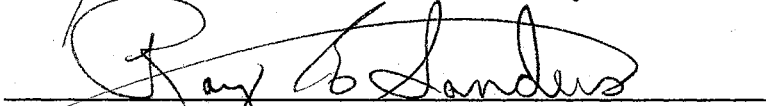


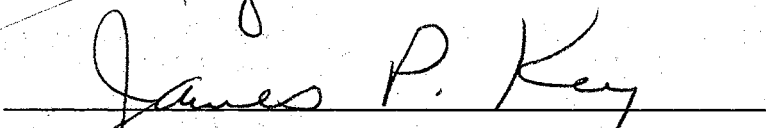
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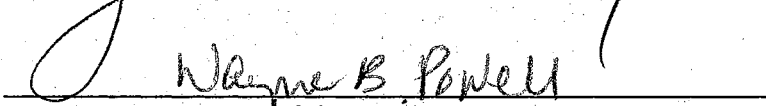
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ACKNOWLEDGMENTS

I wish to express sincere appreciation to my doctoral committee, especially Dr. James A. Gregson, for his many hours of consultation and encouragement throughout this degree process. My other committee members, Dr. Ray Sanders, Dr. Robert Nolan, and Dr. James Key, I wish to thank you for your dedication of time and support.

Others To whom I owe gratitude reside in various parts of two states--Oklahoma and Texas. In Oklahoma, my thanks to Kay Porter of Stillwater, without whose assistance this research might never have been completed, and in Tulsa at Tulsa Community College, I had unwavering unwavering support and encouragement from Dr. John Kontogianes, Dr. Flo Potts, Dr. Bill Wells, and Cheryl Parker. From Dallas, I have been assisted by: Dr. Anne Gervasi, Dottie Herndon, and Pat Henry.

My heartfelt thanks, again, to all of the above whose cooperation re-emphasizes how much we all need each other and need to believe in each other. I am very grateful for all those who have walked every step of this way with me, if not physically, by their faith and belief in me and my abilities.

Last on this page but ever first in my heart, I wish to thank the sunshine of my life, my daughter, Cheri Lynn Kruse, who always believed I could do it.

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CHAPTER I

INTRODUCTION

More than 70 years ago Woodrow Wilson said, "We are citizens of the world, and the tragedy of our times is that we do not know this" (King and Fersh, "General" p. 50). The people of the United States increasingly have recognized the existence of a global community. Recently, President Clinton asked the his country's citizens to help him build a bridge to the twenty-first century, one built by a people wearing coats of many colors; of races, creeds, and ethnicities from far and near (226-28). These colors will not fade, but rather their vibrancy will loom larger in both the world of business and the world of education.

With 800,000 plus immigrants to the United States projected for each of the next five years, the international populations of local communities have been increasing. The significance of this international immigration has appeared most evidently in the populations of Texas and California. These two states have experienced the fastest growth in the United States from 1990 to 1996 with an increase of 2.1 million each (Jennings 1). During this period, heavily-populated California lost 260,000 people to other states but added 246,000 international immigrants. The further magnitude of this immigration will emerge when, sometime during the next ten years, California becomes the first majority/minority state: no one ethnic group will represent more than 49% of the total

population (Rookstool 9). In the period from 1990-1996, Texas attributed 23% of its growth to international immigration. Moreover, it is also now estimated that about 700,000 undocumented immigrants live in Texas as of October, 1996; they are not included in the above figures and represent twice as many illegal immigrants as those who resided in Texas in October, 1992 (LaGessee 1A).

Richard Greenfield, in particular, has linked the concept of the village to the globe (59). But the traditional residents of cities and towns have found the priorities, values, and communications of immigrants very different, or "foreign." Living side-by-side with those newly arrived in America are the baby boomers who were enculturated in parochial and isolationist environments. Currently, these boomers are a significant part of the business world as owners, workers, and decision makers in the workplaces and marketplaces.

Harmonizing these groups in social and work settings has required skills in both understanding and communication, or what might be termed, international competence. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, in his keynote address at the Community Colleges for International Development Conference in 1990, noted on the obsolescence of the term international "because national lines are being redrawn every day. What is being groped for is human connectedness" (15). While Dean C. Barnlund believes that technological advances can bring diverse people closer together, he is skeptical that the results of crumbling "cultural boundaries through technology will bring the realization of a dream or a nightmare. Will a global village be a mere collection or a real community?" (27).

The task of shaping these various groups that constitute the communities of the United States into an effective citizenry of personally and professionally effective people in a globally interrelated world have been as vast and varied as the waters of our planet. How this population will navigate the seas of multiculturalism and chart its way to the ever-changing future is unknown. The answer must reside, at least in part, in an effective educational process. Historically, as changes have occurred, higher education has adapted to meet the needs of the society, the economy, the technology, and the national priorities (Groennings, "Impact" iv). A start on this crucial agenda was made in 1978, when the United States Commission on Education called on community colleges to lead the way in rebuilding the commitment to international education (Boyer 14). From this decade on, the business community, governmental agencies, and educational associations have turned to community colleges as the principal trainers of the future and retrainers of the present workforce.

In general, community colleges, as educators of the community's citizens, provide the necessary knowledge, understanding, and skills for students who can function in the world marketplace and fill the on-going and increasingly critical need for workers with higher level technical and problem-solving skills (Fifiel, et al 15). As the final educational experience for many students, the community college has had a special responsibility to international education (Fersh and Greene 4). Community colleges must respond to the interdependence of the peoples of the world (Emerson 15).

Programs of international business seemed likely places to begin this response since they have integrated many areas although sometimes the need for their involvement has been less than obvious. Economic considerations and the need for effective

communication have been some of the easiest to identify. Not so obvious are the influences of other areas such as the nuances of language and proxemics or body language. As early as 1985, University of Southern California President Zumberge cautioned that "a new global culture must be substituted for the outmoded and parochial one which now exists" (quoted in Rookstool 59). The community college must espouse the world of international business; "it must become an integral part of what we are and are becoming" (Fersh "Implementing" 84).

The Problem

While governmental officials (e.g., Wilson, Albright, Reich), educational authorities (e.g., Boyer, Parnell, Scanlon, King and Fersh) and associations (e.g., AACSB, AACC, Carnegie Foundation, U.S. governors), and the business community (e.g., Ohmae, Terpstra, Krugman) have solicited community colleges to provide the necessary knowledge and skills for students to achieve competence in international business, only a limited number of community colleges offer this education. Currently of approximately 1200 community colleges in 21 states, only 51 offer an international business degree, a number which hardly constitutes a significant effort. It is imperative that more community colleges become providers of international business education.

Purpose of the Study

This study by focusing on the 51 active associate degree programs in international business delivered by United States community colleges, identifies and describes

exemplary international business associate degree programs in order to promote better understanding and turn encourage more community colleges participate in international business education.

Research Questions

In order to fulfill the stated purposes, the following research questions were investigated:

1. What United States community colleges offer associate degrees in international business?
2. What barriers were encountered that detracted from the implementation of an international business associate degree?
3. What factors facilitated the implementation of an international business associate degree?
4. How were these programs implemented?
5. What courses and course contents comprise the curriculum of active international business associate degree programs?
6. What attributes, resources, and delivery methods result in programs nominated by their peers as "quality" programs?

Assumptions

In this study the following assumptions were made:

Because generally known and accepted formal criteria for judging "quality" programs do not exist, the providers and deliverers of the current programs were able to identify "quality" programs based upon their knowledge and experience.

Definitions

Intercultural/multi-cultural programs--educational programs which focus on domestic pluralism (Raby & Tarrow 10).

International business--a business whose activities involve crossing national borders. This definition includes not only international trade and foreign manufacturing but also the growing service industry in such areas as transportation, tourism, banking, advertising, construction, retailing, wholesaling, and mass communication (Ball & McCulloch, "The Challenge" 7).

International education--"is a term used to describe the various educational and cultural relations among nations" (Scanlon 1) and increases individual wisdom and human accord through activities that encourage global perception and transcendence beyond endemic cultural conditioning and ethnocentrism (Fersh, "Adding" 68).

International competence--a general knowledge of the world scene so as to educate an environmental context for actions, events, and situations that receive world recognition and that have world import. General knowledge of the world scene means a basic knowledge of world geography, world demography, world history, world economy

(including the gross parameters of the international division of labor and/or interrelatedness of regional economies, world politics, and intersocietal processes and exchanges (Tiryakian 179).

Loosened criteria for international competence--knowledge of two or more regions other than the one of origin or, to dilute it even more, knowledge of one or more regions. These may be classified as high, medium, and low international competence based on the number of regions (Tiryakian 179).

Culture--social systems of relationships among acquired, common, and irresistible symbols which orient participants in a society (Terpstra & David 6).

Community college--a two-year public institution of post-secondary education offering freshmen and sophomore level transfer courses, and vocational-technical programs.

Competitiveness--"production of goods and services that survive in the international market and enable citizens to attain and increase their living standard" (quoted in Krugman 7).

Limitations

This study was limited to for-credit, Associate degree, international business programs although non-credit programs and certificate programs also exist. In addition, Peterson's Guide to Two Year Colleges was used to determine the total population of community colleges in the United States offering this degree program. Therefore, two other limitations were derived from using this Guide. First, the Guide may not list the complete population. However, this researcher, in surveying the population, has made

two entries on the community college E-mail group, worked in a community college for a decade, visited with colleges offering an international business Associate degree, presented this research at two national conferences, and solicited nominations for quality programs to ensure broad coverage. The only omission from this research of community colleges offering this degree was identified as Waukesha Community College.

And, secondly, the Guide is published based on colleges' self-reporting.

Non-credit programs, individual courses, and international business offerings such as certificates were not included in this study. Although this degree was not the only measure of a community college's engagement in international education, this study is limited to consideration of the international business Associate degree program.

Significance of Study

Critical commentary on the subject of this study clearly points out both the need for international education and the appropriateness and necessity of community colleges delivering this education. Stavrianos indicates that social change has never been as welcomed by society as technological change. "People prefer the traditional, the familiar, the socially approved ways of thinking and acting which has resulted in much misery and violence that has stained human history from its beginnings to the present "(85).

Education appears necessary if we are to see the world through "new eyes." Remarking upon those in the field of education, Zig Ziglar often notes that "we do not change people's minds rather we provide new information which moves them to make new decisions based on this information" (cited in Lowe). Information and international influences have pervaded the world to the point that people need help adjusting the

horizons of their thinking and of their communities beyond current limits to include the world.

The increasing diversity of the population of the United States, the marketplace, the workplace, the educational system, and the social environment has required other changes to occur if the diversity of the population is to be valued and the benefits of this diversity maximized. What is needed is a sense of community rather than a collection of villages. However, as Kenichi Ohmae has warned, "people hold on to old, familiar beliefs because they lend comfort and support to familiar systems and habits, [l]ike a man who has worn eyeglasses so long that he forgets he has them on, we forget that the world looks to us the way it does because we have become used to seeing it that way through a particular set of lenses" (193). Ohmae encourages everyone to "find new lenses and throw the old ones away" (193).

Because educators as well as the general populace have been comfortable with the familiar, and since limited time and money have impeded development, so the gathering and evaluating of research information have become activities frequently left to last, like the final chapter of a textbook for which time never allows coverage. Education needs a new approach to address thoroughly the dynamic international world of today. When shared with other community colleges, the efforts of those who already have developed or delivered international education can facilitate the implementation process by avoiding duplication of effort, by providing the product of their work, and by sharing their experiences and successes.

Because of its very nature, business education crosses disciplines. For example, psychology helps to motivate workers and effects consumer choice; environmental

knowledge impacts the world, not just the business, community. Awareness and acknowledgment of the interconnectedness of the world and its diverse communities lead to a variety of ideas, decisions, actions and reactions, with business being one appropriate venue for international education.

The economic implications of internationalization have been very apparent in business in the United States. Madeleine Albright testified during her 1997 confirmation hearings that since 1993 exports have increased by 34% creating 1.6 million jobs, and there are many more opportunities to explore (Marchini). A force of such magnitude as international business needs to be properly addressed as students prepare to enter the increasingly internationalized world of business. New knowledge is needed to live successfully, both personally and professionally, in a world of constant change, diversity, and integration. "There is a need to make known the exemplary programs that are being developed, to circulate syllabi, and to encourage and provide programs for faculty development" (Groennings, "Higher" 30). A few colleges have started programs to meet this need. When colleges realized what others were doing, some of their reservations about offering an international business program have diminished. Capitalizing on the efforts of others can expedite implementation. The aim of this intends to capitalize, to build bridges between institutions, and to contribute to the sharing of knowledge and interest. Hopefully, it will help institutions believe that they, too, need to and can provide international business education.

Chapter Summary

The world of work should bind nations together in fellowship--communitas. The problems most of humanity face are neither individual nor national, but global. International business education programs can help discover communities and commonalities informed by an international perspective. Educating more people in cost-effective community colleges to share the world's resources through improved trade and healthy growth cannot only foster such a community but international business education will provide important links to ensure a global, interconnected economy.

This dissertation examines community college's place within international business education. By recognizing colleges that offer such programs, by studying the barriers and facilitators to international business education, by discovering the implementation process including curricular elements, and by recognizing attributes, resources, and delivery methods of the finest, quality programs. This study will point out how the goals of international business education may be furthered. A review of the literature on international business education with regard to six research questions involving the identification programs, barriers and facilitators to them; their implementation; their curricular concerns; and the foremost programs precedes a description of Chapter II. Chapter III lays out the methodology and design of this study. Chapter IV reports the finding of both a survey and four site visits of quality programs nominated by survey respondents. Chapter V provides the overall findings, the conclusions, and recommendations of this study.

CHAPTER II

REVIEW OF LITERATURE

Even though associations representing the government, the business, community various other employers, workers, and students have all requested that community colleges deliver an international business program, only a small number of colleges are currently offering this program. Current research on international business programs delivered by U.S. community colleges indicates the timeliness and progress of international business education; the relevance of community colleges as providers of such programs the motivations underlying such efforts; barriers yet to overcome; and the factors facilitating and the methodologies allowing for program implementation. Furthermore research efforts have identified community colleges currently offering an Associate degree in international business; described program guidelines and course content, and uncovered the characteristics of quality technical education programs.

Most scholarship concerning international business education will soon be ten years old or older. In view of the political changes in the world and its volatility in the last decade, updating and assessing this literature needs to take place. From the clothes worn to the food consumed by multiple ethnicities of co-workers and neighbors, U.S. citizens form an unmistakable part of a global society. Most clothing is manufactured in Asia or Latin America; many restaurants and cookbooks offer Pacific Rim or South American

cuisine; the English language has accommodated itself to words like kamikaze, to describe a self-defeating worker; macarena, made infamous by the current Vice-President; pinata, a frequent part of a child's birthday party; troika, a recurrent detail in a news story describing a corporate takeover. Internationalism is too large an influence to ignore, and demographic and economic projections suggest such emphasis will continue to increase.

The education of those participating in the international scene of the present as well as those hoping to take part in the international future must reflect an awareness of an ethnical diversity and an internationally-linked business world. The delivery of international business education programs must follow the life cycle of business: growth, maintenance, and decline. Similarly this life cycle should reflect Raby and Tarrow's four stages of development which organized the history of international business: recognition, expansion, publication, and augmentation (16-21). The idea for international business education has been fallow for many years. Its growth, however, has resembled product development and company evolution in an early stage; both after several decades remain in an introductory or developing stage. The international business degree thus has merely followed suit.

History of International Business Education

The history of international education, of which international business is a significant segment, is actually as old as nations themselves. David Scanlon reminds us that "Comenius, Montaigne, Rousseau, Kant, Fichte, and Penn among other philosophers wrote about international education" (5). In 1817, Marc-Antoine Jullien outlined what we call now the United Nations Educational, Scientific, and Cultural Organization

(UNESCO). And in this country, John Eaton, the Commissioner of Education in 1876 “presented a plan to the International Conference on Education for a permanent organization to be responsible for future international conferences and provide for the exchange of information” (Scanlon 5-6). Prior to World War II, little effort was made to integrate international aspects of daily life into the educational process. Kerr pointed out that before World War II, geographic and political isolation were part of the American mainstream, and international affairs did not concern the populace (Emerson 11).

However, when World War II broke out, the need arose for personnel with expertise in intercultural affairs. The country lacked specialists trained in international relations. By the end of the war, we still knew nothing about the non-western world, although both military and diplomatic ability grew as a result of the war (Scanlon 6). In this same time period, among the 150,000 academics in the United States less than 200 were associated with the field of international studies. Recognizing this lack of expertise, Congress passed the Fulbright Act in 1946, which provided educators with the opportunity to study abroad. In 1947, President Truman's Commission on Higher Education expressed the hope that new community colleges would be concerned with “the adequacy of the curricula particularly in the fields of international affairs and social understanding” (Vaughn 22).

For the next twenty years, colleges and universities were given large grants to pursue international studies, but community colleges were not included to any significant extent in this process because the origin and expansion of community college education was only beginning in the post-war period. As campuses were built and operations began,

innovative educational areas such as international business were not pursued by most community colleges.

By the 1960s, things began to change. A few initial grants started to be issued to community colleges to develop dimensions of international education. Yet, just as this initiative developed in the 1970s, so did the Vietnam War which devastated the economy divided the country, and delayed attention and money for international education. Nevertheless, “[d]espite these factors, community colleges were beginning to rethink and redefine their community to include an expanded horizon of the world” (Scanlon 6).

The Impetus for International Business Education in Community Colleges

The motivation for community colleges to offer international education aligns itself into three major areas: (1) humanistic or social motivators, (2) economic motivators, and (3) political or security motivators (Raby and Tarrow 11).

Humanistic or Social Motivators

With ethnic diversity in the United States growing, and the interrelationship with the rest of the world becoming much greater, both in breadth and depth, the scholarship has pointed out how vital a knowledge of other cultures is to the social and business environment. Historically, Americans failed to understand or to esteem cultural difference even though this difference invigorated their culture (King and Ferish “General” 56). Humanists contend that global vigor and the eventual elimination of war arrived when we understood the languages and cultures of others (Raby 59). Problems in the world on

every level from basic communication to the resolution of conflict by war were attributed, in part, to the fact that local codes of behavior dominated others who behaved differently. Humanists insisted that through education students could understand that culturally determined behaviors were “personal rather than universal and that the process of learning is more essential than mastery of content.” This process must increase knowledge but also must be affective as well as cognitive. It must excite students to make them care as well as know (King and Ferish, “Implementing” 87).

One other consideration, which has humanistic and social implications that were not emphasized in the international business education literature, was the environmental interaction of all elements of this planet. The wind moves the air and the tides move the waters of this planet without regard to geographical or political boundaries or the pollution which both these elements potentially contain. Business decisions and world population have been obviously affected by these elements.

Economic Motivators

While humanists pointed to the need for expertise, economic issues offered more quantifiable and objective incentives regarding the growing importance of international business education.

For example, the British General Consul based in New York reported that the United Kingdom and the United States each invested approximately \$130 billion in each other annually (Ling), while Canada, transacted “\$1 billion worth of business daily which is 72% more than in the last decade and the numbers are increasing on a steep curve” (Swanson, np). Moreover, as LaGeese and Rangel report “Since Mexico opened its

economy to foreign companies 11 years ago, annual bilateral trade with the United States has surged from \$30 billion to \$140 billion today, a 366 percent increase. Much of that growth has materialized since January 1, 1994, when the two nations and Canada signed the North American Free Trade Agreement” (1D).

Previously, the size of the United States and its equally large consumer market had made it possible for Americans to avoid exposure to foreign ways of thinking and behaving. “Until the 1980s, the United States was a closed economy in which foreign trade was a small percentage of the gross national product” (Tepstra and David 5). Now with the increasing diversity of the general population in the consumer market, and in the workforce, the United States's continuing success depended on a working knowledge of the cultural influences in the workplace and in the global environment of business. Sven Groennings and David S. Wiley note that the potential for economic expansion drove the growth of international business education (“Impact” 42).

Even though the United States initiated most technological innovation and encouraged policy that elevated free trade, it has not reached its potential as a global market player. “In 1992, U.S. exports of \$44.8 billion represented 12 percent of total world exports and 7.5 percent of U.S. gross domestic product (GDP)” contrasted “to 1992 GDP shares of 23.7 percent for Germany and 9.3 percent for Japan.” Counterpoised to these exports, the United States imported “more than \$532 billion worth of merchandise in 1992, leaving a trade deficit--the amount by which the volume of imports exceeds that of exports--of \$84 billion.” This marked the changeover of the world's largest creditor into the world's largest debtor in only twenty years (Sandhusen 4-5).

Reducing this trade deficit through increased participation in global markets has had a direct, positive influence on the United States's economy. In 1992, merchandise exports accounted for more than seven million jobs in the United States, and every billion dollar increase in exports created about 20,000 new jobs. Many experts now agree that international education is the main prerequisite for international trade and for Americans to maintain their standard of living and stay competitive in the global market. (Fifield and Sam 15).

“[N]early 5 million jobs, up from 2 million jobs in 1980” have been created in the United States through foreign investment. Texas placed third in the nation with 320,100 jobs created as of 1994. “International investment . . . is good for America's workers and good for America's economy,” said Richard Goldstein, President of Unilever United States and Chairman of the Organization for International Investment” (Landers 1+).

In order to take full advantage of the global market, and maintain our international leadership, graduates must be informed and prepared to work in modern business enterprises within the framework of international competition and the interdependence of nations. Experts note that in recent years economic competitiveness has been and continues to be a strong stimulus for international education which can be used as a tool to promote international trade and ensure a competitive edge in the global world of business (King and Fersh, “General” 56).

Sven Groennings warned in the introduction to The Impact of Economic Globalization on Higher Education that “internationalization requires a carefully coordinated economic, political and educational effort” (12). He commented on the separation between a public apprehension of internationalization “that economic affairs

between the United States and its trading partners plays in the vitality of the domestic economy, and the concomitant economic competition of nations that remains characteristically piecemeal and competitively uncoordinated” (12). The actualities of “traditional campus-abroad programs abound and international studies are expanding; they remain unlinked to international economic realities and to new corporate developments” (13). He faulted faculty in international studies for unfamiliarity with “international programs in tourism, trade missions, manufacturing exports and financial services are unfamiliar to most professors of international studies” (13). More than ever before in the history of the world, regional economies are linked with “international markets and investments, and each year brings “more knowledge-intensive production” with “innovative technological goods and services in ever-widening circles of international competition” (iii-iv).

That the United States is capable of much greater participation in international markets has been documented by Commerce Department figures showing that, while more than 100,000 United States firms were engaged in some level of exporting in 1992, fewer than 300 of these firms accounted for more than 85 percent of all United States Exports; only one in five United States companies in a position to export actually did so (Sandhusen 4-5). Even though “one in six of our jobs is related to international trade and one of each three farm acres produces for export” (King and Fersh, “Integrating” 85) there were still boundless opportunities in the international marketplace.

The United States business community have supported international business educational efforts through the donation of time and expertise to develop such programs and share resources. Indirect support of international business education has been reflected

through the knowledge and skills businesses require of their current employees and the graduates they hire. This same concern for the trade of the future has come from international merchants and manufacturers. When Americans trade with other countries, Wisse Dekker, Chair of the Roundtable of European Industrialists, contended that international business need "American managers who really understand, not just say they understand, that there are other parts of the world besides the United States." Dekker suggested the need "to develop greater understanding as well as more trade. And that is the most important thing, after all--that societies be open to each other" (Rookstool 35).

Economic incentives also derived from the growing enrollments of international students in community colleges (Fersh 68). Recently in a "Global Awareness Survey," the American Association of Community College's International Services Office polled its network of 1,154 colleges and campuses. Of the colleges that responded, 476 reported a total of international student and immigrant enrollment of 167,572 and an additional 90,953 of legal permanent residents enrolled (Chase and Mahoney 11-12). The influence of major minority groups such as Hispanic children, especially in urban areas, is undeniable. As of September, 1996 in Dallas, the tenth largest school system in the United States and representative of several large metropolitan areas with diverse populations, Hispanics accounted for about half of the public school student population. Overall, approximately 35 percent of the 22.7 million Latinos living in the United States' are younger than 18. According to Olivera these students represented the future market for community colleges and business (38A).

The public has demanded that education act more like business in allocating resources and evaluating cost effectiveness. These considerations have required the

implementation of new guidelines and operating procedures such as adding structure to building schedules and requiring an analysis of courses offered and class minimums.

Similar to many corporate positions where international revenues add substantially to the viability and profitability of their operations, community colleges have profited from the increasing revenue provided by international students which add enrollment to existing classes and pay non-subsidized and substantial tuition. This revenue has taken on increased importance as external funding has decreased and cost value analyses and effectiveness measures have been implemented.

Robert Reich believes that the United States faces a very real economic challenge, a challenge shared among many nations, and that we must “increase the potential value of what its citizens can add to the global economy, by enhancing their skills and capacities and by improving their means of linking those skills and capacities to the world market” (8). The diversity of the workplace “requires an American worker who is both technically competent and culturally sensitive” (Raby and Tarrow 188). Thus, international business education must vitally prepare these workers to enable United States businesses to realize their potential. The importance of international business education has grown, but just at a time when American's foreign language disability has declined. Further complicating the world of education, the world of business, and the lives of the citizens has been the pressure to do more with less, a situation which reinforces the need for greater opportunities for everyone to contribute expertise and to communicate, to collaborate, and to cooperate so to enlarge and advance a community to a synergistic, global society.

Political and Security Motivators

Today's global community has become so closely integrated that countries must exist harmoniously and handle their common concerns for the environment, peace, and prosperity. Steve Lamy has pointed out that as individuals gain international competence, they increase political skills, problem-solving skills, listening skills, work and service skills, and empathy skills (6). Through their increased empathy, they share a greater understanding of the priorities of each other's world which can then lead to clearer communication and a more harmonious existence. The experts involved in politics agree that "international education is a pragmatic tool for national security" (Raby & Tarrow 59).

Business itself also serves as a powerful tool for peace because, as international business expands, those in other countries play a bigger role as suppliers and customers of firms in other countries. Economic expansion has become an increasingly important consideration since more countries' economies have developed into consumer economies and so have grown into new markets for trading partners. Thus, the business world is unwilling to harm its customer or supplier. As Bergstresser of Southern Methodist University points out "[a]s much polarization as we have economically, culturally, ethnically, most Americans still have more interest in preserving the whole than in tearing it apart" (quoted in Winston 1G).

Community Colleges as Educational Providers

Community colleges, with more than 1200 institutions, affect more Americans than any other component of the United States post-secondary educational system.

Approximately half of all students pursuing post-secondary education begin in community colleges, vocational, or technical institutes. With their extensive reach and their position as the beginning or foundation of students' post-secondary experience, community colleges have been an appropriate provider of education for international competence. This competence is fundamental, not peripheral, in the world of business.

Edward J. Gleazer, Jr. in "To Transcend the Boundaries" states that "education has responsibility in qualifying them to deal with . . . issues [that cross national boundaries]; the community college, beyond any other post-secondary institution, requires an international dimension" (Rookstool 47). Ernest Boyer, former United States Commissioner of Education, expresses a similar commitment to the role of community colleges' international education when he exclaims:

Now let me be very candid here. There has, and I've heard it, been a shocking attitude in higher education that it is somehow illegitimate for our community colleges to concern themselves with global education. It's been snobbishly proposed that this is the senior college turf--as if 35% of our education students could be cut off from the significant issues of our time. I reject absolutely such disturbing nonsense. Instead, I am convinced that the two-year colleges not only have a right to establish international linkages, they should lead the way. (14)

The very social climate of the community college which typically served both international students and domestic students from all byways of the community including those from minority backgrounds, illustrates that “the world isn't outside. It has arrived on our campuses. It is not a question of them and us for we are all they” (Tsunoda 6). As John Vasconcellos, Chairman of California's Master Plan for Higher Education has reported, when the minority groups become the majority in all states, “the community colleges will be an integral and indispensable part of the economic and social infrastructure” (Rookstool 49). It is essential that the parochialism of the United States be replaced by a sensitivity to other countries, their cultures, and their ways of conducting business (Rookstool 49).

King and Ferish have also been concerned that community colleges need to provide “international education” so people “learn and care more about the world beyond his or her nation,” which would help the nation “transcend culture-conditioned ethnocentric perspectives, perceptions, and behavior” and thereby, “enhance one's wisdom and affinity with humanity” (King and Ferish, “Integrating” 83). Already community colleges have enabled some social barriers to be removed and facilitated the understanding of an appreciation for other cultures (Raby & Tarrow 248). As the observant Frenchman, Alexis de Tocqueville, argued in Democracy in America, “citizens must turn from the private inlets and occasionally take a look at something other than themselves” (“Commission on the Future of Community Colleges” 7).

Developing International Business Education in the Community College

Prior to 1967, the community college system, had not established an international or multi-cultural education program (Raby & Tarrow 15). The first program was reported in that year by Rockland Community College when The State University of New York shared its study abroad program with Rockland (Emerson 13). “By 1975 Rockland had (1) developed international and comparative analysis within traditional disciplines, (2) developed and expanded language and civilization offerings in scheduled classes, and (3) provided overseas study opportunities” (Scanlon 8).

About this same time American students started studying abroad and students from other countries began enrolling in growing numbers in U.S. community colleges, especially in technical education programs. As a major site for training, retraining, and a final educational experience for many students, community colleges eventually came to recognize the need to provide their large numbers of students with an understanding of their independent world (Fersh and Green 4).

Concurrent with student migration was the demand from American business for community colleges to provide a work force more inclined to compete on the sophisticated stage of international business. “Beyond the on-going critical need for workers with higher levels of technical and problem-solving skills is the emerging demand for employees who understand and can function in the world marketplace” (Fifield et al. 15). During the 1980s, the continuing slide of the United States balance of trade directed attention to international competition, though converts to international education were

few. Many of the early analyses looked at isolated issues rather than a systematic view such as that provided by the international business area (Hayden & Müller viii). To spark interest and creativity in this area, Congress added Part B for International Business to Title VI of the Higher Education Act (1980). It was at this point in legislative history that corporate and local economic interests joined the national security and academic interests in supporting this legislation. However, the lack of connection between area studies centers and business programs has persisted (Groennings 18).

Increasing Awareness of International Business Education in the Community College

For the first time in 1983, Peterson's Guide for Four-Year Colleges included international business programs. The next year, Peterson's Guide for Two-Year Colleges first listed international business Associate degree programs at the following community colleges:

Central Texas College, Texas

City University of New York, Queensborough Community College, New York

Los Angeles Metropolitan College, California

Miami-Dade College, Florida

Mitchell College, Connecticut

Mohawk Valley Community College, New York

Since then, publication of programs and courses in the international business area has enabled students, businesses, and other educational programs to identify educational opportunities in this area.

In the early 80s, interest and awareness, however, were just starting to grow. As the average community member concentrated on the challenges of daily life driven by the enormous innovations in technology which have changed the way business is conducted, the impact of international influences was neither obvious nor compelling. Similarly, community colleges were primarily concerned with delivering services to meet local needs. Richard Greenfield has noted in Developing International Education Programs that this perceived strength of the community college to serve local needs was a “psychological barrier to expanding their horizons” which, in the long run, will hinder “the need for flexibility, population mobility, and world economic, ecological and political interdependence (1).

In the 1980s, as exports began to approach a quarter trillion dollars annually, the business community took notice when the international business curricula was reviewed and found inadequate (Wiley, “Higher” 19). In response to the growing international influences on business, the American Assembly of Collegiate Schools of Business (AACSB), an accrediting body for the business discipline, added a standard to their program review guidelines. It mandated that every business student be exposed to an international dimension through one or more elements of the curriculum (Fifield & Sam 37).

Concurrently, internationally-related content increased in reports from various associations such as the American Association of Community Colleges (AACC, formerly known as the American Association of Community and Junior Colleges, AACJC) and in documents produced in fulfillment of grants which had been issued to various community

colleges. These publications provided more resources for sharing guidelines, procedures, and reports on initiating and expanding international programs (Raby 17).

Additional endorsements were added for international business education. In 1986, the Carnegie Forum Task Force on Teaching as a Profession, in its introductory framework "A Changing World Economy," affirmed that "in a knowledge-based international economy, the United States will have to lead through education in order to avoid suffering serious consequences" (Groennings "Higher" 21). Following this, in 1987, the AACJC (American Association of Community and Junior Colleges now known as AACCC) Mission Statement set out as a national priority the inclusion of an international dimension. By 1989, U.S. Governors were becoming alarmed. They foresaw economic distress brought on by an American ignorance "of the language and culture of other nations." They believed Americans to be ill-prepared and sorely in need of international studies, otherwise, "Americans will be out-competed in the world market." The group set forth six goals to be accomplished before the next millennium; the fifth required "that every adult American should have the knowledge and skills required to compete in a global economy" (Scanlon 14). As the decade came to a close, education was promoted as a part of international competence and the solution to America's balance of trade problem (Hayden & Müller viii). In its 1990 agenda, the AACJC set out a goal to help community colleges steer their curricula toward international and intercultural education and thus, "arrange an exchange of information to help other countries understand and establish community, technical and junior colleges in their countries" (quoted in Emerson 17).

The Augmentation of International Business Education

The final phase of augmentation was begun with a continually expanding interest in internationalizing the curriculum and providing increased prominence and diversification to international programs (Raby 17). “The changes underway in international education cannot be isolated from societal and institutional pressures.” The increasing presence of government in higher education challenged independence and questioned responsibility. “In relation to function, the “college-driven” model is rapidly being replaced by an “industry-driven” model based on the needs of the economy” (Raby 54). In the future, the efforts of the community colleges would expand to meet this need for international awareness and understanding. As this educational area developed and grew, the goals of three different groups--those “who view international business as a contributor to the elimination of war and builder of peace, as necessary for security, and as essential for maintaining our standard of living” converged (Scanlon 14).

Linking Multiculturalism to Business

As leaders in government, business, and education realized without the proper knowledge and understanding of others, benefits could reduce, harm could result, and society could be shattered. The keys to optimizing opportunities in the world of international business resided in the arenas of culture and communication. Both nature and nurture provide the context which defines the uniqueness of the individual. Interestingly enough, because of the traditional way of learning about culture--through comparative

method--learners have come to understand themselves better, an integral step in facilitating international understanding and communication.

In the 1980s, the majority of political, industrial, and commercial leaders recognized the need to develop knowledge and skills among cross-cultural relationships. These leaders looked to education to equip students with clear communication skills and an understanding of the multi-cultural world, and these authorities saw the international arena as an important part of the solution to America's balance of trade problem (Hayden & Müller viii). Poor communication contributed to the trade problem because commerce could be compromised when the exchange was not two-way, and both parties were not speaking the same language or deriving the same meaning, a point eloquently stated by Vern Terpstra and Kenneth David: "The multiplicity of languages and the parallel diversity of cultures in the world economy have a constraining influence on the operations of international business" because "international business depends on communication." Since commerce traverses language and culture barriers, a potential communication problem arose, because "persons in any business are triply socialized: into their national culture, into their business culture, and into their corporate culture" (11-16). International business blunders unfortunately persisted despite all the market opportunities, the knowledge of the importance of cultural considerations, and the experiences of the past because of language, proxemics, and culture difference. Presently many companies have followed the lead of the United States Department of State (one of the world's larger international operations) and have made an effort at teaching their personnel, specifically their managers, the language of the country with which they have been doing business.

Terpstra and David have considered the integration of education, culture, and economics in three major areas: (1) the “affiliative” which converges on behavioral norms and their “impact on social institutions with which the individual interacts”; (2) the “instrumental” which includes “the environment of the participant and the educational process,” and the concern for human ecology --“how the environment's social relationships are organized through kinship relations or contractual relations”; and (3) the “figurative,” which reflects “the emotional commitment to the abstract codes for societal behavior which are not automatic such as tradition, values such as a sense of priority and the ethics which guide people daily” (56).

The educational process for dealing with a diverse workforce in a global context must include how the populace in question, be it workers or customers, have been enculturated to determine what is important to them in order to interact effectively with them. Maxwell King and Seymour Fersh tell the story of Confucius who, when asked about his first concern if he were to become the head of state said, “I would call things by their right names. What we have been calling education is mainly training--learning what is already known.” King and Fersh cautioned that we have confused education with training and have become sidetracked from the call to develop lifelong learners. “The discovery of 'self' is also the discovery of the 'other'; without the combination, training is possible but not self-educating” (King and Fersh, “General” 57).

The study of international business has taught students as well as instructors to be self-educating and life-long learners. It is apparent to all who study this area that the many complexities and interrelationships and the velocity of change have required the individual to check continually what was the same and what was different and to update knowledge

and skills. Also obvious is the “need to know,” that which will inspire students to pursue the “nice to know.” This more optional knowledge can, in turn, cross over and quickly become a “need to know” as mutual relationships interlock and broaden.

The foundation for such a comparison was a knowledge of self and one's own country. The reality was documented in the daily media. It is no longer possible for one to know everything about a subject, but the pursuit of learning must be lifelong in order for one to keep up with innovations in a field. The dynamic nature and increasing pervasiveness of international business have reinforced the notion of independent learning so that the knowledge of interest areas can be personally identified and pursued and life-long learning engaged; individuals, thus, can succeed in a world where change is constant.

Fersh has asserted that individuals must equip themselves with the skills of research and the interest in inquiry which result in the self-taught ability to “synthesize content in a holistic manner” by combining cognitive skills (knowledge, analysis, synthesis, and evolution) . . . with affective skills (preferences, interests, appreciation, and values)” (23). Such a commitment to lifelong learning may lead to cultural literacy which Douglas P. Sjoquist believes can guide the individual to “cultivate a concept of civilization as it relates to the full range of human experience and foster a greater awareness of and sensitivity to the interdependence of our planet's peoples and systems” (52). This holistic approach of incorporating knowledge (cognitive) and culture (affective) was the approach which empowers individuals to be effective, global citizens. Education needs to educate, not to train; this will be the key to the effective integration of culture and business. In this way, we could benefit from the increasing ethnic diversity in the United States, gain a

better understanding of our own individual behavior, and become more aware of the degree to which cultural conditioning affects our thoughts and actions (Fersh 14).

Facilitating Factors to Implementing

International Education

Greenfield listed several factors which facilitate the implementation of international education in any community college. First, a college needs various levels of commitment by the Board of Trustees, the President, key academic leaders, and interested faculty; second, the mission and goals of the college should reflect the inclusion of international education; next, information and recruitment procedures should provide continuous faculty and staff involvement; furthermore, an administrative structure should be staffed by qualified people, "including a full-time Director of International Education or at least a faculty member with substantial release time, a visible office, clerical support, and funds for publicity, program development, and travel;" finally, "a good public information system [would] keep internal and external publics aware of programs and activities" (134).

Obstacles to Implementing International Education

In contrast, Backman identified four obstacles which impede the establishment of an Associate degree in international business: (1) the administrators lack commitment, (2) the faculty opposes the program, (3) the mission statement does not attend to international/ intercultural multi-cultural education, and (4) the institutional structure perceives a threat (Raby xxv). Both Backman and Greenfield recommend means of

overcoming these obstacles by edifying administrators; by mandating commitment to international education through the selection process of new administration and faculty; by establishing faculty committees with prestigious leadership; by providing incentives to revise curriculum, create interdisciplinary courses, increase travel funds, and encourage faculty exchange; by developing an aptly reflective mission statement and support grant writing; by using administrative discretionary funds as seed money, and by involving regional consortia (Raby xxvi).

Implementation Practices for International Business

Education in the Community Colleges

According to Raby, most American community colleges internationalize their curriculum when they emphasize commonly perceived international disciplines, when they extend their foreign language offerings, when they internationalize the general education curriculum, and most prevalently, when they internationalize the business curricula (121).

The same processes were identified as critical by others such as in Pickert (cited in Emerson) whose 1992 assessment that community colleges internationalize by incorporating comparative and international assessments into individual disciplines and internationalizing core curricula. Sanders and Ward suggest internationalization by creating a separate, dedicated department called "International Business." However, a separate department or area method frequently failed to attract high enrollment and has limited the number of students exposed to international education. As a result, authors such as Groennings and Wiley advocate an infusion into the general courses that reach most students (Emerson 20-25).

Jane Edwards and Humphrey R. Tonkin present strategies for working with international modules within existing courses, revising course syllabi, redefining major requirements, reforming the general education curriculum and recommending experiential teaching methods (17-25). While Rookstool located few international business programs at community colleges, among these the most popular methodology employed the infusion process to internationalize curricula. Other methods employed used international students and created new classes (Emerson 21-22).

Individual community colleges largely determine how international students influence the curriculum. Some colleges actively integrate a international perspective into classes through discussions and presentations and into campus activities through international organizations and events. Others seek to incorporate international students into the total student population but do not acknowledge diversity. No matter which scenario is in place, these students bring with them diverse talents in the areas of language, history, and culture into both personal and professional arenas.

Educators also promote international experience by encouraging students who have been involved in study abroad programs or who have lived or traveled abroad to share their experiences and the knowledge they gained with others, either formally in classes or informally in presentations outside the classroom such as "brown bag" conversations. While, such experiences are naturally limited to the experience and knowledge of individuals which may or may not be representative of a total culture, partial exposure is better than none at all.

In summarizing the ways of introducing international dimensions into the curriculum, Raby and Tarrow suggest combating the cursory nature of the infusion

method by forming new classes that emphasize international issues, creating emendations of old classes by stressing international themes in departmental syllabi, and initiating new certificate or degree programs through offerings such as “Introduction to International Business” or “Cross-cultural Communications.” In this method, an entire class is revised with the intent of internationalizing all content and making the offering complementary (134). The problems with such a method compared to the infusion method has been time and money constraints; substantial amounts of each are needed to accomplish the work of creating new classes or completely revising existing offerings and then integrating them into the curriculum. However, benefits have emerged. International education can

- a) provide a range of employment opportunities for students;
- b) foster intellectual stimulation for teachers and students;
- c) advance an international perspective in instructional programs;
- d) encourage teachers to use the world as their classroom;
- e) stimulate staff to participate in intercultural training and instructional opportunities;
- f) inspire students to participate in study-abroad programs;
- g) prepare students to meet the challenges of rapid economic and political change in the world; and
- h) promote ethnic and cultural diversification as an asset to future employment.

(155)

Identification of Quality Programs

The benefits above support the need for and point out the desirability of providing international, and specifically international business education at the community college level. However, research on quality programs focusing on international business has been scarce. Only two studies have addressed community colleges' international business programs one by Judy Rookstool, who focused mainly on California schools, and the other by Mary Emerson, who concentrated on international education efforts in Texas.

Bergen Community College which emphasizes international marketing and import/export management, is the only institution Emerson identified as having a quality program, one which involved the community industry leaders through an International Trade Round Table Association (43-44). All reported quality programs integrated international studies in existing and new courses and offered free standing classes which address international dimensions. Emerson's study also described a theoretical model developed through practice with the following characteristics: strong administrative structures, strong faculty development, student clubs and activities, and outreach to their community (41). In the conclusion of her study of Texas community colleges, Emerson reported that "higher education institutions are challenged to graduate students with global perspectives who have knowledge of the whole world not limited to their own national boundaries" (45). She called for a comprehensive study of how Texas is responding to the challenge of providing students with a global perspective.

On the other hand, Rookstool did not indicate a quality dimension to the programs she studied. But instead gathered various information from California community colleges which is covered in the curriculum section below of this dissertation.

The Rookstool report enlarged the geographic area of previous studies which focused only on efforts within one state to those in the entire United States. However, this study, narrowed the focus from International Education to International Business Associate's degree programs offered at United States' community colleges. The only published criteria for quality technical occupational programs, which is generally the classification of international business, was from the Texas Coordinating Board and is Appendix F.

Administrative Practices

Many researchers recommend the presence of a central office to provide a visible person in charge (Emerson 21). All research agreed that the support of the administration--from incorporating the international dimension in the mission statement to implementing continued support and maintaining the programs-is vital. Ebersole pointed out three administrative loci for international education: "the instructional unit of the institution; the institutional development unit; or the president" (29). Raby and Tarrow focus on the President as the "key to establishing an international education or international business program" because this person provokes consensus, dispenses resources, unites administrators--especially those who support faculty efforts--concatenates participants who come from diverse disciplines, and creates the strategic plan for implementation and on-going support and evaluation for these programs (182-90).

Funding Considerations

Edwards and Tonkin point to funding as the connection between personnel and curricula which sanctions faculty training and reward, especially for “additional work in preparing modules, revision of syllabi, and other curricula improvements” (24). Some colleges use only institutional funds while others pursue grants to implement and maintain international business programs. Funds were first appropriated in 1983 for Title VI, Part B of the Higher Education Act of 1965 to “promote education and training activities that will contribute to the ability of United States' businesses to prosper in an international economy” (Fifield and Sam 37). Although community colleges have represented only 13% of the applicant pool, they have been granted from 18 to 34 percent of the total grants with some obtaining consecutive year awards. Fifield and Sam point out that community colleges are a particularly appropriate venue for Title VI funds, “Because the purposes for which these funds have been appropriated include a dual emphasis on curricular development and a provision of training and services to the business community” (17). In addition, community colleges have maintained “good track records” with the private sector in acquiring “in-kind matches and documented working agreements” (37).

Faculty Development

No matter how wonderful an idea is without implementation benefits do not occur. This important piece of the strategic plan—implementation—reviews the work of the faculty. “Some even go as far as to say that the faculty is the curriculum” (King and Ferish, Integrating 56). Raby & Tarrow point out that in the process of interviewing international

business faculty and reviewing their credentials “no one person is born internationalized” (10). Faculty must create, inquire, and adapt to provide timely apparatus which must be accomplished enthusiastically and collaboratively with recognized experts (119).

In order for international education to take place on any campus, there will have to be an aware, interested, and educated faculty. However, according to the Chronicle of Higher Education, promoting international studies and creating a diverse multi-cultural environment on campus remain low priorities in a survey “Attitudes and Activities of Full-Time Faculty Members in Higher Education, 1989-1990” which included responses from 35,478 faculty members at 392 colleges and universities (“The Nation” 34). The importance of consensus building, thus, cannot be overplayed; a majority of faculty need to participate. Mary Emerson indicates that “fifteen percent of the faculty is sufficient to carry forward the movement to internationalize the institutions.” This is fortunate since “no more than five percent of United States teachers have the equivalent to an academic semester in a course on another culture or in the international area” (19). This shortage of faculty with international business expertise and academic preparation to teach explains why community colleges have most often carried out modular infusion (Groennings, “Higher” 20). As pointed out by Raby and Tarrow, four barriers impede internationalizing: “a) resistance to change, b) parochialism in educational policy, c) an ethnocentric perception of the world, and d) faculty apathy.” Particularly slow progress has been made in fighting faculty apathy with its concomitant features of inertia and negativism (138).

Curriculum Perspectives

Researchers in their study of international business education have yet to outline a specific formula for internationalizing the business curricula. The lists presented in Appendix A offer what should be included in a curriculum as specified by CAFLIS (1989), the Master Plan for Higher Education in California (1990), Tom Snyder of Coastline (1990), and Steve Lamy (1993). Experts and associations acknowledge that “education for international/intercultural understanding has become imperative for Americans” (Raby and Tarrow 18), and offer insight into what the experts generally believe about what the curriculum should include and/or what the outcome of the educational process should be, namely that “the basic focus should be education for work and education about work” (Raby and Tarrow 251). Experts and associations agree that “no discipline is so remote that it is not influenced by international relationships, and no subject is so provincial that it cannot be viewed from an international perspective” (Raby and Tarrow 121). Their position stems from the pervasiveness of internationalization and the realization that the international influence is not a trend which will disappear but one that will grow in magnitude. Thus, there is an overall cohesive and continuing intent to curricularize the international across the college and the community (King & Fersh, “Future” 28).

The necessity for an international dimension of education has been supported by the American Assembly of Collegiate Schools of Business (AACSB) which has developed an accreditation standard for business curricula and required that every business student should be exposed to an international dimension through one or more elements of the curriculum (Nehrt 1). The AACSB has acknowledged the importance of tailoring the

curriculum to the needs of the community served and further agreed with other experts that despite the necessity, “internationalization of the curriculum still remains the most difficult challenge ahead of education” (Emerson 20). It is clearly the AACSB's intent to move toward internationalization in the business curriculum. Within the business curriculum, three strategic approaches have been proposed: each student takes an introductory course in international business, an international course within a major such as marketing, or the college revamps the program by the modular infusion method (Groennings, “Higher” 19). In 1982, Dale Parnell, the president of the AACJC, recommended that “our colleges should establish clear institutional goals and policies that advocate international dimensions throughout their institutional program” (Rookstool 47). Since the 1980s, the value of United States' exports has approached a quarter of a trillion dollars annually, yet the development of the international business curriculum has lagged behind (Groennings, “Higher” 19).

The Commission on the Future of Community Colleges “expressed great concern over the shocking ignorance of the great majority of Americans with respect to the heritage of other nationals and the reality of an interdependent world” (AACJC 1). The Commission presented the theoretical and philosophical purpose for community colleges to offer international education “as an obligation to keep students informed about people and cultures other than their own [so] that the building of partnerships must be not only local and national, but [also] global too” (AACJC 32). Students must learn to live and work in their multicultural communities and realize their community's position in a world community. They are important citizens in the new, global community. To be prosperous

and productive, they need to understand, without bias, the histories, goals, and values (i.e., the cultures) of the world community (Raby & Tarrow 21).

“The global economy demands that community colleges produce graduates who are (a) economically skilled to work in a global market, (b) politically empowered to participate in society, and morally adept to function in society” (Raby & Tarrow 24).

One explicit benefit of this education is that it prepares the individual to work successfully with different ethnic groups who make up suppliers, coworkers, and customers.

American business leaders have provincial outlooks in business dealings compared to their foreign competitors. To enable these business leaders to negotiate successfully with their counterparts from other nations and to make meaningful gains in the global arena, the acquisition of world perspective and cultural sensitivity is essential (Fifield & Sam 37-39).

“Facts, like bricks, are good for building purposes, but by themselves are not constructive” (King and Ferish, “Integrating” 24). True cultural literacy is needed: “international, intercultural, and multi-cultural literacy” that depends “upon the ability to reconcile conflicting ideologies by understanding multiple perspectives and by respecting relative differences.” Students need the wisdom that stretches beyond “mere memorization of facts, geography, and cultural traits” (Raby & Tarrow 113).

Enabling student cognizance of how “cultural conditioning leads to ethnocentrism” should be a crucial pedagogical concern of the international component of general education. At its finest, international education teaches “not only about others but also about ourselves; how and why we are alike and how and why we are different, how we

became the way we are, and what we can become “(Fersh, “Adding” 73; King and Fersh, “Future” 29).

Groennings elucidated the importance of curriculum as “the learner-centered teaching activity that prepares society to respond to change.” Curriculum interprets and conditions the public to progress, produces a positive response to change, and readies society for energetic employment. To this end, undergraduate curricula are being reassessed in most American colleges and universities because cogent reviews throughout the educational establishment “call for change in undergraduate curricula with a recurring common theme of the need for international education” (“Higher” 13).

King and Fersh in “General Education through International/Intercultural Dimensions” caution that the old maxim of “know thyself” no longer suffices if the knowledge gained is only a parochial self-knowledge. “A better understanding and recognition of the interrelatedness of the human family and ecology are now essential” (51). Kenichi Ohmae also has noted that human beings resist change naturally (57). “No system can provide a good life for its people that is not sensitive to, that does not develop out of, the irreducible fact of pluralism. And that is the fact on which the interlinked economy rests” (192). The parochial point of view needs ad-structuring: ad- which means “to or toward” rather than re- with its sense of backwardness or repetition. The Hindu way of thinking allows one to increase perspectives without substituting new perspectives for earlier ones. Thus, a world so rich in talent and material should bring joyful reappraisal through adstructuring rather than an agonized restructuring.

To enlarge perspectives is not as difficult as it may seem at first. The ways in which the world is viewed, including both the self and others, result from training and

education, formal and informal. Humans are not born with perceptions; perception is a learned behavior. The global community must become “(in the words of the Dalai Lama of Tibet) 'wise selfish' . . . to realize that it is in our own interests to have consideration for others and collaborate our membership in the human community” (King & Feresh, “Integrating” 86). There is a personal, as well as a professional, benefit to international education and international business education. Feresh also believed that international studies aid in the surpassing of “our cultural conditioning by enabling us to encounter culturally different minds.” He believed that with time, “people increasingly will live in cultures that are less and less extensions of their pasts” which gives educators the chance to become “culture-creators as well as cultural-inheritors.” Ultimately, such self and global knowledge empowers our becoming “more self-directing-that is to become our own teachers and to continue a lifelong process of self-education” (Feresh, “Worldwide” 17). Crocco envisioned curriculum “as Window and as Mirror . . . to reflect and reveal most accurately both a multi-cultural world and the student.” Thus, by encouraging students through curriculum, students will inhabit “a dwelling of self” where they can “look through the window frame . . . to see the realities of others and into mirrors . . . to see [their] own reality reflected.” Students need both “types of framing” for a balanced education which is committed to affirming the essential dialogue between the self and the world” (6). International education and, more particularly, international business education provides what Raby and Tarrow called “international competency” through “education that creates a citizen who understands, participates in, and takes action regarding local political, economic, social and environmental issues” (112).

Global in and of itself connotes a holistic approach--all encompassing--so the pursuit of delivering international education can teach all participants to know more about themselves and others and to break down barriers between ethnic groups and between disciplines which create learning organizations. Jerry Sue Owens has asserted, "The more we value differences, and the more we understand diversity, the greater our cohesiveness and strength will bear as a college, a community, and hence a nation" (quoted in Raby & Tarrow 114).

What has happened to date in international business education may be called what the Japanese refer to as a "strategic accommodation--an incremental adjustment to unfolding events . . . in a continuous dialogue." What needs to happen is for proactive steps to be taken to build knowledge and skills, and to develop understanding before the need arises. Another Japanese concept, kaizen, is what educators try to do every day--to make their educational process and instructional delivery of knowledge better every day (Pascale and Athos 115-16). Given the increasing demand for education to do more with less, incremental improvement may be the path of choice to improving or incorporating international dimensions into students' education at the community college level. Massive immediate changes have not been very possible because change must be incorporated while the delivery system is in progress; furthermore, limitations on the resources of time and money mandate that change be incremental.

Hayden and Müller have proposed two methods--adding courses and infusing content in key courses--to improve the international aspect of education. Sanders and Ward advocated these methods but also a third: the creation of a separate division such as international business to serve special interests (Emerson 20-25).

Program Focus of Currently Delivered Programs

Fersh has recommended looking at colleges that offer international programs and suggested placing them “on a pedagogical continuum from those that tend to be content and course-centered to those that tend to favor an infusion approach with special attention to faculty development” (“Adding” 69). However, most of the current programs in international business focus intentionally on the trade aspects rather than a generalized survey or cultural understanding approach.

Infusion Methodologies

Raby and Tarrow (128-32) describe seven approaches to the infusion methodology for internationalizing studies which can be used individually or in combination. The proper combination of methodologies and faculty depends upon faculty motivation, “initiated cooperation,” which lessens invidious behaviors and turf feuds, and “increased sensitivity,” which enhances rather than contradicts course individuality.

- (1) In the process approach, the emphasis is placed on mutual faculty and student goals for learning and understanding other cultures. This approach also “provides a context within which events and peoples are perceived” (Fersh & Furlow 28).
- (2) With area/civilization studies, students survey one facet of a topic as it applies to a region or country and create portfolios.
- (3) Curriculum which uses the comparative approach compares and contrasts two or more countries, regions, or cultures. Many faculty find this approach

particularly appealing since no faculty must obtain expertise and student knowledge and research can provide the “comparative edge.”

(4) The multi-disciplinary approach promotes a unique point of view on an international subject by combining two or more disciplines.

(5) The issue approach identifies specialized, cross-cultural issues and classifies acutely their thrust and outcomes.

(6) In the philosophical/theoretical approach, specific theories and philosophies found in various disciplines are connected to international issues.

(7) Opportunities for the technological approach transcend culture (Fersh and Furlow 23).

Because of the proliferation of computers and the user-friendliness of innovations on the Internet through the World Wide Web and distance learning, formerly unreachable information has now become accessible. Through existing lists and E-mail, campus and learning opportunities in general are global, available, and inexpensive.

Examples of technological opportunities abound for colleges large or small such as “Golden West faculty and students interacting one-on-one with faculty and students in China” (Rookstool 157) and the opportunity to learn Chinese on the Internet.

Lamy identified five multi-disciplinary issues that can be incorporated into almost every course including

- a) learning alternate structures for domestic and international organizations and alliances;
- b) exploring the interconnections of international and domestic issues through “identification of sovereignty;”

- c) investigating the divisions of economic class;
- d) discussing excessive nationalism and chauvinism; and
- e) considering the environment and the fate of the earth. (1-6)

He also identifies four strategies to apply this approaches: “(a) ethical; (b) retrospective; (c) problem-based; and (d) forced decision making” (1-6).

The infusion method only internationalizes portions of classes; however, with the continuation of limited electives and the rapid expansion of knowledge considered integral to each discipline, this method might present the only feasible way to internationalize courses immediately even then only some will feel the impact. The use of this method could, nevertheless, eventually internationalize the entire curriculum including the general education classes. Raby and Tarrow specify the problems with the infusion method. First, faculty rarely receive additional compensation or release time to develop quality modules. Second, a critical approach is not assured because both content and examples are internationalized (128-32).

Modules

Fifield and Sam promote a modular system for “gradually incorporating global perspectives across the curriculum.” Typically, a series of lectures is taught for two to three weeks. Alternately, international material suffuses every class lecture providing a more integrated endeavor (39). As Edwards and Tonkin assert, “[i]nternationalization begins at the level of the individual course. No field is so remote from the international sphere, no subject so local, that it cannot be viewed from an international perspective”

(39). The advantage to this individual effort is that a lone faculty member need not “tangle with curriculum committees and academic hierarchies” (17-18).

Raby and Tarrow analyzed “the international master module or lesson plan.” From this “learning package--which includes course outlines, activities, and lectures-- evolves and ideally consists of a minimum of three to six lectures, roughly one to two weeks of class time.” Even students who fail to complete a course should receive international content if the student hears international content from the beginning of class. They list the following benefits of modules:

- the limits of the modules coincide with those of one's imagination,
- it is an individual process that requires no committees but committee and administrator
- support facilitates the implementation,
- curriculum expansion results,
- only direct financial cost is the time that it takes for a faculty to create the module. (128-29)

Experiential Methods

Edwards and Tonkin also make the case for experiential learning which gives “meaning to classroom instruction.” Tested experiential teaching tools abound as ready sources for instruction (24). They implore that, using such tools, students must develop an international perspective; it is “an imperative that must remain and be strengthened if we are to cope successfully with the century ahead” (25).

Paradigms

Raby and Tarrow identify three paradigms that can be employed to define and to maintain an internationalized curriculum. These paradigms are an outgrowth of the precept of lifelong learning as “a perpetual focus of one's life rather than a singular element defined by occupation, mobility, or socialization” (111). To this end the student must first discover “the importance of global interrelationships” (111). Next, the student must apprehend “elements that maintain international cooperation and interdependency” (112). This paradigm is particularly important to those who would seek “employment in business, technical, vocational sectors” (113). Finally, internationalization teaches “the values of diversity, sensitivity, empowerment, multi-cultural harmony, and tolerance” (113). They point to the 1992 Los Angeles riots as a specific example of “cultural misunderstandings, which might have been minimized if the members of society had been internationally and interculturally/ multi-culturally literate” (Raby & Tarrow 113).

Resources

As Groenings has noted case study literature concerned with the implementation of international business education programs is scarce; areas such as international economics are insufficiently covered. Absent as well is a fully developed, employable package of suggested readings, and cases. Further complications have arisen from the interrelationship of the disciplines and the wide cross-over areas of communication and politics (Impact 26). However, Edwards and Tonkin remind us that teachers can locate resources through a multitude of organizations if they really want to “increase the

international component of their courses, and these organizations can help with syllabi, handbooks, and bibliographies (18). Fields that internationalize by their very nature, such as the arts, may be viewed by some as easy fields, but teachers must go beyond a body of knowledge “centered principally in Europe to provide students with insights into aesthetic forms cultivated by other culture and civilizations” (19). Currently internationalization of the curriculum varies in terms of type, content, and methodology. Implementation varies with each college's needs, purposes, procedures, and personnel.

Focusing on International Business Education

Information on existing programs from previous reports includes a study conducted by Emerson in 1993 of Texas community colleges. Emerson found minimal international instructional activities and no internationalized curriculum in most Texas community colleges. To create awareness of the challenges and needs, she advises recognition of the community college's role in equipping its students with an international perspective. Because of the diversity of Texas's community colleges, Emerson deems it inappropriate to state a uniform or strict process for achieving international education objectives (Emerson 90), a conclusion supporting by most of the research literature which argues against an exact model or methodology.

Emerson identifies international business certificate programs requiring from 15 to 71 units; “[T]he majority of the Associate of Arts (A. A.) international studies' programs surveyed require twenty-seven units plus an emphasis on foreign languages.” Included in Appendix E to this study is a copy of Emerson's listing of international education components and activities.

Considering California's community college international business programs, Rookstool found them to be mainly modifications of Coastline College's interdisciplinary approach of:

- a) international business studies;
- b) general business management studies;
- c) international culture and geography studies; and
- d) foreign language studies. (Raby 135)

In 1994, Coastline College enrolled over 100 students in its international business certificate program. The program graduated between 60-70 students, almost half of whom transferred to a university. It enrolled just under 100 students in its international A. A. degree program, which had 20 graduates of whom 30 percent transferred to a university. In addition, "many students enroll for continuing education and are not officially part of either a certificate or a degree program" (Raby & Tarrow 135-36).

Of particular note in reviewing the recommendations of Rookstool's study is that the model for many programs, Coastline College, did not recommend language fluency be included; Director, Tom Snyder, said, "there is a lack of strong desire on the part of the American business community for their international business people to learn a foreign language." An earlier study by Harper and Evans established this position from evidence that employees in the United States are not required by top management to be fluent in other languages. Snyder further makes the point that students demand a direct benefit for "time spent in class which leads to the need for the delivery of specific information being communicated." He further commented that his advisory committee asked "for short courses rather than semester long courses" and that "the international business program be

added to the weekend program” (quoted in Rookstool 132-33). According to Donald Culton of East Los Angeles College offering a class in understanding the peoples of the world will not attract enrollment (Rookstool 136).

Leo Chavez of San Jose City College offered an alternative point of view which viewed language as a part of a greater whole-cultural education. Chavez stated that “we need to make people aware of the possibility that there are some fundamentally different ways of viewing things” (quoted in Rookstool 148). Many of the other California schools stressed the importance of the study of language, and the literature review of this study, also, substantiates the need for the study of language. As Hans-George Gadamer stated, “Learning a new language gives one the basis for beginning to understand the culture represented by that language simply because language and culture are so inextricably bound” (Emerson 147; Gadamer 181). Romo believed that intercultural communication must be emphasized because “people do things differently and you've got to know that if you want to be effective” (158). He added that getting business done means knowing how to communicate in more than one culture. Furthermore, he asserted that “education is obligated to correct the unfortunate notion of ethno-centricity . . . you have to raise the consciousness about cultural openness and then keep it in front of the members of the college” (159). True understanding can be reached only through “meaningful activities” integrated within a theoretical framework. “The cultural activities should be considered as the laboratory portion of course work” (quoted in Rookstool 168).

Stanley Aronowitz and Henry Giroux in Postmodern Education: Politics, Culture and Social Criticism argued that schooling forms cultural politics and that pedagogy should reflect popular culture to effect the masses. “Articulation of international

economic, financial, cultural, and social dimensions of the local community . . . demonstrate[s] connections between international competence and community well-being” (quoted in Rookstool 43).

Business administration, moreover, has acquired an international dimension that renders international training a virtual necessity. Edwards and Tonkin relate the case of an international business major at Middlesex Community College in New Jersey: “an early example of the rethinking of an entire major, with specializations offered in several international fields and with outreach made to the local business community through a business round table (21). Edwards and Tonkin also mentioned Nolan McCuen, of Brevard Community College, who “has produced an innovative module for use in an introductory business administration course.” Students compare business structures from many nations “which helped students develop a capacity for independent research and critical thought” (21).

Global business programs do exist in some community colleges. Lynda Icochea, Director of the Center for International Studies at Bergen Community College, established an International Trade Round Table Association in New Jersey that assists local industry in accessing the international marketplace. “The Round Table, composed of local business people involved in international trade or interested in becoming involved, meets regularly at the college. Started in 1980, the Round Table has consistently expanded” (Scanlon 13).

Tom Snyder of Coastline College introduced “an upside down” degree to offer to the large population of students who previously earned degrees and/or were older and already have been in business. He believed that this type of program should lead to a very specialized degree offering specific detail in business practices (Rookstool 132).

Many of the participants in Rookstool's study had begun internationalizing their curricula, and most felt that international classes should be added to the transfer business core even in view of the fact that lower division requirements are very limited at this time. Broward Community College has required an "international/intercultural general education requirement for all Associate of Arts degree students." These courses must meet one of the following goals:

1. "A fundamental understanding of the key elements of global and national interdependence.
2. A deeper knowledge and understanding of other cultures.
3. General competency in a second language as a basis for the fuller comprehension of other cultures and of one's own culture in the global context" (Raby & Tarrow xxv)

Groennings pointed out in "Higher Education, International Education, and the Academic Disciplines" that "as the disciplines become more international, international learning occurs as part of general learning . . . Textbooks provide signs of this change in the business courses" (23). Incremental change is occurring.

In summary, although no theoretical model has been explicitly detailed, research has furnished examples of working models, factors which aided or deterred implementation, methodology, guidelines, and resources.

Chapter Summary

Available research studies reveal that because of the vast numbers of students at community colleges, compared to other institutions of post-secondary education,

international business education must become more of a central presence within the overall curriculum. The isolationism of the 1980s was nothing new in the United States; the call to internationalism had been made for decades, and, usually, war rather than business piqued the interest of the people in matters international. But the onset of the 1990s witnessed the breakdown of isolationism initialized by the Gulf War but driven, eventually, by NAFTA and the recognition of global trade opportunities and a linked economic community. Out of this 90s mindset evolved three reasons for international business education: humanistic or social motivators, economic or business motivators, political or security motivators.

Once a higher education institution made a commitment to international business education, five factors facilitated implementation: committed academic leaders and faculty; mission statements reflecting international business education; faculty and staff displaying continuous involvement; an academic structure supporting strong program growth; and diligent public information keeping the mission and program in front of the community at large. Among the obstacles to implementation were a lack of administrative commitment to international education, faculty opposition to internationalism; inattention to international education in mission statements; and an institutional view of international education as a threat. Assorted benefits have also emerged from implementing international business education: improved employment chances, increased intellectual stimulation, decreased isolationism, prepared workers for global trade and business, and enhanced multiculturalism. While only two studies addressed the issue of quality programs in community colleges in California and Texas, these same studies discussed matters of administration, funding, faculty, and curriculum. Overall, although no

theoretical model was explicitly detailed, current research did provide examples of working models, factors which aided or deterred implementation, and information concerning methodology, guidelines, and resources.

CHAPTER III

DESIGN OF THE STUDY

Introduction

This study describes the status of international business education at community colleges in the United States. By means of a survey to provide basic quantitative information was obtained; to add depth and breadth to the study, site visits were conducted.

The data obtained from three resources--published research, the survey, and site visits--was then triangulated. Through this methodological process of employing multiple perceptions, I was able to clarify meaning, to verify the repeatability of an observation or interpretation, and to reduce the likelihood of misinterpretation. As Denzin and Lincoln observed, triangulation offers a method "to secure an in-depth understanding . . . since objective reality can never be captured"; triangulation provides "not a tool or a strategy of validation, but an alternative to validation which adds rigor, breadth, and depth to any investigation" (2).

Robert E. Stake reasons similarly that "no observations or interpretations are perfectly repeatable, so triangulation serves to clarify meaning by identifying" various perspectives on observable phenomena (Denzin and Lincoln 240). Information obtained

from a literature review, a survey of community colleges identified as currently offering an Associate degree in international business, and from fieldwork and case studies provide an a descriptive account of the current state of international business degree programs offered at American community colleges. In addition, this study identifies factors which lead to the success of these programs, barriers which were overcome, and the features which mark quality programs.

Population and Sample

This study focused on currently offered international business degree programs at community colleges, programs were identified in Peterson's Guide to Two-Year Colleges, a nationally recognized reference for two-year colleges. Each of the Admission's offices was asked to provide copies of its international business Associate degree program and the international courses offered for credit. Follow-up letters were sent to non-respondents, and telephone calls were made to those who had still not replied to both letters in order to verify that an institution has a degree program and to collect data for a comparative analysis of programs and courses.

Design of the Study

The design of this study employed the model for qualitative research outlined by

Stake:

1. *bound the case, conceptualizing the object of study;*

This research studied community colleges in the United States offering Associate degree programs in international business listed in Peterson's Guide to Two-Year Colleges.

2. selecting phenomena, themes, or issues--that is, the research questions--to emphasize;

Research questions focused on the barriers, facilitators, and methodologies affecting program implementation as well as the curriculum pattern, specific courses, and resources used to develop and deliver the program.

3. seeking patterns of data to develop the issues;

The development of patterns of data resulted from the literature review and the instruments used to evaluate programs in Texas.

4. triangulating key observations and bases for interpretation;

Data were triangulated from the literature survey, site visits, and from various participants in international business programs such as administrators, faculty, students, members of the business community, and advisory boards.

5. selecting alternative interpretations to pursue;

After the data was gathered and analyzed, the members of the juried panel that reviewed the survey as well as each of the site visit colleges were asked to review the data and forward any questions, corrections, deletions, additions, and comments regarding the data to the primary researcher.

6. *developing assertions or generalizations about the case. (244)*

From the triangulated data, the common experiences of program implementation and the commonalities and differences among curriculum furnished generalizations about the research.

Instrumentation

Two instruments produced by the Texas Coordinating Board which focused on the development and delivery of vocational programs at community colleges were modified for use as the survey instrument in this research. These are the Texas Higher Education Coordinating Board--Community and Technical Colleges Division (1) Self-Evaluation Instrument and (2) the Tech-Prep Curriculum Questionnaire. They provided a thorough assessment of the processes used in developing and conducting on-going evaluation of programs, resources, and participants. Permission to use all or portions of each of the questionnaires was given by Molly Boyd, Director of Institutional Effectiveness. In the United States, most of the international business programs and related business disciplines such as marketing were offered at the community college as technical or vocational programs since only a small portion of the content of the curriculum, and only a portion of the students taking classes in this area, transfer to four-year schools. Thus, an evaluation from a vocational perspective was deemed most appropriate for this study.

Survey Distribution

One questionnaire was sent to an individual responsible for delivering courses for completing an Associate degree in international business. The entire population received

the survey with a self-addressed stamped envelope included for the return of the completed instrument. Two weeks after the initial mailing, telephone calls were made to all non-respondents to try to verify that the correct person had received the document and to obtain a commitment from the recipient for its completion. Four weeks from the initial mailing, a second mailing was sent again with a self-addressed stamped envelope for return of the instrument. This mailing was also followed up by telephone calls and, after eight weeks from the initial mailing, a third instrument was mailed using the same process employed in the first two mailings. This last mailing was also followed by telephone calls to individuals receiving the survey.

Site Visit Interview Schedule

A second, more comprehensive interview schedule was used to structure four site visits to nominated quality programs, one in each of the four time zones in the contiguous United States. This document was also modified from the Texas Coordinating Board's vocational program forms, primarily from the Self-Evaluation form for vocational programs. The time zone criterion was superimposed to gather the most comprehensive analysis of programs, thus reducing regional influencing factors and making the summary less vulnerable to regional influences.

Survey Validation

Both instruments employed were previously used, tested, and improved for validity. To determine their applicability to this study, a jury of experts involved in the area of international and/or international business area at the community college level were

asked to review the instruments to ensure that, given the focus of the study, the questions would gather the information sought and do it in a succinct and effective form. The three jury members included:

Dr. Audree M. Chase,
Coordinator of International Services,
American Association of Community Colleges
Washington, D. C.

Dr. Richard McCrary,
District Director of International Programs
Dallas County Community College District,
Dallas, Texas

Mr. Tom Strauss United States Department of Commerce,
Trade Specialist
Kansas City, Missouri

Each panel member was mailed a copy of the survey and a letter explaining the purpose of the research and requesting assistance. The panel was asked to make suggestions to improve the clarity and appropriateness of the questionnaires and to add any relevant questions the panel thought were not included. Upon receipt of the suggested changes by the jury panel, the comments were reviewed by the primary researcher and the dissertation chairman, and the appropriate changes were implemented to clarify and/or improve the questionnaires.

Data Collection Procedure

Peterson's Guide to Two-Year Colleges provided a list of the colleges offering the international business Associate's degree program and a brief profile of each. The process of gathering data began by obtaining a copy of the international business Associate degree curriculum and course descriptions from the Admissions' office of the selected community

colleges. This information verified each college's actual offering of a program determined that two colleges in fact did not offer this program, and that one program had been discontinued. From this gathered data, a comparative program analysis was conducted noting patterns of commonality and difference.

A survey of the community colleges' offering this degree was then distributed, and the results yielded information on program implementation, current status, quality factors, and quality sites. From the survey nominations, sites for case studies were identified. Individuals responsible for the delivery of degree courses were contacted and dates for visits to the selected colleges were established. Each program administrator was asked to dedicate up to four hours of personal time and to set up one hour interviews with the central teaching faculty member in the program; a student enrolled in the program; a member of the advisory committee; and the librarian of the college. In addition arrangements for the researcher to attend an international business class in progress and to visit briefly with the entire class either before, after, or during the class. The same researcher conducted all the site visits and replicated the data gathering process to support program comparison.

As each visit was completed the data was transferred as quickly as possible to a word processing package to ensure the accuracy and level of completeness. The case record was then organized from the survey interview logs and the investigator's field notes and reflections.

Site Visits

Site visits were selected on the basis of survey respondents' nominations and time zones. Each area of the United States contains area-specific geographical and cultural influences which affect the community and the culture of the business community. The purposeful inclusion of a college from each time zone offset regional variances and presented a generic view of international business community college credit education. The site visits were designed to gather first-hand observations and information from operating programs and to identify those factors which contributed to their success or failure. This method adhered to what Sharan Merriam designated as: "research focused on discovery, insight, and understanding from the perspectives of those being studied offers the greatest promise of making significant contributions to the knowledge base and practice of education" (3).

Interviews

As Merriam contents that interviewing provides "a special kind of information" that allows the researcher to "enter into the other person's perspective." It is a technique most appropriate "when conducting intensive case studies . . . to obtain a broad picture of a range of settings, situations, or people" (3). A large percentage of the information gathered during the site visit interviews from structured questions designed to yield information which could be compared and quantified. Open-ended questions were included at the end of the interviews so that interviewees could add information beyond the limits of the interviewer's knowledge.

Sharing information and resources gathered at other sites proved to be a positive outcome factor in this study. Because the publication of data about community college international business education has been sparse, all participants benefitted from the process.

After the data had been gathered and documented, the panel who reviewed the initial questionnaire were provided a narrative copy of the study's findings along with the generated data and given an opportunity to review it and offer input. Site coordinators were also provided the opportunity to review the narrative and data and submit comments, additions, and/or corrections to this researcher prior to the composition of the final report.

Data Analysis

Organizing the data during collection aided later analysis. For that purpose, a coding system was designed so that data were organized in categories based on both the questionnaire and the site visit questions; other categories emerged from the research.

A labeling system organized the data and tracked its origin. Information from each source was labeled by the methodology employed, the educational facility, and the source of the information

data source--educational facility--source of information

The data source used the following letter codes:

L = Information gathered from literature research

Q = Questionnaires from the survey sent to all community colleges listed in Peterson's Guide to Two-Year Colleges which offer an Associate degree in international business

S = Site Visit gathered from the researcher's site visits to programs nominated by peer community colleges as quality programs

F = Follow up reported data submitted by participants after the questionnaire and site visits data analysis in response to their review of the researcher's preliminary report.

The middle part of the code identified the educational facility referenced in the literature or the source from which the data was obtained.

The last part of the code was the source of the information determined by the origin of the data:

R = research from literature review

AE = administrators of educational institutions

AC = administrators of community associations

T = teachers

S = students

PE = personnel such as secretarial staff from educational facilities

C = community source

An unordered meta matrix of variables of interest--key phrases, quotes, illustrations of categories--was created as research progressed to stimulate further thought in the final cases analysis. Data was then triangulated from all resources: the literature review, the surveys, and the site visits.

Triangulating Key Observations and Bases for Interpretation

This study assessed basic variables across the known population offering the international business degree and analyzed them both quantitatively, by summing commonalities, and qualitatively, by gathering descriptive data. The results were then integrated with concentrated studies of four exemplary international business programs.

From the triangulated data, the status of international business education delivered by the community college in the United States emerged. A description of the "working model" as it is being delivered today evolved. Commonalities and generalities were drawn from the data gathered from the literature, surveys, and site visits and presented in this report for future reference by researchers and those involved in international business education. This study could serve as an introduction and foundation for further studies.

Evident in this study are Merriam's six basic strategies to ensure internal validity in research.

- 1) Triangulation--multiple methods and data evaluators
- 2) Member checks--data reported and returned to contributors for review
- 3) Long term observation--applicable only in the sense that the researcher has been a participant and observer of international business education for approximately ten years
- 4) Peer examinations--peer research reviewers were part of this research design
- 5) Participatory mode of research--involving participants in all phases of the research--reviewers used in design and readers in analysis
- 6) Researcher's bias--clarifying researcher's assumptions at the beginning of the study--journal entries kept for review.

Themes, patterns, and data clusters were identified, analyzed, and reviewed. Throughout this research peers were engaged in the design, delivery and product of this study. They reviewed instruments prior to distribution, responded to surveys, participated in interviews and site visits, and evaluated the recording and analyses of this data.

Chapter Summary

The surveys employed in this research gathered information from all current providers of the Associate degree in international business. Site visits gathered more detailed information because of the one-to-one approach, a strategy designed to elicit more complete and open responses. Triangulation was used to bring all the data together to form an integrated presentation. Almost 50 years ago, Foreman (1948) promoted triangulation for establishing validity in case studies. Over the years, Denzin (Janesick 214) has continued the discussion of the triangulation and has described four types of triangulation, most of which are applicable to this study.

1) data triangulation--the use of multiple data sources

This study integrates data from published research, surveys, interviews, and site visits.

2) investigator triangulation--use of different researchers or evaluators.

The survey and interview schedule were reviewed by a juried panel and the entire findings of this study and its site visits were reviewed by readers to confirm interpretations of data and offer alternative analyses.

3) Theory triangulation--use of multiple perspectives to interpret a single set of data.

The readers of this study offered individual perspectives.

4) Methodological triangulation--use of multiple methods to study a single problem.

A survey (quantitative) and site visits (qualitative) were used in this research.

As Taylor and Bugdan have pointed out, the goals of data analysis are "to come up with reasonable conclusions and generalizations quoted on a preponderance of the data" (quoted in Merriam 130) and to provide enough support so conclusions and generalizations are credible without "descriptive excess" (Merriam 121). As Erickson noted "the search is not for abstract universals but for concrete universals arrived at by studying a specific case in great detail and then comparing it with other cases studied in equally great detail" (quoted in Merriam 175). As Yin stated, "a qualitative multi case study seeks to build abstractions across cases." It attempts to build a general explanation that fits each of the individual cases, even though the cases will vary in their details (108). "Triangulation strengthens reliability as well as internal validity" (Merriam 172). Additionally the selection of triangulation as the method for this study is appropriate since the integrated perspective approach of triangulation reflects the perspective nature of the subject of this study--international business.

CHAPTER IV

RESEARCH FINDINGS

Although this study assessed exemplary Associate degree programs in international business at community colleges, it first identified those programs in order to promote a deeper understanding and encouraged a greater participation in international business education. A review of current research, a survey of 51 colleges, and four site visits allowed the researcher to create profiles of exemplary, quality programs.

Research Questions

Results Relevant to Question 1

What United States community colleges offer Associate degrees in international business?

Peterson's Guide to Two-Year Colleges established the survey population. This Guide has been published for thirty years, provides information on colleges' profiles and programs, and verifies its information with the institutions themselves to assure accuracy.

All 51 of the colleges listed in the 1996 Guide, the latest edition available at the time of the survey's development, were mailed a survey with a self-addressed, stamped envelope enclosed for returning the completed survey. Also included in the mailing was a letter of recommendation from the AACC for the recipient colleges to encourage their

participation. Prior to the mailing, the appropriate individual at each college, the person responsible for the international business associate degree, had been determined through telephone contact with the Admissions Office of each college. A copy of the curriculum pattern for the international business Associate degree program was also requested to be sent in order for curriculum comparison purposes.

After initially receiving only 8 surveys, a second mailing was sent which produced 6 more completed surveys. Telephone calls were then made to each of the respondents; however, in some cases, individuals were always unavailable, but messages were left and follow-up calls made after the initial call. Subsequently, a third mailing and more telephone calls were made to increase the number of respondents to the survey. As a result of these efforts, 35 of the 51 (69%) colleges eventually responded. Of the 35 respondents, 13 indicated that, in fact, they did not offer an associate degree in international business. In addition, there were 16 colleges that did not respond which would have added only five more states offering this degree if all, in fact, were providing the courses in their degree program. The year-by-year listing of the number of community colleges offering an Associate degree in international business is as follows:

1984	5	1989	16	1994	41
1985	5	1990	20	1995	42
1986	9	1991	25	1996	51
1987	9	1992	32	1997	54
1988	12	1993	36	1998	54*

*Note: Ten of this list have written as a result of the survey that they do not offer an Associate's degree in international business so this number would more accurately be 44.

These figures suggest that growth was not significant when compared with the total population either at the various colleges or by the states providing this type of education. However, from a recent E-mail written by Audree Chase at AACC, the procedure for counting community colleges has shifted in the last 15 years. In 1985, the population of community colleges was established by counting each branch as an individual unit. Now, districts count as one. So for example, in 1985, there were 1222 community colleges; in 1988 there were 1200 community colleges. After all contact efforts had been made, the research generated for this study provides information on 22 community colleges currently delivering an Associate degree in international business.

Although the responses to the survey were incorporated into a discussion of five research questions, the majority of the discussion was generated by the site visits. Therefore, while each question's discussion began with responses from the survey, it then progressed to specific information discovered in the site visits. The following report triangulated information obtained from a study of published research, the survey of 51 community colleges offering this degree, four site visits, one in each of the time zones in the contiguous United States, programs nominated as exemplary and of high quality. The time zone criteria was imposed in order to mitigate area-specific, geographical, and cultural emphasis and provide a generic view of the international business education curriculum at community colleges in the United States.

The sites selected included:

Pacific Time Zone	Coastline	Los Angeles, California area
Mountain Time Zone	Pima	Tucson, Arizona
Central Time Zone	Richland	Dallas, Texas
Eastern Time Zone	Berkeley	New York City, New York

Note: In the Eastern time zone only a few colleges responded. Westchester was the only community college enthusiastic about sharing information; however, its program offerings in international business were very traditional. Due to the high enrollment, the different semester length, and geographical location, Berkeley College, a proprietary-for-profit college, was selected.

The following is a brief profile of each of the site visit colleges.

Coastline

Coastline is located in Orange County, California, just outside of Los Angeles, and is the third largest exporting county in the United States. In California there are 106 community colleges in 87 districts; Coastline is the second largest district in the state. The business community consists of mid-size companies with some large employers and many people working on their own. Coastline is sometimes called the "College Without Walls" because of its extensive offerings in distance learning. However, there are no classes at this time being delivered by distance learning in the international business area.

Coastline classes are routinely offered in over 60 locations. For 1998 a consistent site in an office building was leased for the international business courses. Typically, students travel from all parts of California to take these classes, and there are no geographic service boundaries such as exist in other locales. As a result, there are no "out-of-county" student restrictions or additional fees in the State of California. It is the same fee of \$13 per credit hour for classes for ALL state residents regardless of the county in which they live or attend school. Thus, while there are limited "turf" issues, targeting the market of potential students and building program loyalty are more difficult.

The adult population in this area has a great interest in continuing education. A contributing factor in this awareness for lifelong learning, according to Coastline personnel, is the continual shift in employment in the area. By 2000, it is estimated that 800,000 defense jobs will be lost in the state of California.

Pima

Pima is the fifth largest community college district in the United States and the fifteenth largest in terms of international students. Administrators at Pima attribute the high enrollment of international students to Pima's close proximity to the University of Arizona's Schools of Agriculture and Engineering. Pima is located in Tucson, Arizona, a state which according to the faculty, exports more per capita than both California and Texas. Pima's international business classes are headquartered and meet on the main, oldest, and original campus. The international curriculum began at Pima with a grant in the communications area; however, the program moved into the Business Division at the end of the grant.

Richland

Richland College is part of the Dallas County Community College District; its 260-acre campus is located in northeast Dallas, Texas. It has the largest enrollment of students in the District with over 15,000 students each semester. At Richland, learning is a natural progression—a life-long process that opens doors and enriches life. Change is the hallmark of Richland's career programs that are continuously refined to accommodate the more urgent training needs of workers in today's economy. In terms of program shift, the

momentum is toward high technology and international programs such as the international business program.

Berkeley

Berkeley is located in the borough of Manhattan, a few blocks from Grand Central Station in the shadow of the World Trade Center. It is a proprietary-for-profit, two-year, college on a quarter system costing approximately \$10,000 a year. This year it will educate 304 (non-duplicated enrolled at all campuses) students in the field of international business education. Vice President of Instruction, Dr. James D. Gunn, states that this school has doubled its enrollment in a competitive environment. He labels this growth as almost uncontrollable and points to the necessity for Berkeley to lease space in annexed areas in office buildings in New York City. The key to this program's success, according to the students enrolled in classes this semester, is Berkeley's close partnership with the business community, especially their internship programs at major corporations in the New York City area. School administrators credit their success to being in the right place at the right time with the right thing—an international business degree with an integrated approach of theory and “real-world” application. In addition, this focus of preparing people for the workplace is clearly set, actively monitored, and aggressively pursued. The decision was made to visit this school due to the large program enrollment, the different term length, and its geographic location.

At each of these sites, interviews were conducted with the personnel who had the administrative responsibility for the international business Associate degree program, faculty who taught in the program, support personnel in the college, and students in the

program. Visits were also made to the library and to an international business class in progress. The site visits furnished first-hand experience which allowed for the identification of those factors which made these quality programs.

The balance of this chapter is organized by the six research questions. It combines (1) the survey results from the community colleges offering this degree, (2) reports information gathered during the four site visits organized by general description, administration, faculty, students, curriculum, funding, and marketing, and (3) combines the survey and site-visit data with the literature review to triangulate the findings under each question.

Results Relevant to Question 2

What barriers were encountered that detract from the implementation of an international business Associate degree program?

In response to the survey, 27% of the colleges responding reported that they did not encounter any significant barriers to implementing their program. The barriers most commonly listed (in descending order of importance with the percentage identifying this factor in parentheses) include:

- current institutional structure (19%)
- inadequate funding (19%)
- natural resistance to change (19%)
- international education not specifically addressed in mission statement and goals (16%)
- faculty opposition (13%)
- lack of institutional commitment from administrators (10%)
- ethnocentrism (3%).

Among the four site visits, Richland and Pima reported inadequate funding as their major barrier to implementation; Berkeley identified the institutional structure as the major barrier to overcome while, Coastline indicated it encountered no barriers to implementation. Overall, the survey and site visits confirmed current institutional structure as a barrier to program implementation and indicated two new major barriers for those delivering the program; inadequate funding and natural resistance to change. Furthermore, the collected data verified the four major obstacles commented upon in published research: current institutional structures, lack of international education in mission statements, faculty opposition to the programs, and the lack of administrative commitment.

Results Relevant to Question 3

What factors facilitate the implementation of an international business Associate degree?

From the survey, the factors which facilitated implementation the most (in descending order of importance with the percentage of colleges noting the factor in parentheses) include:

ongoing involvement by the faculty and staff (68%),
 a strong commitment by the President and the faculty (64%),
 participation by the community advisory board (59%)
 (77% of the colleges reported that they held these meetings and the majority of these colleges held advisory meetings twice a year),
 support of the community Advisory Board, staff, and faculty (59%),
 strategies to develop cultural awareness campus wide (41%),
 adequate structure, resources, and knowledgeable personnel (36%),
 Board of Trustees commitment (32%),
 good public information systems (27%).

Factors which might contribute to growth were identified from survey responses as:

More faculty available with greater expertise,
Greater community awareness and interest,
More job opportunities for students with international competencies,
Increased support from administration, faculty, staff and external partners,
Additional funding from grants, colleges, and business partners.

Overall, the site visits supported the same facilitators noted in the surveys.

Coastline and Berkeley both indicated that the Participation by the Community Advisory Support and Faculty was the top facilitator for their program implementation. The emphasis on an international context by the administration was evident at Pima from the Chancellor of Pima's remarks in September, 1995, which targeted international education as a priority and acknowledged the 150-year-old border between Arizona and Mexico and a "history that highlights a lack of responsiveness." While Pima and Richland did not designate a top facilitator, each noted that most of the facilitating factors above were influential in their program implementation. Partnerships with other educational institutions were also facilitators to implementation in Pima's and Berkeley's programs.

Results Relevant to Question 4

How are these programs implemented?

All of the sites visited indicated that their colleges began internationalizing the curriculum by infusing subject matter generally or by modularizing international subject matter into existing classes, through each determined that the extent of knowledge necessary to prepare workers to be technically competent and culturally sensitive was too vast to be covered in this manner. Thus, they developed courses and established a

program to provide this education. Working with a business context and comparing such a program to a product life cycle, they tested the market. As they built awareness, interest grew and created a viable market for their program.

The following categories, from Raby and Tarrow (128-33) with reference to the work of Ferish (20-28), were used on the questionnaire to identify the implementation methodologies employed to integrate the international dimension into a college's business curriculum. The survey established the category of "Other" so that colleges could include additional methods they used although no colleges indicated any other methods. In the list below, the percentage which precedes each category and its explanation record the percentage of responding colleges which employed each method.

25%	INFUSION-- interjected an international perspective into an existing class
19%	PROCESS--highlighted what students and faculty want to achieve and understand about other cultures and provided a context within which events and peoples are perceived
18%	ISSUE--analyzed critically specific, cross-cultural issues, their application and their consequences
15%	PHILOSOPHICAL/THEORETICAL-- related specific, but diverse, theories and philosophies to international issues
11%	COMPARATIVE--compared and contrasted two or more countries, regions, or cultures
6%	AREA/CIVILIZATION (REGIONAL)--surveyed in depth a particular aspect of a subject as it applied to one specific country/region

6% TECHNOLOGICAL--used technology to access, realize, and acquire knowledge about the massive amounts of previously inaccessible information and reinforce the boundless nature of internationalizing or "culturally transcending" the curriculum (Fersh and Furlow 23).

The site visit colleges listed the following implementation methods listed in descending order of importance.

<u>Coastline</u>	<u>Pima</u>	<u>Richland</u>	<u>Berkeley</u>
Process	Infusion	Infusion	Issue
Area	Comparative	Process	Comparative
Infusion	Issue	Area	Infusion

At Coastline, Richland, and Pima, development and implementation of the international business program were made possible through grant funds. At Berkeley, Dr. James D. Gunn, the Administrator who initiated the program, was instrumental in its curriculum design. He was then hired to implement the program and remains with the college and actively involved in international studies. Designed to capitalize on partnerships with other universities in Europe as well as locally, Berkeley's international business program allowed students to study on campus either in a traditional or non-traditional manner.

Behind an institution's implementation of an international business program, as stated frequently by both faculty and administrators during site visit interviews, are economic concerns: colleges aim to educate their community to more effectively work in the world marketplace, and, at the same time, secure for their own economic survival by providing the type of education a community demands. Currently, in 41% of the reporting colleges, international business programs are growing while 36% of these are maintaining

steady enrollment. Thus, 77% of the existing canvassed programs for this study are either experiencing growth or consistent enrollment.

Results Relevant to Question 5

What courses and course contents comprise the curriculum of the active international business Associate degree programs?

The Associate degree for half of the population is a technical/occupational degree, for the other half of the respondents it is an academic transfer degree; in addition, approximately one third (7 of 22) of the responding community colleges offer both a technical/occupational and an academic transfer degree.

Curriculum Requirements

Of the responding colleges, 36% require an international/intercultural general education course for all students and 64% require a cultural awareness course for the international business Associate degree completion. The courses that would fulfill the cultural awareness course for each college are listed in Appendix G, Question 16. Even though each of the four site visit colleges created different developmental paths, all arrived at the same basic components: an introductory course, a marketing course and a cultural sensitivity course. They all then expanded the curriculum to include components which met their service area needs and worker desires. All four programs contained the same components designated as essential in the published research.

This research, based on the international business associate degree programs as outlined in the 22 colleges who responded to the survey, revealed a total of 139 traditional

three-hour classes, with an average of six classes or 18 credit hours. The normal amount of hours offered for program majors. Emerson's research revealed that the majority of the Associate of Arts International studies programs required 27 credit hours plus an emphasis on foreign language (90).

In the international business programs, at the four site-visit colleges the average number of required credit classes was seven, or 21 credit hours. At Berkeley and Pima, foreign language was required to complete the degree, although Berkeley offers another associate degree in international business which does not require a foreign language. Among the responding colleges foreign language was a requirement for 45% of the degree programs. A review of the curricula of these colleges showed that an average of 7.5 hours of one foreign language was required. A complete listing of required classes sorted first by college and then by course type appears in Appendix J. It furnishes colleges with information and an institution which already has developed and is delivering classes.

Curriculum Emphasis

Cross-cultural or cultural sensitivity courses aim to address Raby and Tarrow's interdependence and value issues (134). All the curricula emphasized the need to master constant change in their environment, the need for critical thinking skills, the need for flexibility and teamwork, and the need for life-long learning.

Reconfirming the current importance of classes concerned with international aspects of business, finance, marketing, transportation and distribution, trade documents, exporting and importing principles, and world geography and culture, a 1995 listing of "Which International Business Courses Are Considered Most Important" from the Journal

of Teaching in International Business (87-100). Listed the following classes as the most important from a faculty perspective (the number behind the category represents the percentage of respondents to this survey who are currently offering the course as a requirement):

Most Important (in order of priority):

International Business Policy/Strategic Management	(73%)
International Marketing	(95%)
International Corporate Finance	(32%)
Cross-Cultural Communication/Negotiations	(45%)
Multinational Enterprise Management	(36%)
Appropriate Foreign Language	(45%)
International Trade-Economics/Export Management	(18%)
Organizational Behavior	(23%)

The focus of most programs fell into three distinct categories: (1) an emphasis on trade with many courses detailing technical expertise in imports and exports, (2) an emphasis on cultural sensitivity which provided courses that prepared students to be culturally aware and able to communicate with diverse populations, and (3) a combined generalist emphasis which prepared students to have a greater understanding in dealing with people from diverse ethnic populations and provided basic technical expertise required to import, export, or out source internationally. Among the responding community colleges, 41% employed a trade focus, 41% a generalist program, and 18% a cultural sensitivity focus.

Experiential Curriculum

All of the colleges formed partnerships with the local business community, and abided by Emerson's suggestions for colleges to use trade organizations, advisory groups,

and local government and federal trade personnel to develop, to critique, to implement and to evaluate curriculum (16, 33, 100). The partnerships for the site visit colleges appear in Appendix H, Question 32.

Another form of community partnerships involved the internship, the practical application of the knowledge and skills acquired in the program. Of those community colleges responding to the survey, 36% included an internship or practicum as a requirement in the international business associate degree as did two of the four site-visit colleges.

Students and Curriculum Development

The results of survey Question 24 shown in Appendix G the need for students to learn both cognitive (knowledge) and affective (values and cultural sensitivity) competencies. Specific important competencies are listed below with the percentage of community colleges' indicating this emphasis in parenthesis.

theoretical or technical skills	(47%)
cultural understanding and awareness	(47%)
communication skills (especially cross-cultural)	(13%)
foreign language skills	(13%)
flexibility	(13%)
computer skills	(13%)
understanding political, economic and demographic concepts	(13%)
customer service skills	(6%)
team player skills	(6%)

A current DACUM conducted by Dr. Lois Elias, El Paso Community College, appears in Appendix K. It indicates the need for technical expertise, knowledge of legal issues, an understanding of international business protocol, an understanding of cultural differences, management expertise (including knowledge of human resource laws) and

regulations, communications skills (including skills in Spanish), professionalism (as indicated by motivation and initiative), and computer skills. Reporting colleges indicated the following important competencies which should be conveyed by the curriculum in order for students to work effectively in today's international business environment:

- cultural understanding and a perception of self as a "cultural being;"
- theoretical understanding including an understanding of political, economic, and demographic environments;
- international business "technicalities" such as import and export procedures, foreign exchange, and international variations of marketing;
- computer skills;
- effective communication skills in a variety of contexts;
- flexibility in dealing with variations of culture and time zones;
- effective English skills;
- effective foreign language skills;
- knowledge and skills necessary to be an effective contributor to a team.

Competencies have been identified for 81 - 100% of the international business classes by 55% of all respondents. The reply to Question 14 in Appendix G lists the responding colleges and classes which indicated a willingness to share identified competencies.

Teaching Effectiveness

The successful achievement of course competencies directly relates to effective teaching, something promoted by all site-visit colleges offering international business degree programs. Teaching effectiveness included:

- Active learning strategies including labs;
- Effective course syllabi;
- Student assessments/feedback;
- Supervisor/peer observations (only in-class observations at Richland);
faculty development (all checked that they were doing this but then instructors all mentioned limited resources of time and funds);
- Technology in instruction (only videos used during observation);

- Formal evaluation of teaching effectiveness (done to a greater degree with full-time faculty);
- Extracurricular faculty involvement with students--this was observed frequently in a variety of areas such as counseling even in short visits.

Resources Supporting the Curriculum

All four site-visit programs supported their international business degree with appropriate library resources, support staff, and learning materials such as books, on-line catalog, audio-visual material, research indexes, periodicals, automated databases, and inter-library loan services. Students at all sites indicated that they did much of their research electronically either on the World Wide Web or by accessing libraries and on-line publications. In addition, Coastline and Richland provided a library skills class.

To attract majors, all colleges published degree options and requirements, sample degree plans, and course and program options as well as course prerequisites where they existed. Coastline and Richland additionally published advising and registration procedures and transfer guides.

Appendix G, Question 17, lists the most popular educational resources used to develop and deliver international business curricula in those colleges which responded to the survey.

Coastline, for example, relies heavily on the National Trade Bank, and STAT USA, electronic producers of business, economics, and trade information, is on-line and available to students. Most students go to the college library when necessary, but many routinely get information from the Internet and other electronic sources. Many additional resources are available to students from CITD, such as the International Directory of

Importers, International Trade Resources by California Community Colleges, and the California Trade and Commerce Department.

Coastline's Curriculum. Coastline's curriculum pattern and course content were developed by a full-time faculty member and funded by a grant. A recent grant has developed a full outline of all the classes for a NAFTA degree, and this information is being incorporated into existing classes and developed into a certificate program for this geographic focus area. Coastline's curriculum guides for both the traditional international courses are extensive and specific; the documents fill two large three-ring binders.

A detailed program has also been outlined for the North American Free Trade Agreement (NAFTA). Coastline has shared these with all colleges requesting them. This program emphasizes the integration of theoretical concepts with the application of knowledge and skills. Particular attention is given to critical thinking in the international environment. An equal emphasis is given to both importing as well as exporting and to investments as well as trade. An internship is available with class credit applying to the degree.

All classes have a cultural component, with the goal of this program to provide the community with the workers appropriately skilled to participate in an international environment. Although students must be ready to deal with basic communication problems that everyone needs, workers in the international community need a much greater level of communication ability and flexibility. The attitude of all participants including administrators, faculty, and students is that all business, regardless of the size of a given company, is international because even if the company neither exports or imports their customers and workers represent diverse ethnicities.

Coastline has also developed an upside-down degree to fit the background (previous college hours completed and work experience) and needs of returning adult students and an Associate degree was also targeted to international students, so that they could acquire the competencies involved in successfully doing business in the United States.

Additional courses are being developed to offer certificates in major regions in the world with a primary emphasis on Asia with future plans for certificates focused on South Africa and Europe. Finally, a course in International Real Estate is in the design stage with implementation targeted for the Fall semester of 1998. It will be applicable to several of the certificates as well as the Associate degree. All degree programs are consistent with Coastline's active emphasis on meeting the demands of its community.

Pima's Curriculum. Pima's program has two different program paths. One is a degree developed for this academic year with the help of the International Projects Division into a partnership program with Mohawk College in Ontario, Canada, (located 45 minutes outside Toronto), and the Universidad de Occidente, Mexico. Future partners will include Denmark and Singapore for the 1998-1999 academic year. The other program is a one-year, fast track degree. Students, who start the partnership and have been unable to complete it, can return (and have returned) to Pima to finish their degree.

The uniqueness of Pima's curriculum is marked by its offerings at different sites and its inclusion of a semester of work experience in a country other than the student's homeland.

Richland's Curriculum. Developed by its Program Coordinator, a community task force and a faculty curriculum committee, Richland's international business curriculum.

includes course outlines from the Academy of International Business and surveys done in conjunction with the American Assembly of Collegiate Schools of Business.

During the site visit it was learned that the state of Texas is in the process of creating a Workforce Education Course Manual (WECM) which has reduced the number of classes from approximately 60,000 to approximately 20,000 with common course competencies agreed upon by those offering the Associate degree in each area. Richland's international business program was accepted almost in its entirety as the courses to be included in this common course manual.

Attending a class at Richland provides an interesting opportunity to view the wide variety of ages and ethnicities on campus. Before class even began, students were learning from each other. One overheard conversation involved a young man around 30 questioning a woman of approximately the same age about where she came from. Her reply was, "Georgia." To which he said, "You don't sound like you have a Southern accent." She said, "No, the State formerly part of the USSR." He replied, "Oh, so you're Russian." Then she went on to explain that she was not Russian; they did not speak Russian and other details of the difference between Georgian and Russian.

Berkeley's Curriculum. The curriculum of Berkeley establishes a general foundation in international business and trade. A copy of the professional competencies and outcomes achieved in Berkeley's international management associate degree are provided in Appendix J. A unique aspect of its program is the two program paths: one includes a foreign language requirement (Associate of Science degree in International Business) and one does not require learning a foreign language (Associate of Applied Science in International Business). Both associate degree programs include one class that

builds cultural sensitivity and another directed toward the international business internship which mandates that before graduation students must apply the knowledge and skills they have acquired in an actual content. As part of the internship program, each instructor is assigned students and meets with employers of students doing internships to obtain feedback on what they are teaching.

The students all comment that this program is their only entrance into the types of companies where they get to work as interns, and many times after successful experiences, they are hired full-time. As one local student said, "This was my only way to get employed by a great company." When asked if he was confident in his successfully accomplishing this goal, he expressed assurance that he would since he had several friends who had used this way to get employed, but these friends could not help him unless he went through the program."

Results Relevant to Question 6

What attributes, resources, and delivery methods result in programs nominated by their peers as "quality" programs?

Survey respondents and the for site-visits identified the most important characteristics of a quality international business program in the community college general areas. Characteristics that were mentioned by multiple sources appear in bold type with percentages following which indicate the frequency.

1) International Dimensions

skills in cultural understanding, awareness and appreciation both of the environment and the student's perception of "self" as a "cultural being" (42%)

2) Faculty

instructors with experience working in the international business field (42%), whether

full-time faculty and support personnel or

instructors who are student-focused and up-to-date in their disciplines and process.

3) Students

culturally diverse enrollment

4) Competencies

development of job competencies (15%);

knowledge of international law;

provision of three components needed for employment: knowledge skills, and application opportunities;

ability and interest for students to be “lifelong learners;”

ability of students to be employable in the international business field;

understanding of the political, economic, and demographic environments;

technical aspects of the international area such as import and export procedures (35%);

solid core curriculum with emphasis on reading, writing, research, and social and behavioral science (5%);

effective team work skills (5%);

awareness of the complexities of the global environment;

knowledge of current literature combined with written analysis;

integrating and developing sequential skills;

foreign language skills development (5%);

teaching of non-standard information techniques (5%);

students provided with the ability to adapt to a constantly changing environment, computer skills (5%);,

5) Program

varied time of day and length of class offerings;

adequate funding for program and resources (11%);

strong linkages with the business community;

flexibility for program to change (5%);

access to network for projects, and international business internship opportunities (21%);

study abroad opportunities;

solid core curriculum with emphasis on writing, research, and social and behavioral sciences;

solid core of management, marketing and accounting with emphasis on business theory.

Many of the above attributes are listed in The Texas Higher Education Coordinating Board's published set of guidelines for exemplary programs appearing in Appendix L which can be applied to a community college program such as the International Business degree.

Richland College's international business program was awarded an Exemplary rating from the Coordinating Board in 1998. Additionally, Richland received the International Educator of the Year Award for 1998 from the International Trade Association of Dallas-Ft. Worth. This is especially an honor considering the multiple providers of international education in the Metroplex.

To improve the quality and judge the effectiveness of their international business program, all four site visit colleges engaged in program evaluation, monitored the quality of course content, monitored instructor performance, measured student satisfaction, and strove for continuous improvement of programs and courses. Institutional effectiveness was also a main focus. The primary means of evaluating all of these goals were student evaluations, faculty evaluations, program enrollment statistics, and yearly activities in each of these areas as required by the State. Formal evaluation in compliance with accreditation took place every three years and approximately course reviews were done an average of every four years. Richland was the only site-visit college that conducted follow-up procedures with employer evaluations. Since Texas has a graduate requirement for this degree the number of graduates is also tracked.

Supporting Resources for Quality Programs

Resource support for the quality and the continuance of international business programs came from the following:

Course competencies identified in syllabi (at Pima and Richland)

Library holdings (at all four colleges)

Student services (Pima and Richland)

New courses developed and delivered (all four colleges - with Coastline designated this as most important)

Constant updates of programs (all four colleges)

Admission and recruitment (all four colleges with Berkeley designated this as most important)

Hiring procedures (Berkeley, Pima, and Richland)

Input from industry (all four colleges)

Donations (the colleges indicated that a good system is not in place to solicit or manage donations)

Supporting Activities for Quality Programs

Additional activities at the site visit colleges which supported international business programs included:

Enlightening of administrators (Coastline, Pima, and Richland)

Commitment to international education as an important criterion in the selection process for new administrators and faculty (Coastline, Pima, and Richland)

Campus-wide faculty committees under the leadership of highly respected colleagues (Coastline, Pima, and Richland)

Incentives for course revision (Richland has some incentives but not monetary ones)

Travel funds for faculty and administrators (Berkeley, Pima, and Richland)

Faculty exchange programs (Richland)

Cooperative development of mission statements at the level of individual areas and the college in its entirety (Coastline, Pima, and Richland)

Curriculum efforts involved the creation of interdisciplinary courses and programs (all four colleges)

Support for grant writing (Coastline, Pima, and Richland)

Utilization of discretionary funds by Deans or the Academic Vice President to serve seed money for new projects (Coastline and Richland)

Involvement in broad-based regional consortia with two-year and four-year institutions (Coastline and Richland)

Additional comments and needs submitted by the site visit colleges included:

Need for a 12-month contract teaching administrator for the international business program

Need for full-time instructors in international business courses

Need for clerical and teaching support

Need for extra institutional support since this program's delivery schedule usually varies from the normal class schedule

Specific funding for international business program

Need for integrated approach to foreign languages, geographic regions, and international business programs

Need for more classes to transfer from community college programs to four year universities as requirements not electives

From all sources consulted, three factors influenced or assisted quality program development: grants, employed graduates, and the business community. Both the business community's demand and the rapid employment of program graduates shaped the curriculum toward practicality.

Related Findings: People and Processes

From the surveys and the site visits, a description of two other important dimensions of international business programs developed. One dimension described the people who participated in the programs, the students who enrolled in the classes, and the faculty who taught them. Another important dimension detailed the processes assisting the program's existence, maintenance, and growth which included the funding and marketing of the programs.

Class Observations

Qualitative class observations found that in many cases, especially at Coastline and Richland, classes were equivalent to Master's level classes in content and delivery. They were interesting, social, fun, exciting, filled with animated discussions and good arguments with respect to others' positions. The high expectations were obviously mutually understood by students and teachers, and respect flowed in both directions. History, current events, and theory were carefully entwined with the practical experiences of all in the class discussions. The benefit of the ethnic diversity in the classroom was very obvious. The support, safety, and respect in the environment were verified by the students' willingness to risk showing their real thoughts and ideas, sharing personal experiences, and asking questions. Some discussions were intense, but differences were shared and valued, student involvement in discussion was great with participants offering sometimes very different viewpoints while maintaining respect for all and interest in the views and the reasons for views of others. The value of diversity was evident, and daily interaction provided different groups with exposure to varying views, learning norms, and nuances. Continued proximity and interaction resulted in various learning opportunities. All of the site visits had very diverse, ethnic classrooms which contributed much to their college's being viewed as a quality leader in the international business area.

Berkeley came closer than any of the other colleges in having the ethnic make-up of students in the international business program replicate that of its community. Pima, because of its recruitment from international partner schools, has an over representation of

foreign students. Richland also has an overabundance of international students who are often the first to realize the value of understanding business from many perspectives.

College Observations

Berkeley and Pima provided a counselor-to-student ratio which averaged one counselor to approximately 50 students. Coastline and Richland students are mostly self-directed. Articulation agreements were in place at all site-visit colleges, but the agreements were more extensive with smaller four-year colleges. The community colleges followed up with studies that document the success of transfer students.

Students

The average age of students pursuing an international business Associate degree was between 22 and 31 (73%) which duplicates the age range of the average student at a community college. The student population was almost equally split between full-time (45%) and part-time (55%) students compared to 37% full time and 63% part-time in the general community college population (Chase). Of these, 81% are pursuing an associate degree and some of these students also contribute to the 50% that have declared they are transferring to a four-year college.

Student ethnicity included white non-Hispanics who represent the largest group (41%) followed by Hispanics (24%), non-resident Alien/Foreign Nationals (18%), Asian/Pacific Islanders (11%), and Black Non-Hispanics (6%). Only 27% of the colleges indicated that their ethnic population replicated that of their community.

Some colleges do not engage in follow-up activities with either graduates of their programs or employers of these graduates. For the 77% of respondents who were conducting follow-up activities, 27% stated that their graduates used their international business education in their work after graduation 81-100% of the time. An additional 9% used it 61-80% and 23% used it 41-60% of the time for a total percentage of 59% of graduates who use this specific educational area approximately 50% of their time at work.

Students in the classes gave varied reasons and goals for class attendance such as wanting a certification of expertise in the international area, believing that attendance in this program would gain them entrance to the workforce through an internship with a more desirable employer than would have been otherwise possible, and increasing personal interest in international areas. About half the classes had been recruited from high school, education fairs, or through education partnerships with other community colleges or organizations. The majority had been seeking a class in international business and found it in the college class schedule.

Coastline's Students. The average age of Coastline's international business students is presently 37, down from 39 just a short time ago. Most students (91%) are part-time. They are mid-career professionals who are seeking certification that they have a particular skill set, or they attend college for intellectual fulfillment and a need for knowledge expansion and exploration. Many students are making the transition from non-technical to technical fields and seeking the "hard-edge" of their new area with the technical skills such as import/export restrictions and credit issues. Students can enroll without credit but most take courses for credit. Usually, students self-select classes from

the offerings and can register via the telephone or computer. Counseling is available, and there are mini-camps for students to meet with counselors.

At Coastline, the counselor doubles as a job developer. Assistance to students is generally initiated by the student and so is reactive rather than proactive. With self-advisement and limited on counselor contacts, it is difficult to identify a population to market or track, and it is equally difficult to build loyalty and to encourage students to flow from one class to another. However, according to Coastline administration and faculty, this older group of students, 15% of whom already have Bachelor's degrees, generally does not seek out nor respond well to counseling. The consistent enrollment of older students verifies the quality of the instruction. The older students are usually more demanding of content worth, having given up their time, money, and effort to be in class. White Non-Hispanics (57%) are the largest represented ethnic group taking courses followed by Hispanics (23%) and Vietnamese (the majority of the 17% of Asian/Pacific Islanders).

Pima's Students. The majority of Pima's students in the international business area participate in a trilateral program. The goal of this program is to have ten students from each of three countries (Canada, the United States, and Mexico). The students spend their first semester in Canada, their second semester at Pima, the third semester working in a country other than their own, and their final semester in Mexico; they return to Pima to graduate. The curriculum pattern for both the fast track and the partnership programs are shown in Appendix I.

For the entire international business student population, Non-resident Alien/Foreign National students represent the largest number of students (44%), followed

by Hispanics (39%) and then Caucasians (11%) with all other ethnicities represented only in small numbers (less than 2%). This Spring, 1998, is the second semester of the partnership/trilateral program. The site visit to Pima found the fast track students and the trilateral students united in the classroom having many purposeful, spontaneous learning experiences as a result of class interaction and close proximity. For example, a student from Pima was strongly influenced to start speaking English when all of her life, although she could read and write English, she had been speaking only Spanish and getting along quite well residing in Tucson. In Canada, they assumed she would speak English, and so she was expected to use it daily. At Pima, the average age of students in the international business program is younger than the community college average of 28 years old; however, some of the international students already hold degrees. They are, in the words of their instructor, "a very worldly and savvy group who are interested in relocating, retraining, and anticipating the wants and needs of the work place of tomorrow." Although graduation is not a criterion for success within this program, there is a large demand for export knowledgeable graduates in the Tucson area. There is no formal 2 + 2 agreement for the international business graduates but many classes transfer to the University of Arizona, while most students wish to exit this program and enter the workforce, their successful placement is accelerated by the internship component of this degree.

As Pima College's personnel point out, the greatest challenge and the greatest irony involve how closed minded much of the community remains and how innovation is a "hard sell" especially since budgetary issues grow in importance and colleges try to innovate within financial limitations. This concern echoes the views of others, such as

Robert Reich, who state that the United States is not as competitive as it could be because it suffers from a lack of skilled personnel. Furthermore, education would be negligent if it did not provide an education which addressed global issues, since there is not a field in the world that does not benefit from greater international expertise

Berkeley's Students. The students in this program presented an interesting ethnic mix both from the local, as well as the international, community. Many of the students are international with some coming to the program from Inter Nexus, an English as a Second Language program, and some recruited directly from other countries by the Berkeley recruiter who participates in international education recruitment programs on site.

The White non-Hispanic students in the program are typical in composition to the population at large in this area, there is an unusually large proportion of students who speak a second language at home. Part of the success of this program is that it is attractive to the large number of ethnic communities in this area--especially Hispanics. They are already bicultural and bilingual, so they come into the program with some essential skills for anyone preparing for an international business career.

Most of the students from the New York City area are recruited at high school education fairs. Local students in the international business program are traditional students, coming to Berkeley straight out of high school, and are the youngest of the four colleges visited. The majority of this group is also full-time.

As these students interact and learn more about each other, they gain insights and expand their thinking. One student's reply to what he was learning in the program illustrates this shift. He first started talking about his studies in terms of learning being like a war. Students had to have skills to do battle and win, but he ended the conversation

comparing his learning to getting ready for the Olympics where one must perform under pressure and on demand in a short time frame. When the interviewer commented on his words, he said, “Well, maybe the world should make this transition from making war to peaceful, quality competition.”

Richland’s Students. At Richland classes are offered in all delivery formats—day, night, weekend, and mini-semester—and there is a greater mixture of student types. Some students fall into the traditional category and attend day classes, but the advanced classes in this program are mostly evening and fast track, so students move out of their traditional pattern and interact with the part-time, usually employed, evening students. Many are international (50% which far exceeds the community population percentage, although this percentage is continually increasing) and some have recently relocated to this geographic area from foreign countries and plan on staying in the Dallas-Ft. Worth area. These students’ primary goal is to gain an understanding of the United States business model which is starkly different from the way they do business in their home countries. In general, Black non-Hispanics and White non-Hispanics are under-represented, and Hispanics and Asian/Pacific Islanders are represented equal to their representation in the community.

Faculty

The American Association of Community Colleges Fact Card Report (1997-1998) stated that an average of 64% of all classes at the community college were taught by part-time faculty (Chase). In the international business classes, 52% are taught by part-time faculty, which is less than the community college national average. These part-time

faculty members are experts in their field and contribute greatly with their experience to teaching competencies; however, they, for the most part, lack training in how to teach which may diminish the effectiveness of the educational process in classes.

Full-time faculty assigned to this program ranged from 20% of one faculty member's time, to the assignment of a portion of two full-time faculty by 18% of the responding colleges. An average of 76% of the respondents have dedicated the time of full-time faculty for a full time equivalent of 18 faculty positions. Their time was devoted as follows:

Teaching	61%
Marketing	9%
Curriculum work	16%
Other	15%
Advising	
Grants	
Co-op	
Meetings	

Most of the colleges rely heavily on their adjunct (part-time) faculty in this area, but no formalized interchange was in place between full-time faculty and adjunct faculty. As adjuncts teach and then fail to return to teach again due to scheduling conflicts, there is little consistency in course delivery.

Faculty development was done at all colleges to address the special needs of special populations, to up-date areas of study, and to improve teaching effectiveness. At Berkeley and Richland, faculty development was done in the areas of overcoming cultural bias, increasing productivity, and applying technology to teaching.

Coastline's Faculty. Coastline's program has a full-time faculty member assigned, which is not the norm at this college, where there are only approximately 55 full-time

faculty. Such an assignment indicates the commitment of the college to make this program successful. Lee Gordon is the Program Coordinator. He has worked for many years in the international business area. And is the author of the majority of the content in the program outline notebooks and the NAFTA program guideline book which were products of grant funds.

Pima's Faculty. Pima has one full-time faculty member who teaches a class in this program and coordinates the program. Additional faculty teach part-time but are employed full-time working in international business in the Tucson area.

Richland's Faculty. Richland has one full-time faculty member assigned 40% of her load to the international program. She coordinates the program; she schedules the classes and employs the part-time faculty who all work in the Metroplex in the international business area. One example of the adjunct's expertise is the teacher this spring of the International Business Finance class who has worked in several segments of the international business environment and speaks 20 languages, 13 of them fluently.

Berkeley's Faculty. Recently Berkeley added a full-time faculty member assigned primarily to this program to accommodate its increased enrollment. Like all their adjunct instructors, this full-time program teacher/coordinator had been employed in the international business field. Berkeley's adjuncts come from the New York area and all work in the international business area.

Marketing

All four colleges market their international business programs in a routine manner. They list courses in the course schedules, send information out to service areas and

participate in education fairs. Berkeley has extended this involvement to include travel to the homelands of potential foreign students and to participate in fairs and conferences on their sites. Berkeley has also developed videos. One is used by the International Division for recruiting overseas, and another for televised advertisements in the New York metropolitan area. Also, they work with InterNexus, an English as a Second Language (ESL) educational institution, which is housed on their campus, to market the programs. Coastline also works with their in-house partner the Center for International Trade Development (CITD) and has extended their traditional marketing efforts to include extensive use of television advertisements which they believe have been very effective. Pima relies on the International Project Department, under the leadership of the Director Jose C. Velasco, with the assistance of Lisa Nutt, the Coordinator of International Student Recruitment, to do all of their marketing and work with their partnership colleges to recruit students to the international business program. Richland uses traditional methods and does have a web page and webmaster so that program information stays up-to-date. Most of the marketing efforts at Richland are the result of the individual efforts of the program Coordinator, Pat Joiner.

Funding

Grant funding at the site visit colleges has enabled international business programs to be developed and implemented; however, there are very few program specific financial aid packages in place for the students of these programs.

Coastline has had two Title VI grants which have allowed them to fund their full-time faculty member to design courses, contents, and curriculum for the Associate degree,

a North American Free Trade Agreement (NAFTA) guide, and a set of certificates focusing on different geographic areas. In addition they have a Tate scholarship, which exists specifically for the international business program. To earn this scholarship, students are chosen from their class groups by presentation evaluations, and they compete with others. The best of these competitive presentations is awarded \$1000. The group of judges consists of faculty in the international business area and two faculty from outside of this focus area.

Richland also received a grant to develop its program and currently has a program specific scholarship available to students from the Women in International Trade Organization. Pima received a grant in the communications area to start an international program which has now shifted to a business orientation. Berkeley saw the international area as a growth potential and funded the program origination costs themselves.

In all four site visit colleges, economic factors served as incentives to the idea of a degree in international business.

Chapter Summary

This chapter describes the state of international business education in community colleges. With regard to the first research question--identifying community colleges that offer an Associate degree in international business--only 22 colleges offer this degree. In the matter of the second research question--barriers to implementation--some exist but there is no barrier common to even 20% of the respondents. The seven identified barriers include institutional structure, inadequate funding, change resistance, mission avoidance, faculty opposition, institutional vacillation, and ethnocentrism. The third question--

facilitating factors in implementation--far outweighed obstacles. Those mentioned included ongoing faculty involvement, strong administration commitment, wide community participation, encompassing cultural strategies, flexible administrative infrastructure, robust trustee commitment, and conscientious public information. Program implementation--Question 4--relied on combinations of factors and methodologies: infusion, process, issue, philosophical/theoretical, comparative, area/civilization (regional), and technological. The most lengthy discussion centered around the area of curriculum and course contents, Question 5. International business programs tend to focus on one of three emphasis: trade emphasis, cultural sensitivity emphasis, and generalist programs. The issue of required foreign language instruction divided the respondents almost in half, as did the need for experiential curriculum. Triangulation validated that students see both a commitment to lifelong learning and learning through discovery as necessary parts of an international business education. In addition, students believed that their international business courses realistically prepare them for competency in the field. All the standard factors of good teaching such as effective course syllabi, peer observation and assessment, and the use of technology also fostered international business education. Electronic resources both in library materials and communication technologies aid program curricula in international business education. Routine college marketing practices, through the dissemination of schedules and advertising brings students to international business programs with one unique marketing approach emerging--the use of an English as a Second Language institution.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The four sections of this chapter include a review of the purpose and limitations of the study; the findings as triangulated between the survey and the site visits and interfaced with the literature related to the research questions; the conclusions based on the findings of the study, and finally, the recommendations for present practice and future research.

The purpose of the study was to identify and describe exemplary community college international business Associate degree programs to promote a deeper understanding and encourage a greater number of community colleges to participate in international business education.

The study was designed to answer the following questions:

1. What United States community colleges offer Associate degrees in international business?
2. What barriers were encountered that detract from the implementation of an international business Associate degree program?
3. What factors facilitate the implementation of an international business Associate degree?
4. How are these programs implemented?

5. What courses and course contents comprise the curriculum of the active international business Associate degree program?

6. What attributes, resources, and delivery methods result in programs nominated by their peers as “quality” programs?

This study was limited to for-credit, Associate degree, international business programs, although non-credit programs and certificate programs also exist. In addition, Peterson’s Guide to Two-Year Colleges was used to determine the total population of community colleges in the United States offering this degree program. Therefore, another limitation derives from using this Guide which may not list the complete population. However, this researcher, in surveying the population, has made two entries on the community college E-mail group, worked in a community college for a decade, visited with colleges offering an international business Associate degree, presented this research at two national conferences, and solicited nominations for quality programs in order to ensure broad coverage. The only omission from this research of community colleges offering this degree was identified as Waukesha Community College.

The following summarizes each of the research questions.

Research Question 1: This study confirmed that 22 of the community colleges located in 12 states in the United States are currently offering and supporting an international business Associate degree.

Research Question 2: The following key barriers were identified as needing to be overcome by the survey and site-visit community colleges in order to implement the best possible Associate degree for international business:

- Resistance to change
- Current institutional structure and policy
- Inadequate funding

Lack of faculty involvement due to limited time and money
Omission from a college's mission statement and goals of international business education
Lack of administrative support

Of interest was the fact that published research on these programs included ethnocentrism as a barrier, but the administrators and faculty who responded to the survey and were interviewed at the site visits did not feel this was a major barrier.

Research Question 3: The following key factors facilitated the implementation of an international business program:

1. Support of international business education by the board, administration, and faculty;
2. Inclusion of international education as a priority in a college's mission and goals;
3. Continuous involvement of faculty and staff;
4. Employment and office support for a full-time director;
5. Awareness of international business education through a good public information system.

Research Question 4: All the colleges reviewed in the survey and site visits had implemented the internationalizing of their classes by following Hayden and Muller's method of adding courses and infusing content in key courses. Raby and Tarrow, who have noted that the chief method of infusion was generally to interject a module into a traditional business course, and suggested that the international modules be moved to the beginning of courses so that all students, even those who did not complete the course, could be provided with some information on international emphasis, were not necessarily

being followed. In addition, programs were started with an average of five courses being taught compared with seven in quality programs and nine in international studies programs. However, Raby and Tarrow were also quick to point out that this method lacks the systematic view and so does not deliver knowledge and understanding of the pervasiveness, the significance, and the interconnectedness of all areas of consideration which a formal program of study (such as an Associate degree) would accomplish. A third method was added by Pima, as suggested by Sanders and Ward which is the creation of a separate division--International Business--to serve special interests (Emerson 20-25).

Three of the four community colleges which were the sites for visits received grant funds as "seed" money to create their programs initially; they considered this money very important to their ability to develop the international business program. Funding was very important in order to interest faculty and give them the time and compensation to develop modules or a program. If this piece of the program puzzle was not in place, then it was often easier to focus on meeting local needs instead of expanding horizons.

Research Question 5: Smith and Ruhland reported in 1994 that there were over 75 community colleges offering international business degree programs, certificates, or courses (3). Today, no actual statistics have gathered all these types of offerings under one umbrella to provide such data; however, the belief of many engaged in the field has been that there are two or three hundred community colleges offering some type (for credit or non-credit, long or short courses) of international business education. The most frequently listed courses of these providers are listed below followed by the percentage of the population of this study who are currently offering the class:

International Business (73%)	International Marketing	(95%)
International Finance (32%)	International Trade Documents	(32%)
Principles of Importing (55%)	Principles of Exporting	(82%)
World Cultures (45%)	World Geography	(32%)
International Transportation and Distribution		(36%)

Emerson and Raby and Tarrow believe that it is not appropriate to develop a model due to the diversity of service areas at community colleges (90, 116). However, from the literature and the responses of colleges that are actively delivering the international business Associate degree program today, the following core of classes has evolved:

International Business	International Marketing
Principles of Exporting	Principles of Importing
Cultural Sensitivity	

Other courses may be and have been added to accommodate the needs and interests of community service areas such as International Research Techniques, International Real Estate, and Hosting Foreign Business Personnel.

King and Ferish have stressed the importance of preparing students to be lifelong learners, of discovering the 'self' in which they are really discovering the 'other' ("General" 57). Ferish asserted the need for combining cognitive skills (knowledge analysis, synthesis, and evolution) with affective skills (preferences, interests, appreciation, and values) (23).

The debate over whether learning a foreign language should be a requirement of this degree was neither undertaken nor resolved by this research. However, community colleges which have had a large population of foreign students who already speak more than one language have created alternatives to the Associate degree program. Some

community colleges offer course substitutions or multiple degrees such as Berkeley, which sustain one degree with a language requirement and one program without. Others, such as Coastline, acknowledges that their community does not support this foreign language requirement, and hence has omitted it from their curriculum requirements.

There was little variance in course descriptions or in the competencies listed in syllabi reviewed. Elective offerings, according to college faculty, were developed in response to community needs and interests.

Research Question 6: Quality program result from knowledgeable instructors with experience in the international business area, program development of students' cultural awareness and sensitivity, community partnerships with strength and vitality, ethnic diversity in classes, and practical applications like internships. Although a graduate requirement only exists in the state of Texas, the Exemplary Program Guidelines (shown as Appendix F) published by the Texas Higher Education Coordinating Board outline characteristics which would enable a technical occupational program to excel as a quality program.

Resources gathered during this research are included or referenced in the Appendixes. Of particular significance as a resource is the extensive work done by Coastline College in developing course outlines for a trade-oriented, international business program and a program that would focus on NAFTA.

The delivery methods observed in the international business classes varied--class meeting times--could be fast track, night, day, or mini-semester. The instructional delivery methods were all interactive and reinforced with practical application. Instructors were experienced in the field and were able to relate theoretical concepts to application

experiences; they drew in elements of the environment and interrelated them; furthermore, they made meaningful sense of applications, thereby, actively engaging the students in process so that they could see relationships and thus understand the process.

Thunderbird's Six Challenges

Recently representatives from the AACSB, Thunderbird (the historically prestigious graduate school of international business), the Academy of International Business, and leading business educators from graduate schools met regarding the internationalization of doctoral programs. Their position was that "faculty are ill-equipped to teach courses on international business or to infuse international perspectives into their specific curricula" (Cavusgil 82). This group set forth the following six challenges. They defined the first challenge as "forging a path through a drastically and ever changing landscape of business as it is practiced globally" (Cavusgil 82). The second challenge--"to create distinct definitions of internationalization that fit each institution" is also critical (Cavusgil 83). Cavusgil summarized the concerns of the group in this regard as a need for standards, too. But these should be standards only that encourage rather than stunt, the growth and development of programs. Such standards, goals, or definitions must be seen as foundational and should never inhibit unique institutional innovation.

Such a move toward innovation shapes the third challenge: to share. "It is imperative to learn from each other, not in the spirit of surreptitious competition, but in collaboration toward the end of creating the best program possible for students" (Cavusgil 84). The opportunities to learn from each other are vast. Traditional methods through

meetings and journals are, thanks to the technological revolution, only a part of what can be done. Now, we have informal channels through on-line discussion groups, E-mail and video conferencing, to develop less formal, but more accessible, channels of mutual growth.

In the next challenge--that of faculty behavior and development--internationalization must "provide the supportive environment for faculty to develop their own internationalization plans and to experiment" (Cavusgil 84), and part of that is for a greater sensitivity to and response within the community at large. This is an area where the community college already excels because of its commitment to teaching and service instead of research.

The fifth challenge--defining "the depth of internationalization necessary or desired" (Cavusgil 85) addresses the area of cross-cultural focus. Each institution involved in international business education must strategize until the depth and breadth of necessary, but limited, resources is geared to the needs of that unique institution.

The final challenge--time--binds all institutions together. The demands of the marketplace, the various economies and their patterns are strictly set within the parameters and constraints of time. No longer do institutions of higher learning have the luxury of time to hold endless meetings and haggle over terms and strategies. "It is time now" (Cavusgil 85).

Conclusions

The world of business has significantly re-engineered and reorganized itself to be able to deliver more of what their customers need and want in the globally competitive marketplace of today. Education needs to do the same. Many government officials, most professional business associations, and the business community have been requesting that community colleges deliver international business education, but the result has been that only a few community colleges, after more than a decade, are delivering classes in this area. The programs that do exist are all either maintaining or growing without much public recognition and with insufficient support. Proprietary schools (such as Berkeley) are successfully delivering an international business program at the Associate level. Distance learning continues to expand in the international business area. The local community college no longer has a captive market of customers, and if community colleges don't meet customers' needs, the customers, our students, will go somewhere else to get those needs fulfilled.

Although community colleges have offered international business education for over a decade, this program is still in the introductory stage or the early stages of growth. Previously, the discussion has been whether to internationalize the curriculum or create a new degree; no consensus has been achieved to answer this question and now even the discussion seems to have died. Internationalization is not a fad; it is here to stay and needs to be addressed. It seems that internationalization, like the use of electronic communication, is increasing its influence on our life and leaving us in a reactive rather than proactive posture. Community colleges need to move to the proactive posture with

regard to the internationalization of their communities and their communities' business.

More than 22 community colleges must use the available resources and create an international business degree to answer the demand.

A problem found through conducting this study was the lack of response from approximately a third of the population offering international business degrees. Those who gave a reason for non-response said they were too busy to do so, reminding this researcher of Stephen Covey's example of the man sawing trees in the woods who kept sawing more and more slowly as the blade dulled because he was too busy sawing to sharpen the saw (287). If the effort that has been spent in developing curricula and identifying affordable and effective resources which support the courses in this program could be better shared, then, progress in the area of international business education would be expedited. Experts in the international area have expressed "the need to make known the exemplary programs" (Groennings 30). It is hoped that this study will start the sharing of information in the area of international business degree programs at community colleges. The barrier of institutional structure and policy can be addressed by the support of the presidents and boards of colleges. Funding requirement which providers identify as inadequate can be mitigated if there exists a forum for open communication and if technological resources are aggressively utilized. To gain the support of the 15% of faculty who make these efforts of cooperation, release time and proper training must be offered and faculty efforts rewarded by the administration.

The benefits to colleges offering international business Associate degrees were very apparent to all which participated in this study. Administration, faculty, staff, and students were all intellectually invigorated by such programs. Students felt that they were

learning to meet the challenges of their changing personal and professional goals and gaining awareness and understanding of the diversity and, at the same time, the extensive interdependency, of their community with its extended world-wide boundaries. In the majority of cases, international internships were completed, but in all cases the students' belief and previous students' performance confirmed that their job opportunities were enhanced.

All international business classes observed were conducted in a productive learning atmosphere where yesterday, today, and tomorrow formed a web of learning related to daily life. The students or caretakers were given the tools to continually harvest the future instead of merely storing knowledge in stagnant silos. These students saw an interrelated, interdependent world that penetrated traditional boundaries in all areas.

This penetration of traditional boundaries leads to the common methodology of infusion. Infusion generally starts by including modules into existing classes; this injection should be scheduled for early delivery in courses to ensure that all students are provided with essential information. Better than introducing short segments as parts of existing courses would be new unified programs employing ad-structuring to existing business programs with international competencies and foci.

The core should be a minimum of seven courses--international business, international marketing, cultural sensitivity, basics of importing, and basics of exporting, in addition to two courses which address the particular needs of the community the individual community college serves. International studies, in general, have contained a minimum core of 9 courses which should also be the minimum number of specialized classes required for the international business degree.

Successful implementation of an international business Associate degree program includes a wide array of factors while points of difference will exist (the use of internships, the inclusion of foreign language and/or cultural sensitivity education), the ongoing need is to build further awareness and to generate the interest and support of the faculty, the community, the students, and the employers.

Recommendations for Action

Educators need the support of institutions and institutions need the involvement of educators if the following recommendations are to succeed.

1. Community colleges should review the Thunderbird challenges described earlier and relate them to their institutions. Although Thunderbird is a graduate school, the considerations are all equally applicable to community college level programs.

2. International business programs require interested, enthusiastic advocates. Facilitating factors for success include administrative support and on-going faculty involvement. Therefore, partnering within an institution is the first step to successful implementation. This action should be followed by creating active partnerships with potential employers of the graduates of international business Associate degree programs.

3. An electronic network should be established and maintained so that the courses already developed and resources already used and valued can be shared and progress can be made in this educational area.

4. Teacher preparation courses and faculty development opportunities must emphasize international issues. Faculty must seek to gain or up-date expertise in the

dynamic international business area. Instructors who work in the international business area and provide essential subject expertise should be sought and trained as teachers.

5. An ethnically diverse student population should be continually recruited for the value their presence and participation contributes to the learning environment.

6. Cultural sensitivity courses, even in trade-oriented or general programs, need included in all community colleges.

7. Articulated transfer programs need to be developed so that students can see the clear path to a desirable goal.

8. Universities should accept and promote Introduction to International Business instead of the Introduction to Business as an appropriate transfer course given the average age many who take this course.

As Kenichi Ohmae has said, "We need to get new lenses" and we may not like what we see since the negative trade balance is still growing, and there are still many examples of national and international cultural miscommunications (192). Now is the time for domestic linkages among educational institutions. Many resources now exist so that lead time is diminished. With electronic access, the cost of resources to support the international business program is also less. The world is undergoing constant fundamental change, so we are all in a continual state of "becoming," establishing a different relationship within a new environment (Fersh 30). Freedom of choice is the reward for being a citizen of the United States, and surely we should choose success, which is very difficult in a global environment, if we don't have multi-cultural expertise. What we don't know could hurt us (American Council on Education). The choice of how to address this dynamic change brought on by internationalization is up to each educator. Technological

influences yoked to international movements will only increase in the future. Taking care of business means international business even if the internationalized component is as localized as the customer in the same zip code who has been enculturated halfway around the world. Education needs to be proactive not reactive. Educators, as the Latin educare implies, must lead: to help all students understand their new global community so both educator and student alike can be who and where they want to be tomorrow.

Recommendations for Research

The need for research in international business education is as imperative as the need for action. Most importantly, research should respond to the concerns of the global business community by surveying those 1200 community colleges which do not offer programs in international business. This vast majority of colleges should answer the question; how can a college address the global community's demand for a workforce skilled in multi-cultural competencies to work in an international environment?

Furthermore, different modules that address the psychology and sociology of various cultural groups need to be developed for teacher education which would integrate cultural sensitivity training into the education curriculum. The day of the homogeneous community is ending. The influence of international business and international relationships is more dispersed among the general population and not just in large cities, where new faces are changing the complexion of even small-town America.

Chapter Summary

Only 22 programs in international business education exist at community colleges. Yet, these programs mention only a few barriers to implementation. All but resistance to change and non-involvement of faculty were administrative concerns that could change if the demand was loud: inflexible institutional policy, inadequate funding, non-support by administration, and omission from college mission. However, these minor impediments have been offset by major facilitating factors that lie at the heart of the community college mission: the support by administration, board, and faculty; the inclusion of mission statements; the involvement by faculty and staff; the employment of full-time directors; the use of public information. In the curriculum, infusion in existing courses has brought ready results when efforts have been cross-disciplinary. With this initial effort, separate courses with various areas of focus have been preferred, but a core of only five courses--International Business, International Marketing, Principle of Exporting, Principles of Importing, and Cultural Sensitivity--have generally met the demand for knowledge in this area. Quality programs have been developed by knowledgeable, experienced instructors with ties to international business, from developing students' cultural awareness and sensitivity, from encouraging ethnic diversity in classes, and from partnerships built within the community. Community college leaders must rise to the call: to be proactive rather than reactive, to take the time to sharpen the saw.

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APPENDIXES

APPENDIX A

CONTENT AND COMPETENCY RECOMMENDATIONS

FROM THE LITERATURE

Lamy (1993, p. 6)	CAFLIS, (1989, p. 5)	Master Plan for Higher Education Chairperson, John Vasconcellos (1989) (Cited in Rookstool, 1990, p. 49)	Tom Snyder , Director of Research Planning and Development Coastline College
<p>Political Skills</p> <p>Problem Solving Skills</p> <p>Listening Skills</p> <p>Work and Service Skills</p> <p>Empathy Skills</p>	<p>History</p> <p>Geographic Environments</p> <p>Values</p> <p>Institutions</p> <p>Cultural Perspectives on Problems</p> <p>Understanding of modern global society connections - increasing economic, political and cultural ties</p> <p>Cultural Traditions</p> <p>Language Skills</p>	<p>Language Study</p> <p>Cultural Study</p> <p>International Economics</p> <p>International Politics</p>	<p>Specific Detail in Business Practices</p> <p>History</p> <p>International Finance</p> <p>Sociology</p> <p>Cultural Understanding</p> <p>Letters of Credit</p> <p>Import/Export Regulations</p> <p>Transportation</p>

APPENDIX B

**COMMUNITY COLLEGES OFFERING THE
INTERNATIONAL BUSINESS
ASSOCIATE DEGREE**

1984	1985	1986	1987
Central Texas Kirkwood C.C. Long Beach City Middlesex County Mt Hood C.C.	Central Texas Kirkwood C.C. Long Beach City College Middlesex County Mt Hood C.C.	Central Texas C.C. of Baltimore C.C. Philadelphia Kirkwood C.C. Long Beach City College Middlesex County Midway College Mt Hood C.C. Pima C.C.	Central Texas C.C. of Baltimore C.C. of Philadelphia Kirkwood C.C. Long Beach City College Middlesex County Midway College Mt Hood C.C. Triton College

1988	1989	1990	1991
Catonsville C.C. C.C. of Baltimore C.C. of Philadelphia Grossmont College Kirkwood C.C. Long Beach City College Middlesex County Midway College Mt Hood C.C. Pima C.C. Tacoma C.C. Triton College	Catonsville C.C. City College of Chicago C.C. of Baltimore C.C. of Philadelphia Grossmont College Illinois Central College Kirkwood C.C. Long Beach City College Middlesex County Midway College Mt Hood C.C. Northland C.C. Pima C.C. St Louis C.C. at Forest Park St Paul Tech College Triton College	City Coll of Chicago C.C. of Baltimore C.C. of Philadelphia El Paso C.C. Fisher College Grossmont College Howard C.C. Hudson Valley C.C. Illinois Central College Kirkwood C.C. Long Beach City College Middlesex County Midway College Mt Hood C.C. Northland C.C. Pima C.C. St Louis C.C. at Forest Park St Paul Tech College Scott Comm College Triton College	Brevard College Catonsville C.C. City College of Chicago C.C. of Baltimore C.C. of Philadelphia Des Moines Area C.C. Fisher College Fullerton College Gainesville College Grossmont College Howard C.C. Hudson Valley C.C. Illinois Central College Kirkwood C.C. Lansing C.C. Long Beach City College Middlesex County Mt Hood C.C. Northland C.C. Oklahoma State - OKC Pima C.C. St Louis C.C. at Forest Park St Paul Tech College Triton College Tulsa Jr. College

1992	1993	1994	1995
Arapahoe C.C.	Arapahoe C.C.	Arapahoe C.C.	Arapahoe C.C.
Brevard College	Brevard College	Brevard College	Brevard College
Catonsville C.C.	Catonsville C.C.	Catonsville C.C.	Catonsville C.C.
Cincinnati State Tech	Cincinnati State Tech	Cincinnati Tech C.C.	Cincinnati Tech C.C.
City College of Chicago	City College of Chicago	City College of Chicago	City College of Chicago
C.C. of Philadelphia	Coastine C.C.	Coastine C.C.	Coastine C.C.
Des Moines C.C.	C.C. of Philadelphia	C.C. of Philadelphia	C.C. of Philadelphia
El Paso C.C.	El Paso C.C.	Des Moines Area C.C.	Des Moines Area C.C.
Fisher College	Fisher College	El Paso C.C.	El Paso C.C.
Fullerton College	Fullerton College	Fisher College	Erie C.C.
Gainesville College	Gainesville College	Fullerton College	Fisher College
Grossmont College	Grossmont College	Gainesville College	Frederick C.C.
Howard C.C.	Howard C.C.	Grossmont College	Gainesville College
Hudson Valley C.C.	Hudson Valley C.C.	Hudson Valley C.C.	Grossmont College
Illinois Central College	Kirkwood C.C.	Kirkwood C.C.	Hudson Valley C.C.
Kirkwood C.C.	Lansing C.C.	Lansing C.C.	Kirkwood C.C.
Lansing C.C.	Laredo C.C.	Laredo C.C.	Lansing C.C.
Laredo C.C.	Long Beach City College	Long Beach City College	Long Beach City College
Long Beach City College	Middlesex County	Luzerne County C.C.	Luzerne County C.C.
Middlesex County	Montgomery College	MacCormac Jr. College	MacCormac Jr. College
Mt Hood C.C.	Mt Hood C.C.	Middlesex County	Middlesex County
New C.C. of Baltimore	New C.C. of Baltimore	Monroe C.C.	Monroe C.C.
Northland C.C.	Northern Virginia C.C.	Montgomery College	Montgomery College
Oakton C.C.	Northland C.C.	Mt Hood C.C.	Mt Hood C.C.
Oklahoma State U - OKC	Northwest Missouri C.C.	Niagara County C.C.	Niagara County C.C.
Palomar College	Oakton C.C.	Northern Virginia C.C.	Northern Virginia C.C.
Pima C.C.	Oklahoma State - OKC	Northland C.C.	Northland C.C.
St Louis C.C. at Forest Park	Palomar College	Oakton C.C.	Oakton C.C.
St Paul Tech College	Pima C.C.	Oklahoma State - OKC	Oklahoma State - OKC
Triton College	Richland College	Palomar Coll	Palomar College
Tulsa Jr. College	Rock Valley College	Pima C.C.	Palomar College
Valencia C.C.	St Louis C.C. at Forest Park	Richland College	Richland College
	St Paul Tech College	Rock Valley College	Rock Valley College
	Torra Tech College	St Louis C.C. at Forest Park	St Louis C.C. at Forest Park
	Tulsa Jr College	St Paul Tech College	St Paul Tech College
	William Rainey Harper College	Shoreline C.C.	Shoreline C.C.
		Torra Tech College	Torra Tech College
		Tompkins Cortland C.C.	Tompkins Cortland C.C.
		Tulsa Jr. College	Triton College
		Utah Valley State College	Tulsa Jr. College
		William Rainey Harper College	Utah Valley State College
			Westchester C.C.
			William Rainey Harper College

1996	1997	1998	
Arapahoe C.C.	Arapahoe C.C.	Albuquerque Tech Voc.	
Berkeley College	Berkeley College	Berkeley College	
Brevard College	Brevard College	Brevard College	
Broome C.C.	Broome C.C.	Broome College	
Catonsville C.C.	Catonsville C.C.	Catonsville College	
Cincinnati State Tech	Cincinnati State Tech.	City College of Chicago	
City Coll of Chicago	City College of Chicago	C. C. of Philadelphia	
Coastline C.C.	C.C. of Philadelphia	Edmonds C. C.	
C.C. of Philadelphia	Edmonds C.C.	El Paso C. C.	
Edmonds C.C.	El Paso C.C.	Erie C. C.	
El Paso C.C.	Erie C.C.	Fisher College	
Erie C.C.	Fisher College	Frederick C. C.	
Fisher College	Frederick C.C.	Fullerton College	
Frederick C.C.	Fullerton College	Gainesville College	
Fullerton College	Gainesville College	Gateway College	
Gainesville College	Gateway C.C.	Glendale College	
Gateway C.C.	Glendale C.C.	Grossmont College	
Glendale C.C.	Grossmont College	Hudson Valley C. C.	
Grossmont College	Hudson Valley C.C.	Iowa Western C. C.	
Hudson Valley C.C.	Iowa Western C.C.	Keystone College	
Kirkwood C.C.	Keystone College	Kirkwood C. C.	
Lansing C.C.	Kirkwood C.C.	Laredo C. C.	
Laredo C.C.	Lansing C.C.	Long Beach C. C.	
Long Beach City College	Laredo C.C.	Luzerne C. C.	
Luzerne County C.C.	Long Beach City College	MacCormac College	
MacCormac Jr. College	Luzerne County C.C.	Manor Jr. College	
Metropolitan C.C.	MacCormac Jr. College	Metropolitan C. C.	
Middlesex County	Metropolitan College	Mohawk Valley C. C.	
Monroe C.C.	Mohawk Valley C.C.	Monroe C. C.	
Montgomery College	Monroe C.C.	Monterey Peninsula College	
Mt Hood C.C.	Monterey Peninsula College	Montgomery College	
Niagara County C.C.	Montgomery College	Northern Virginia C. C.	
Northern Virginia C.C.	Northern Virginia C.C.	Northland Tech College	
Northland C.C.	Northland C.C.	North Seattle C. C.	
Oakton C.C.	Oakton C.C.	Oakton C. C.	
Oklahoma State - OKC	Oklahoma State - OKC	Oklahoma State - OKC	
Palomar College	Palomar College	Palomar College	
Paradise Valley C.C.	Paradise Valley C.C.	Paradise Valley C. C.	
Pima C.C.	Pima C.C.	Pima C. C.	
Raritan Valley C.C.	Raritan Valley C.C.	Raritan Valley C. C.	
Richland College	Richland College	Richland College	
Rio Salado C.C.	Rio Salado C.C.	Rio Salado College	
Rock Valley College	Rock Valley	Rock Valley College	
St Louis C.C at Forest Park	St. Louis C.C. at Forest Park	St. Louis C. C. at Forest Park	
St Paul Tech College	St. Paul Technical College	St. Paul Tech. College	
Shoreline C.C.	Shoreline C.C.	Shoreline C. C.	
Tacoma C.C.	Spokane Falls C.C.	Spokane Falls C. C.	
Tompkins Cortland C.C.	Tacoma C.C.	Tacoma C. C.	
Triton College	Tompkins Cortland C.C.	Tompkins Cortland C. C.	
Utah Valley State College	Triton College	Triton College	
Westchester C.C.	Tulsa C.C.	Tulsa C. C.	
William Rainey Harper College	Utah Valley State College	Utah Valley State College	
	Westchester C.C.	Westchester C. C.	
	William Rainey Harper College	William Rainey Harper College	

APPENDIX C

SURVEY MAILED TO COMMUNITY COLLEGES

DELIVERING AN INTERNATIONAL

BUSINESS ASSOCIATE DEGREE

PROGRAM STATUS AND ORIGINATION

1. What year did your college begin to offer classes specifically designated as international business classes? (Check one of the following)

<input type="checkbox"/> 1984	<input type="checkbox"/> 1987	<input type="checkbox"/> 1990	<input type="checkbox"/> 1993
<input type="checkbox"/> 1985	<input type="checkbox"/> 1988	<input type="checkbox"/> 1991	<input type="checkbox"/> 1994
<input type="checkbox"/> 1986	<input type="checkbox"/> 1989	<input type="checkbox"/> 1992	<input type="checkbox"/> 1995
			<input type="checkbox"/> 1996

2. What was the first year your associate degree in international business was offered? (Check one of the following)

<input type="checkbox"/> 1984	<input type="checkbox"/> 1987	<input type="checkbox"/> 1990	<input type="checkbox"/> 1993
<input type="checkbox"/> 1985	<input type="checkbox"/> 1988	<input type="checkbox"/> 1991	<input type="checkbox"/> 1994
<input type="checkbox"/> 1986	<input type="checkbox"/> 1989	<input type="checkbox"/> 1992	<input type="checkbox"/> 1995
			<input type="checkbox"/> 1996

3. Is your international business program:

a technical occupational degree	<input type="checkbox"/> Yes	<input type="checkbox"/> No
an academic transfer degree	<input type="checkbox"/> Yes	<input type="checkbox"/> No
or both technical and academic	<input type="checkbox"/> Yes	<input type="checkbox"/> No

4. Is enrollment in your college's international business associate degree program - (Check one of the following)

Growing, Maintaining, or Declining?

STUDENT PROFILE

5. Please estimate the average age of your student pursuing the international business degree?

16 - 21 22 - 31 32 - 41 42 - 51 52-64 65 +

6. Are the majority of your students enrolled in international business classes

Full-time (more than 12 hours) or Part-time (less than 12 hours)?

Pursuing an associate degree? Yes No

Transferring to a 4 year school? Yes No

7. Please estimate below the ethnicity of international business students at your college:

% Non-Resident Alien/Foreign National % Asian or Pacific Islander % Black-Non-Hispanic

% American Indian or Alaskan Native % Hispanic % White-Non-Hispanic

8. Does the enrollment in your International Business program mirror the ethnic population of the community?

Yes No Unknown

9. Please estimate the percentage which international students represent in your college's international business classes -

0 - 20% 21 - 40% 41 - 60% 61 - 80% 81 - 100%.

10. Does your state require a minimum number of graduates per program per year or years?

Yes No

If yes, how many are required? _____ required every _____ year(s)

Example: In Texas 25 required every 5 year(s)

Have you achieved this graduate requirement in the international business associate degree program? Yes No

IMPLEMENTATION/INTEGRATION METHODOLOGIES

Raby and Tarrow with citations from Fersh (1993) organize the methodologies for infusing the international dimension in college's business curriculum as follow. Please indicate below the primary method used by your college to provide international education with a #1, and, if applicable, a #2 for the secondary and a #3 for the third method, etc. used by your college.

INFUSION - interjects an international perspective into an existing class

PROCESS - highlights what students and faculty want to achieve in learning from, and want to understand about, other cultures and provides a context within which events and peoples are perceived.

AREA/CIVILIZATION (REGIONAL) - in-depth survey of a particular aspect of a subject as it applies to one specific country/region

COMPARATIVE - two or more countries, regions or cultures are compared and contrasted

ISSUE - specific issues are cross-cultural in their application and consequences are critically analyzed

PHILOSOPHICAL/THEORETICAL - specific theories and philosophies are critically related in various disciplines to international issues

- TECHNOLOGICAL - this approach is called by Fersh "cultural transcending" which is the use of technology to access the massive amounts of previously inaccessible information to realize and acquire knowledge about and reinforce the boundless nature of internationalization of the curriculum.

PROGRAM BARRIERS/CHALLENGES

11. Please indicate on the following list with a check mark the major obstacles which your college encountered in implementing an international business program. Use a double check to indicate the most difficult obstacle to overcome.

- Lack of institutional commitment from top administrators
- Faculty opposition
- Lack of attention to international education in the institutional mission statement
- Current institutional structure (new programs seen as a threat)
- Inadequate funding
- The natural resistance to change
- Ethnocentrism
- Other _____

FACTORS WHICH FACILITATE IMPLEMENTATION

12. Please identify by a checkmark all of the following factors which facilitated the implementation of international business at your college. Use a double check mark to indicate the most influential of these factors.

- A commitment from the Board of Trustees via a supportive policy statement.
- Infusion of international (and intercultural/multi-cultural) education in the mission and goals of the college.
- A process of ongoing involvement of interested faculty and staff.
- An adequate structure to administer or coordinate programs and resources with qualified knowledgeable personnel.
- A good public information system to keep the college and community aware of the program and its activities.

- ___ Participation by community advisory and support groups.
- ___ A strong commitment by the President and key academic leaders and interested faculty.
- ___ Strategies to develop international awareness/cultural sensitivity campus wide.

13. What do you think will be the major positive resource in the future for your International Business program?

CURRICULUM

14. What percentage of international business courses have competencies identified?

- ___ 0 - 20% ___ 21 - 40% ___ 41 - 60% ___ 61 - 80% ___ 81 - 100%.

Please list below the courses for which you have identified competencies that you would be willing to share with other community colleges?

_____	_____
_____	_____
_____	_____

15. Does your college require an international/intercultural general education course for ALL students? ___Yes ___No

16. Do you require a cultural awareness course for students earning an international business degree? ___Yes ___No

If yes, list title of course or course options which would fulfill this requirement.

17. Please list three of the most effective and useful resources such as books or videotapes in international business courses at your college?

1. _____
 2. _____
 3. _____

PROGRAM PERSONNEL:

18. How many full-time faculty members are assigned to this program? _____

19. What percentage of the full-time faculty member's work is devoted to the international business program in:

- _____% Teaching
 _____% Marketing the program
 _____% Curriculum work
 _____% Other activity - _____

20. What percent of the associate degree international business program is delivered by part-time faculty? _____%

PROGRAM EVALUATION

21. Does your international business program have an advisory board? ___ Yes ___ No

22. How often does this board meet to review this international business program?

- ____ Once a year ____ Twice a year ____ If other, describe how often
 the Board meets _____

23. What percentage of graduates routinely use their international business education in their work after graduation?

- ___ 0 - 20% ___ 21 - 40% ___ 41 - 60% ___ 61 - 80% ___ 81 - 100%.

24. Please list below the three most important competencies a student needs to effectively work

in today's international business environment and list in what course your college provides the means to acquire these competencies.

First Competency

Course which develops competency

_____	_____
_____	_____
_____	_____

Second Competency

_____	_____
_____	_____
_____	_____

Third Competency

_____	_____
_____	_____
_____	_____

25. Please list below what you consider to be the three most important characteristics of a "quality" international business associate degree program.

1. _____

2. _____

3. _____

26. Based on your knowledge as an international business educator nominate three community colleges that you feel offer a "quality" international business program. You may include your own college in the ranked nominations. To the right of each of the numbers enter the main reason for your nomination of each "quality" program.

My top choice is:

Basis for quality nomination:

My second choice is:

My third choice is:

APPENDIX D

INTERVIEW SCHEDULE USED

The following questions are extracted from the Texas Coordinating Board's Self-Evaluation form used by community colleges in Texas.

Please provide a copy of your mission statement.

1. Is international education specifically mentioned in the mission statement?

_____ Yes _____ No

2. Which of the following does your college engage in?

Program evaluation _____ Yes _____ No

If yes, how?

3. Continuous improvement _____ Yes _____ No

If yes, how?

4. Assessment of institutional effectiveness _____ Yes _____ No

If yes, how?

Student Follow-up and Placement

12. Please check all of the following activities that your college pursues:

- Determining services
 Job development
 Follow-up system in place
 Transition program in place
 Collaboration with other agencies
 Other

13. Does your college have an English as a Second Language (ESL) course?

Yes No

14. Have you offered any classes in international business for specific companies?

Yes No

If yes, approximately how many employees did these companies employ? _____

EVALUATION OF COURSES

15. Is the quality of course content and instructional methods monitored? Yes No

If yes, how? _____

16. Is the attainment of learning outcomes documented? Yes No

If yes, how? _____

17. Is the instructor performance monitored? Yes No

If yes, how? _____

18. Is the student satisfaction measured? Yes No

If yes, how? _____

SUPPORT SERVICES FOR STUDENTS

19. Are appropriate learning materials accessible on campus? Yes No
20. Are qualified support staff accessible? Yes No
21. Do library resources support the international business program? Yes No

22. Please check all the below the resources which are available at your college which relate to international business:

- | | |
|---|---|
| <input type="checkbox"/> Books | <input type="checkbox"/> Periodicals |
| <input type="checkbox"/> On-line catalog | <input type="checkbox"/> Automated databases/CD ROM |
| <input type="checkbox"/> Classroom orientations | <input type="checkbox"/> Library skills classes |
| <input type="checkbox"/> Audio-visual materials | <input type="checkbox"/> Computers for students use |
| <input type="checkbox"/> Tutorial software | <input type="checkbox"/> Research guides |
| <input type="checkbox"/> Research indexes | <input type="checkbox"/> Agreements with other libraries to share resources |

QUALITY OF ACADEMIC PROGRAMS

23. How many total hours are in the international business core curriculum? _____
24. Are core competencies specified in the international business program? Yes No
25. Are core curriculum courses assessed periodically? Yes No
26. Approximate time period between course reviews _____

TRANSFER FUNCTION

27. Is there a formalized written articulation agreement with four year schools in place to facilitate transfer of students? Yes No
28. Does the college have studies that demonstrate the success of transfer students?

_____ Yes _____ No

COLLEGE PUBLICATIONS (Catalog, Class Schedule, Brochures, Student Handbook, Etc.)

29. Please check all of the following that your college's International Business publications include:

- _____ Advising and registration procedures _____ Prerequisites
 _____ Degree options and requirements _____ Transfer Policies
 _____ Sample degree plans _____ Core curriculum
 _____ Course and program options

TEACHING EFFECTIVENESS

30. Please check all of the following which are in place at your college in conjunction with the international business program:

- _____ Use of active learning strategies including labs
 _____ Effective course syllabi
 _____ Student assessments/feedback
 _____ Supervisor/peer observations
 _____ Faculty development activities or plans (to stay current in field or concerning educational issues and trends)
 _____ Use of technology in instruction
 _____ Formal evaluation of teaching effectiveness
 _____ Extracurricular faculty involvement with students (advise, counsel, club sponsorship)

PROFESSIONAL DEVELOPMENT ACTIVITIES

31. Please check from the following all the activities which the faculty engage in:

- | Int'l Bus
Faculty | Total Faculty | |
|----------------------|---------------|---|
| _____ | _____ | Addressing differences in learning styles of students |
| _____ | _____ | Addressing special needs of special populations |
| _____ | _____ | Staying current in academic or technical field |
| _____ | _____ | Integrating academic and technical curricula |
| _____ | _____ | Overcoming cultural bias |
| _____ | _____ | Improving teaching performance |
| _____ | _____ | Increasing productivity |
| _____ | _____ | Applying technology |

_____ Other

PARTNERSHIPS

32. Please list all partnerships that are active and related to your college's international business associate degree program:

Industry -

Community -

International -

Other educational -

Governmental -

Other -

The following section of this questionnaire was created using the format and modifying the content to a minor extent to make Texas Tech University's 1996 Tech Prep Curriculum Questionnaire more applicable to the International Business program research.

POSITIONING THE ARCHITECTS

34. Which stakeholder group do you represent? (Mark all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Advising and registration procedures | <input type="checkbox"/> Prerequisites |
| <input type="checkbox"/> High school faculty | <input type="checkbox"/> High school administrator |
| <input type="checkbox"/> Community college faculty | <input type="checkbox"/> Community college administrator |
| <input type="checkbox"/> Business/industry representative | <input type="checkbox"/> Contract education partner |
| <input type="checkbox"/> Labor representative | <input type="checkbox"/> Government representative |

35. What was your key role in developing this International Business program?
(Please mark all that apply and designate the importance of the role to the development of the program with one [1] being the most important)

- | | |
|--|--|
| <input type="checkbox"/> Resource acquisition | <input type="checkbox"/> Funding |
| <input type="checkbox"/> Capital | <input type="checkbox"/> Human resources |
| <input type="checkbox"/> Physical support including library, media, etc. | |

36. Please indicate the type of your participation from the following list.
Please check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Curriculum development |
| <input type="checkbox"/> Curriculum evaluation | <input type="checkbox"/> Curriculum implementation |
| <input type="checkbox"/> Subject matter expertise | <input type="checkbox"/> Academic advising |
| <input type="checkbox"/> Student interested in taking courses | <input type="checkbox"/> Political finesse |
| <input type="checkbox"/> Employer of potential students | <input type="checkbox"/> Administration |
| <input type="checkbox"/> Member of advisory committee | <input type="checkbox"/> Teaching |
| <input type="checkbox"/> Employer interested in hiring program graduates | |

37. Did you get external funding to support development of your international business program?

source of funds _____

approximate amount of funds _____

If yes, how important in developing your program were these funds?

___ Extremely important

___ Somewhat important

___ Not important

STUDENT POPULATION

38. Do students receive any form of special financial support to be students of this international business program?

___ Yes ___ No

If so, please list source and type _____

ANALYZING THE CURRICULUM DEVELOPMENT OPTIONS

39. What distance learning delivery modalities do you offer?

___ Off-campus teaching

___ Correspondence courses

___ Televised courses

___ Videotaped courses

___ Interactive network courses

___ Internet courses

_____ Other (please specify)

40. What curriculum development options do you employ? (Please mark all that apply)

___ Needs assessment

___ Job/task analysis

___ DACUM process

___ Input from subject matter experts in the field

___ Input from curriculum design experts

___ Creation of new curriculum

___ Modification of pre-existing curriculum

___ Source of pre-existing curriculum

Merging of two or more pre-existing curricula

41. Was your International Business program curriculum created from scratch?

YES (If yes, please answer the next two questions)

NO (If no, please skip to question 44)

42. How long did it take you to design your initial program?

Up to 3 months Four to six months Seven to nine months

Ten to twelve months Over a year

43. How frequently did you meet as a group to design the curriculum?

Never (0) Rarely (1-2 times) Occasionally (3-4 times)

Frequently (5 times or more)

44. Is your international certificate or associate degree program a modification of an existing curriculum?

Yes No

If answer to question 44 was "yes", how long did it take you to modify your existing curriculum?

Less than a month One to two months Three to four months

Five to six months More than six months

45. Have you previously participated in any of the following curriculum development activities? (please mark all that apply)

Completed a curriculum development course

Attended a professional development workshop on curriculum development

Served on a curriculum development committee

PILOT TESTING THE CURRICULUM

46. Did you have others review your program curriculum before implementing it?

YES (if yes, please answer the next two questions)

NO (if no, please move to question 49.)

47. Who was involved in reviewing your program's curriculum? (Please mark all that apply)

Program faculty

Program students

School/College representatives

Business/Industry representatives

Labor representatives

Government representatives

Outside experts (please specify) _____

48. How many individuals were involved in the review process for your curriculum?
(Mark one only)

1 - 5 8 - 10 11 - 15 16 - 20 20+

49. How many courses were offered initially in the international business program?

50. What year was the first course offered?

1984

1987

1990

1993

1985

1988

1991

1994

1986

1989

1992

1995

1996

51. How many students were involved in the international business program?

	1st semester	1st year	2nd year	current year
1 - 9	_____	_____	_____	_____
10 - 15	_____	_____	_____	_____
16 - 20	_____	_____	_____	_____
21 - 25	_____	_____	_____	_____
30 - 35	_____	_____	_____	_____
36 - 40	_____	_____	_____	_____
41 - 50	_____	_____	_____	_____
51 - 60	_____	_____	_____	_____
more than 60	_____	_____	_____	_____

VALIDATING THE CURRICULUM

52. What groups provided you with feedback for your program curriculum?
(Please mark all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Program faculty | <input type="checkbox"/> Program students |
| <input type="checkbox"/> School/College representatives | <input type="checkbox"/> Business/Industry representatives |
| <input type="checkbox"/> Labor representatives | <input type="checkbox"/> Government representatives |
| <input type="checkbox"/> Outside experts | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Others | <input type="checkbox"/> Other (please specify) _____ |

ADOPTING AND ENHANCING THE CURRICULUM

53. What groups were involved in obtaining state approval of your international business program curriculum?

- Program faculty Program students
 School/College representatives Business/Industry representatives
 Labor representatives Government representatives
 Outside experts - please specify _____
 Others - please specify _____

54. What groups are currently involved with improving your international business curriculum?

- Program faculty Program students
 School/College representatives Business/Industry representatives
 Labor representatives Government representatives
 Outside experts - please specify _____
 Others - please specify _____

55. How often do you review your international business curriculum? (Please mark only one)

- Every year Every two years Every three years
 Other _____

INTERNALIZING AND INSTITUTIONALIZING THE CURRICULUM

56. What indicates that your program has become a permanent part of your school or college? (mark all that apply)

- Inclusion in course catalog New staff added
 Additional course offerings Increased enrollments
 Adequate/increased funding State approval of program
 Accreditation of program Approval of licensing certifying/agency
 Articulation agreements Other (please specify below)

PERFORMANCE ASSESSMENT OF THE CURRICULUM

57. Have you personally participated in the following curriculum evaluation activities?
(Please mark all that apply)

- Completed a course on curriculum development
 Attended a professional development workshop on curriculum evaluation
 Served on a curriculum evaluation committee

58. How do you assess the effectiveness of your international business program?

- | | |
|---|--|
| <input type="checkbox"/> Student evaluations | <input type="checkbox"/> Number of students in program |
| <input type="checkbox"/> Faculty evaluations | <input type="checkbox"/> Number of certificate completers |
| <input type="checkbox"/> Employer evaluations of curriculum | <input type="checkbox"/> Number of associate degree completers |

59. Does your college conduct follow-up employer evaluations of international business graduates?

- Yes No

If yes, please attach a copy of latest survey summary.

60. Which of the following sources influenced or assisted in development of curriculum components?

Please check all that apply and mark with a "1" the most influential.

- Number of articulation agreements with four year colleges
 Program job placement rate
 Curriculum components - assistance from outside sources
 Guidelines for academic standards - state requirements
 Transferability of courses to 4 year schools
 Employment of graduates
 Sister Cities' affiliation
 Other (please specify) _____

Faculty

- Release time Summer stipends
 Exchange programs Professional development activities
 Grant writing

61. Indicate from the list below all resources which provide support to the quality and continuance of the international business program. Mark the most influential with a #1.

- Course competencies identification in syllabi
 Library holdings
 Student services
 New courses developed and delivered
 Constant updates of programs
 Admission and recruitment
 Hiring procedures
 Input from industry
 Donations - please specify _____

62. Greenfield in 1990 (page 3) identifies the following components as essential to assure success: Which of these are present at your college? Check all that apply to your college.

- "A commitment from the Board of Trustees via a supportive policy statement.
 Inclusion of international (and intercultural/multi cultural) education in the mission and goals statement of the college.
 A process of ongoing involvement of interested faculty and staff.
 An adequate structure to administer or coordinate programs and resources with qualified, knowledgeable personnel. A full-time director or at least a faculty member with substantial release time, a clearly visible office, and clerical support are absolutely necessary, as are funds for publicity, program development, and travel.
 A good public information system to keep the college and community aware of the program and its activities.
 Participation by community advisory and support groups.
 A strong commitment by the President and key academic leaders and interested faculty.
 Strategies to develop international awareness/cultural sensitivity campus wide."

63. Backman in 1984, as cited in Raby and Tarrow (xxv), propose the following categories of major obstacles to international education at the community college. Please indicate which are present at your college and discuss briefly.

Lack of institutional commitment from top administrators. _____ Yes _____ No

Faculty opposition. _____ Yes _____ No

Lack of attention to international education in the institutional mission statement. _____ Yes _____ No

Current institutional structure (new programs seen as a threat). _____ Yes _____ No

Inadequate funding. _____ Yes _____ No

Additional obstacles cited by Raby and Tarrow (1996, xxvi) are:

The natural resistance to change. _____ Yes _____ No

Ethnocentrism. _____ Yes _____ No

Backman (1984), Greenfield (1990), and Raby and Tarrow (1996) suggest the following activities to mitigate or remove the obstacles to implementation of an international business program.

64. Please check all of the following that are activities at your college.

___ "Enlightening of administrators.

___ Commitment to international education as an important criterion in the selection process for new administrators and faculty.

___ Campus-wide faculty committees under the leadership of highly respected colleagues.

___ Incentives for course revision.

___ Travel funds for faculty and administrators.

___ Faculty exchange programs.

___ Cooperative development of mission statements at the level of individual areas and the college as a whole.

___ Curriculum efforts involving the creation of interdisciplinary courses and programs.

___ Support for grant writing.

___ Utilization of discretionary funds by Deans or the Academic Vice President, to serve as seed money for new projects.

___ Involvement in broad-based regional consortia with two-year and four-year institutions."

69. Please list any additional comments or activities, etc. that you feel are relevant to presenting a complete description of international business education at your college that you would want included in this report.

APPENDIX E

INTERNATIONAL EDUCATION COMPONENTS AND
ACTIVITIES FROM EMERSON'S STUDY

ADMINISTRATION:

- International Office
- IE in Mission Statement
- Written IE Policies
- Processes to Seek Funding
- IE Task Forces Committees
- Membership in IE Associations

INSTRUCTION:

- Faculty Development
 - Faculty Exchange Study Abroad Programs
 - IE Workshops Seminars
 - Reward/Incentives to Internalize Curriculum
 - Linkage Programs
 - Foreign Language Classes
 - Release Time/Sabbaticals in institutions outside U.S.

Curriculum

- International Studies
 - Foreign Languages
 - Cultures
 - Relations among countries
 - Comparative and international approaches to individual disciplines
 - International Trade
 - World problems which require international solutions - scarcity of resources, environment, overpopulation, poverty, disease, energy, and peace

Organization

- Infused/integrated into regular curriculum
- Separate courses addressing international dimensions
- Specialized curriculum, leading to degree or certificate

Out of Country

- Consortium Membership
- Student Exchange/Study Abroad Programs
- Financial Aid/Scholarships
- Study Abroad Resource Library
- Study Abroad Advisor

APPENDIX F

**TEXAS HIGHER EDUCATION COORDINATING
BOARD EXEMPLARY PROGRAM
IDENTIFICATION GUIDELINES**

**EXEMPLARY PROGRAM* IDENTIFICATION
GUIDELINES**

At a minimum, all exemplary programs will meet/exceed all of the evaluation criteria, as demonstrated by the following characteristics:

1. Healthy program enrollments indicate strong student interest in the program.
2. Program meets all standards of mandatory state, federal or national licensure.
3. Strong and documented involvement of business and industry in the development of the program, its curriculum, and opportunities for external learning experiences (coops, apprenticeships, etc.)
4. Program includes components of basic skills, workplace competencies.
5. All associate degree plans in the program include a minimum of 15 SCH of general education and at least one free elective from outside the student's area of specialization.
6. Number of full time faculty members is adequate to coordinate and teach the program.
7. Strong and documented linkages and agreements with other schools and colleges.
8. Strong documentation of agreements, partnerships and affiliations with the business/industry community to share facilities, equipment, personnel, and other resources. This includes local and regional quality workforce committees, community and other agency/institution relationships.
9. The curriculum must indicate a strong integration of academic and technical components, including writing across the curriculum and computer use.
10. Advisory Committee must be ethnically and demographically diverse, representative of the industry, and representative of the service delivery area.
11. Advisory Committee must be strong and active, with a thorough understanding of its role; meeting regularly, advising on curriculum issues, and maintaining written minutes which reflect its active involvement in the program (contributions of individual resources, assistance with student internships and job placement, and establishing and maintaining business contacts).
12. Program must have strong and documented ongoing need with demonstrated labor market demand.
13. Documented peer recognition of the program's outstanding nature and success (external awards or designation of exemplary status during the on-site evaluation process.)

In addition to meeting or exceeding all of the above, a program must demonstrate success over time in the following student outcomes.

1. Program graduates student numbers in excess of the 9/3 rule.
2. At least 85% of all graduates in the program are successfully placed in employment or continuing additional education.

(Note: new programs will not be denied exemplary status if they do not meet the above two standards.)

*It is possible for an individual award to be exemplary when the entire umbrella program is not. For an entire umbrella program to be exemplary, all of its constituent awards must be exemplary.

APPENDIX G

SUMMARY OF THE SURVEY OF COMMUNITY
COLLEGES LISTED IN *PETERSON'S GUIDE*
TO TWO YEAR COLLEGES AS OFFERING
INTERNATIONAL BUSINESS

Summary of the Survey Sent to Community Colleges
Offering International Business Associate's Degrees

1. Year college began offering international business classes.
2. First year Associate's degree in international business offered.
3. Goal - either technical/occupational or academic transfer or both - of the international business program.
4. Growth status of the international business program.
5. Average age of the international business student.
6. Status of the majority of students enrolled in international business classes - full-time or part-time pursuing an Associate's degree or transferring to a 4 year college.
7. Ethnicity of international business students.
8. Ethnic population compared to ethnic population of the community.
9. Percentage of international students in the international business program.
10. Minimum number of graduates requirement.
11. Major obstacles to implementation of the international business program.
12. Facilitating factors to program implementation.
13. Major positive resources for the future of the international business program.
14. Competencies identified for international business courses.
15. International/intercultural general education course.
16. Cultural awareness requirement for international business Associate's degree students.
17. Effective resources for the international business program.
18. Full-time faculty working in the international business program.
19. Percentage of full-time faculty's time devoted to the international business program.
20. Part-time faculty teaching in the international business program.

1. What year did your college begin to offer classes specifically designated as international business classes:

COLLEGE	YEAR
Berkeley	1985
Broome	1994
Cincinnati	1988
Coastline	1984
Edmonds	1988
El Paso	1991
Fullerton	1991
Grossmont	1985
Lansing	1987
Laredo	1984
Long Beach	1989
MacCormac	1992
Oakton	1987
Pima	1993
Raritan	1992
Richland	1989
St. Louis	1982
St. Paul	1984
Shoreline	1986
Tacoma	1993
Thompkins-Cortland	1994
Westchester	1991

2. What was the first year your associate degree in international business was offered?

College	Year
Berkeley	1995
Broome	1994
Cincinnati Tech	1988
Coastline	1984
Edmonds	1989
El Paso	1991
Fullerton	1991
Grossmont	1985
Lansing	1987
Laredo	1984
Long Beach	1989
MacCormac	1992
Oakton	1987
Pima	1993
Raritan	1992
Richland	1989
St. Louis	1984
St. Paul	1985
Shoreline	1986
Tacoma	1993
Thompkins-Cortland	1994
Westchester	1993

3. Is your international business program:

TECHNICAL/ OCCUPATIONAL	ACADEMIC TRANSFER	BOTH
Berkeley	Berkeley	Berkeley
Coastline	Broome	Coastline
Edmonds	Cincinnati	Grossmont
El Paso	Coastline	Lansing
Fullerton	Grossmont	Mac Cormac
Grossmont	Lansing	Richland
Lansing	Long Beach	St. Paul
Laredo	Mac Cormac	
Mac Cormac	Raritan	
Oakton	Richland	
Pima	St. Louis (1 course)	
Richland	St. Paul	
St. Louis	Tacoma	
St. Paul	Thompkins-Cortland	
Shoreline	Westchester	
15	15	7
67%	67%	31%

4. Is enrollment in your college's international business associate degree program -

Growing	Maintaining	Declining
Berkeley	Broome	Cincinnati
Coastline	Grossmont	Fullerton
El Paso	Edmonds	Laredo
Mac Cormac	Lansing	Oakton
Pima	Long Beach	Shoreline
Raritan	Richland	
St. Paul	St. Louis (cyclical)	
Tacoma		
Thompkins-Cortland		
Westchester		
10	7	5
45%	32%	23%

5. Please estimate the average age of your student pursuing the international business degree?

16-21	22-31	32 - 41	42-51	52-64	65+
Berkeley	Broome	Cincinnati			
	Edmonds	Coastline			
	Fullerton	El Paso			
	Grossmont	Oakton			
	Lansing	Richland			
	Laredo				
	Long Beach				
	Mac Cormac				
	Pima				
	Raritan				
	St. Louis				
	St. Paul				
	Shoreline				
	Tacoma				
	Thompkins-Cortland				
	Westchester				
1	16	5			
5%	73%	22%			

6. Are the majority of your students enrolled in international business classes

FULL-TIME	PART-TIME ASSOCIATE DEGREE		TRANSFERRING TO 4 YEAR COLLEGE
Berkeley	Cincinnati	Berkeley	Berkeley
Broome	Coastline	Cincinnati	Broome
Edmonds	Grossmont	Coastline	El Paso
El Paso	Lansing	Edmonds	Fullerton
Fullerton	Laredo	El Paso	Lansing
Mac Cormac	Long Beach	Fullerton	Mac Cormac
Pima	Oakton	Lansing	Pima
Tacoma	Raritan	Laredo	Raritan
Thompkins-Cortland	Richland	Long Beach	Tacoma
Westchester	St. Louis	Mac Cormac	Thompkins-Cortland
	St. Paul	Oakton	Westchester
	Shoreline	Pima	
		Raritan	
		Richland	
		St. Louis	
		St. Paul	
		Tacoma	
		Westchester	
10	12	18	11
45%	55%	81%	50%

7. Please estimate below the ethnicity of international business students at your college.

College	Non-resident Alien/Foreign National	American Indian/ Alaskan	Asian/ Pacific Islander	Hispanic	Black Non- Hispanic	White Non- Hispanic
Berkeley	15			30	15	40
Cincinnati			1		28	71
Coastline		1.5	17	23	1.5	57
Edmonds	75	0.5	0.5	0.5	0.5	23
El Paso	2			93		5
Fullerton			17	28		55
Grossmont	37		37	3.7		22.3
Lansing	1.5	1	3.2	3.4	7.2	83.7
Laredo				95		5
Long Beach	7		17	30	5	41
Mac Cormac			30	45	1	24
Oakton	5		10	15	10	60
Pima	44	2	2	39	2	11
Raritan				5	5	90
Richland	50		16	16	2	16
St. Louis	20		20	20	20	20
St. Paul	2	1	5	1	1	90
Tacoma			20		5	75
Thompkins-Cortland	50					50
Westchester	20		5	15	15	45
Total Colleges	13	5	15	17	15	20
Rounded %	18%	.3%	11%	24%	6%	41%

8. Does the enrollment in your International Business program mirror the ethnic population of the community?

YES	NO	UNKNOWN
Coastline	Berkeley	Broome
Laredo	Edmonds	Cincinnati Tech
Mac Cormac	El Paso	Fullerton
Oakton	Grossmont	Lansing
Raritan	Long Beach	
St. Paul	Pima	
	Richland	
	St. Louis	
	Shoreline	
	Tacoma	
	Thompkins-Cortland	
	Westchester	
6	12	4
27%	55%	18%

9. Please estimate the percentage which international students represent in your college's international business classes:

0-20	21 - 40	41-60	61-80	81-100
Berkeley	El Paso	Grosmont	Edmonds	
Broome	Thompkins-Cortland	Mac Cormac	Pima	
Cinn. Tech	Westchester	Richland	Shoreline	
Coastline				
Fullerton				
Lansing				
Laredo				
Long Beach				
Oakton				
Raritan				
St. Louis				
St. Paul				
Tacoma				
13	3	3	3	
58%	14%	14%	14%	

10. Does your state require a minimum number of graduates per program per year or years?

YES	NO
El Paso	Berkeley
Laredo	Broome
Richland	Cincinnati
	Coastline
	Edmonds
	Fullerton
	Grossmontt
	Lansing
	Long Beach
	MacCormac
	Oakton
	Pima
	Raritan
	St. Louis (but moving in that direction)
	St. Paul
	Shoreline
	Tacoma
	Thompkins-Cortland
	Westchester

NOTE: Only the schools in the State of Texas reported having a graduate requirement for their associate degree in international business.

Currently this requirement is 9 graduates every 3 years and is moving toward a requirement of 25 graduates every 5 years.

All 3 Texas colleges state they are meeting this requirement.

11. Please identify all major obstacles which your college encountered in implementing an international business program.

BARRIERS/ CHALLENGES TO IMPLEMENTATION

Lack of institutional commitment from administrators	Faculty Opposition	Lack of international education in mission statement	Current Institutional Structure	Inadequate Funding	Natural Resistance To Change	Ethnocentrism
Mac Cormac St. Louis Tacoma	Mac Cormac Richland St. Louis Thompkins-Cortland	El Paso Long Beach Pima (*) St. Louis (*) Tacoma	Berkeley (*) Cincinnati Grossmont Mac Cormac (*) Pi ma (*) St. Louis (*)	Cincinnati El Paso Pima (*) Richland (*) Tacoma (*) Thompkins-Cortland (*)	Cincinnati Edmonds Grossmont Raritan St. Louis Thompkins-Cortland (*)	Berkeley
3	4	5	6	6	6	1
10%	13%	16%	19%	19%	19%	3%

* Colleges indicated factor most important

Other factors indicated:

Lack of enrollment

Restriction on instructor education funds

Lack of transferability

Enrollment declining

Slow bureaucratic processes

Lack of publicity

The following colleges (27% of the total respondents) indicated no problems in implementation:

Broome
Lansing
Laredo

St. Paul
Westchester

12. Please identify all of the following factors which facilitated the implementation of the international business degree at your college.

Board Trustees Commitment	International Education in Mission/Goals	Ongoing Involvement Faculty/Staff	Adequate Structure Resources and Knowledgeable Personnel
Coastline Laredo Oakton Pima Raritan Richland Westchester	Broome Coastline Edmonds (*) Lansing Mac Cormac Oakton Pima Raritan Richland St. Paul Shoreline (*) Thompkins- Cortland Westchester	Broome Cincinnati Coastline El Paso (*) Grossmont Lansing Laredo Long Beach Mac Cormac Oakton (*) Pima Richland Shoreline Tacoma Westchester(*)	Edmonds Lansing Long Beach Oakton Richland St. Louis St. Paul Westchester (*)
7	13	15	8
32%	59%	68%	36%

* Designated by College as Most Important

Added Notes:

Board of Trustees too parochial - local backyard issues occupy all of the time
Linkage with employment groups and World Trade Center, etc.

12. continued

Good Public Information Systems	Participation By Community Advisory Support and Faculty	Strong Commitment by President and Faculty	Strategies to Develop Cult. Aware. Campuswide
Berkeley Coastline(*) Oakton St. Paul Thom-Cort Westchester(*)	Berkeley (*) Cincinnati Coastline (*) Fullerton Long Beach Oakton Pima Raritan (*) Richland St. Louis (*) St. Paul (*) Tacoma Thompkins-Cortland	Berkeley (*) Broome Coastline Grossmont Lansing Long Beach (*) Mac Cormac Oakton (*) Raritan (*) Richland St. Louis St. Paul (*) Tacoma (*) Westchester(*)	Broome Edmonds Mac Cormac Oakton (*) Richland St. Paul Tacoma Thompkins-Cortland(*) Westchester
6	13	14	9
27%	59%	64%	41%

13. What do you think will be the major positive resource in the future for your International Business program?

COLLEGE	RESOURCE
Berkeley	Greater availability of instructors who are increasingly well-informed
Cincinnati Tech	Greater demand for business students with an international business education background
Coastline	Greater awareness of need for international business education
El Paso	Greater job opportunities for students as interns and graduates
Fullerton	Multi cultural requirement for graduation
Grossmont	Increasing linkages with employment groups
Lansing	Increasing interest of faculty and administrators
Long Beach	Increasing local business support particularly from the Port of Long Beach
Mac Cormac	Strong administrative support
Oakton	Returning night and weekend students who want to upgrade their skills
Pima	Location - increasing activity in international projects and demand for personnel in service area
Raritan	Very active business community requesting program and classes in international business area
Richland	Increased administrative support through the funding of a 12 month coordinator and increased resources for the program
St. Louis	Faculty/administrator program champions and external partnerships

13. continued

St. Paul	Due to globalization of U. S. companies increased demand for employees with international business knowledge and skills
Tacoma	Increased funding for private business
Thompkins-Cortland	College received Title VI Grant to support international business initiatives
Westchester	Quality faculty

14. What percentage of international business courses have competencies identified?

0 - 20	21 - 40	41 - 60	61 - 80	81 - 100
Fullerton Long Beach Oakton Thompkins- Cortland	Coastline Shoreline	Cincinnati Mac Cormac		Berkeley Broome Edmonds El Paso Grossmont Pima Raritan Richland St. Louis St. Paul Tacoma Westchester
4 18%	2 9%	2 9%		12 55%

Below are the courses for which you have identified competencies that you would be willing to share with other community colleges:

COLLEGE	COURSE OR COURSES
Broome	Bus 116 International Business Environment
Edmonds	Inbus 110 International Business 210 International Business Operations
El Paso	ITLB 3101 Introduction to International Trade and Business 3102 Managing International Human Resources 3103 Economics of International Trade 3105 Coproduction in Multinational Industries 3106 International Law 3107 Seminar in International Trade Issues 3205 International Marketing and Distribution 3206 Global Trade Relations 3207 International Finance 3210 Documentation and Procedures for International Trade
Mac Cormac	International Marketing Global Strategies Human Geography

14. continued

Richland	Introduction to International Business and Trade International Marketing Management Export/Import Documentation Logistics and Transportation International Banking and Finance International Information Systems International Business Law International Comparative Management
St. Louis	Introduction to International Business International Marketing Export Process Import Process International Business Organization and Management Cultural Variations
St. Paul	Export Documentation International Finance and Banking International Currency and Risk Management
Tacoma	International Business

15. Does your college require an international/intercultural general education course for ALL students?

YES	NO
Broome	Berkeley
Edmonds	Cincinnati Tech
Fullerton	Coastline
Grossmont	El Paso
Lansing	Laredo
Mac Cormac	Long Beach
Oakton	Pima
Shoreline	Raritan
	Richland
	St. Louis
	St. Paul
	Tacoma
	Thompkins-Cortland
	Westchester
8	14
36%	64%

16. Does your college require a cultural awareness course for students to successfully complete your international business associate degree?

YES	NO
Berkeley	Fullerton
Broome	Lansing
Cincinnati Tech	Laredo
Coastline	Mac Cormac
Edmonds	Tacoma
El Paso	Thompkins-Cortland
Grossmont	Westchester
Long Beach	
Oakton	
Pima	
Raritan	
Richland	
St. Louis	
St. Paul	
Shoreline	
15	7
68%	32%

17. Please list three of the most effective and useful resources such as books or videotapes in international business courses at your college.

COLLEGE	RESOURCE
Cincinnati Tech	Czinkota, Michael R., Pietra Rivoli, and Ilkka A. Ronkainen. 4 th ed. <u>International Business</u> . Fort Worth, TX: Dryden P, 1998. Keegan, Wwarren J. and Mark C. Green. <u>Principles of Global Marketing</u> . Upper Saddle River, NJ: Prentice-Hall, 1997. Video - <u>New Skills for Global Management</u>
Coastline	Periodical - <u>The Economist</u>
Edmonds	<u>Managing the Overseas Assignment</u> . Going International. Dir. Irving Saraf. Videocassette. Copeland Griggs Productions, 1983 Periodicals in the international business area
El Paso	<u>International Dimensions of Culture</u> Video - <u>International Body Language</u>
Grossmont	<u>National Trade Data Bank</u> Internet connection Thomas Register
Lansing	Video Series " <u>Going International</u> " by Griggs and Copeland <u>Bridging the Culture Gap</u> . Going International. Dir. Irving Saraf. Videocassette. Copeland Griggs Productions, 1983.
Long Beach	<u>National Trade Data Bank</u> . CD-ROM. U. S. Department of Commerce. 1990-. Internet Professional librarians

- Mac Cormac Case studies
- Oakton Czinkota, Michael R., Pietra Rivoli, and Ilkka A. Ronkainen. 4th ed. International Business. Fort Worth, TX: Dryden P., 1998.
- Internet
- Video - North American Free Trade Agreement
- Pima Video - "Managing Globally" by Penn State
- Video - "Business in a Global Environment" by CNN
- Richland National Trade Data Bank
- Internet
- Doing Business in Argentina. Doing Business in the Americas. Dir. Randy Giles. Videocassette. Price Waterhouse, 1997.
- Doing Business in Brazil. Doing Business in the Americas. Dir. Randy Giles. Videocassette. Price Waterhouse, 1997.
- Doing Business in Chile. Doing Business in the Americas. Dir. Randy Giles. Videocassette. Price Waterhouse, 1997.
- Doing Business in Indonesia. Doing Business in Southeast Asia. Dir. Randy Giles. Videocassette. Price Waterhouse, 1997.
- Doing Business in Malaysia. Doing Business in Southeast Asia. Dir. Randy Giles. Videocassette. Price Waterhouse, 1997.
- Doing Business in Mexico. Doing Business in the Americas. Dir. Randy Giles. Videocassette. Price Waterhouse, 1997.
- Doing Business in Singapore. Doing Business Southeast Asia. Dir. Randy Giles. Videocassette. Price Waterhouse, 1997.

- St. Louis
- Ball, Donald A. and Wendell H. McCullouch, Jr.
International Business: Introduction and Essentials. 4th ed.
 Homewood, IL: BPI/Irwin, 1990.
- “A Guide to Exporting”, U. S. DOC
- Video series by St. Louis C. C. from 2 Title VI-B Grants,
 “Business and Exporting”
- St. Paul
- Bureau of National Affairs
- Multinational Corporations. Inside the Global Economy.
 Videocassette. Annenberg/CPB Collection, 1994.
- Environment. Inside the Global Economy. Videocassette.
 Annenberg/CPB Collection, 1994.
- Journal of Commerce
- Tacoma
- Global Business by Czinkota
- “Bridging the Cultural Gap”. Going International.
 Dir Irving Saraf. Videocassette. Copeland Griggs
 Productions, 1983.
- Thompkins-Cortland
- Internet
- United States. Department of Commerce. STAT USA.
 Online. Internet.
- Journal of Commerce
- Exporter's Encyclopedia: World Marketing
- Westchester
- Internet access in class
- Westchester's library's collection - videos, periodicals, etc.

Other resources identified during the research include:

Character Ethic. New York: Simon and Schuster, 1989.

Daniels, John D. and Lee H. Radebaugh. International Dimensions of Contemporary Business. International Dimensions of Business. Boston: PWS-Kent Pub, 1993.

Developing Countries. Inside the Global Economy. Videocassette. Annenberg/CPB Collection, 1994.

Economies in Transition. Inside the Global Economy. Videocassette. Annenberg/CPB Collection, 1994.

The Economist.

Evolving World Economy. Inside the Global Economy. Videocassette. Annenberg/CPB Collection, 1994.

Exchange Rates, Capital Flight, and Hyperinflation. Inside the Global Economy. Videocassette. Annenberg/CPB Collection, 1994.

Fixed vs. Floating Exchange Rates. Inside the Global Economy. Videocassette. Annenberg/CPB Collection, 1994.

Garland, John, Richard N. Farmer and Marilyn Taylor. International Dimensions of Business Policy and Strategy. International Dimensions of Business. Boston: PWS-Kent Pub, 1990.

Labor and Capital Mobility. Inside the Global Economy. Videocassette. Annenberg/CPB Collection, 1994.

Managing Currencies. Inside the Global Economy. Videocassette. Annenberg/CPB Collection, 1994.

Phatak, Arvind V. International Dimensions of Management. International Dimensions of Business. Boston: PWS-Kent Pub, 1992.

Protectionism. Inside the Global Economy. Videocassette. Annenberg/CPB Collection, 1994.

Trade: An Introduction. Inside the Global Economy. Videocassette. Annenberg/CPB Collection, 1994.

Trade Liberalization and Regional Trade Blocks. Inside the Global Economy. Videocassette. Annenberg/CPB Collection, 1994.

Trade Policy. Inside the Global Economy. Videocassette. Annenberg/CPB Collection, 1994.

18. How many full time faculty are assigned to this program?

Berkeley	1
Broome	2
Cincinnati Tech	1/2
Coastline	1
Edmonds	1
El Paso	1
Fullerton	2
Grossmont	1
Lansing	1/5
Laredo	1
Long Beach	1
Mac Cormac	2
Pima	1
Richland	1
St. Louis	4/10
St. Paul	1
Shoreline	0
Tacoma	1
Thompkins Cortland	1
Westchester	2

19. What percentage of the full-time faculty member's work is devoted to the international business program in:

COLLEGE	TEACHING	MARKETING	CURRICULUM WORK	OTHER
Berkeley	70		20	10
Broome	80		10	10
Cincinnati	10		10	10
Coastline	75	2	20	5
Edmonds	34			66
El Paso	55	5	44	1
Fullerton	80	10	10	
Grossmont	40	20	20	20
Lansing	95			5
Laredo	100			
Long Beach	80	10	5	5
Mac Cormac	80		20	
Richland	40	10	10	10
St. Louis		8	8	24
St. Paul	80	10	10	
Tacoma	15	5	2	
Thompkins Cortland	20	10	10	
Westchester	80		20	
	17	10	15	11
	61%	9%	16%	15%

Other activities where defined included: Advising and Community Committees

20. What percentage of the associate degree international business program is delivered by part-time faculty?

Berkeley	70%
Broome	0
Cincinnati	50%
Coastline	50%
Edmonds	25%
El Paso	5%
Fullerton	50%
Grossmont	80%
Lansing	75%
Laredo	40%
Long Beach	75%
Mac Cormac	20%
Oakton	100%
Pima	75%
Raritan	100%
Richland	65%
St. Louis	100%
St. Paul	30%
Thom-Cort	33%
Westchester	0

21. Does your international business program have an advisory board?

..All of the following colleges (77% of respondents) indicated that they had two Advisory Meetings each year unless otherwise noted.

Cincinnati Tech

Coastline

Edmonds

El Paso

Fullerton

Grossmont

Laredo

Long Beach

Mac Cormac

Oakton

Pima

Raritan

Richland

St. Louis

St. Paul

Thompkins-Cortland

Westchester

22. How often does this board meet to review the international business program?

Note: All of the following colleges indicated that they had two Advisory Meetings each year unless otherwise noted.

COLLEGE	YEARLY MEETINGS
Cincinnati Tech	
Coastline	
Edmonds	
El Paso	1 a year
Fullerton	1 a year
Grossmont	
Laredo	
Long Beach	Unscheduled
Mac Cormac	
Oakton	
Pima	
Raritan	6 a year
Richland	1 a year
St. Louis	
St. Paul	1 a year
Thompkins-Cortland	1 a year
Westchester	1 a year

23. What percentage of graduates routinely use their international business education in their work after graduation?

0 - 20	21 - 40	41 - 60	61 - 80	81 - 100
Cincinnati Tech		Edmonds	Berkeley	El Paso
Coastline		Grossmont	Raritan	Mac Cormac
		Laredo		Oakton
		Long Beach		Richland
		St. Louis		St. Paul
				Westchester
2		5	2	6
9%		23%	9%	27%

24. List below the three most important competencies a student needs to effectively work in today's international business environment and list in what course your college provides the means to acquire these competencies.

BERKELEY

- | | |
|------------------------------|---|
| 1. Cultural understanding | World Cultures
Cross-cultural strategies |
| 2. Theoretical understanding | International trade
International management
International marketing |
| 3. Skills | Word processing
Computer applications
Writing (3 courses) and Speech (1 course) |

CINCINNATI

- | | |
|--|--|
| 1. Fluency in the appropriate Foreign language
electives 1, 2, and 3 AND cultural understanding | |
| 2. International business skills | Marketing - international marketing
Purchasing - international purchasing
Finance - international banking/finance
Order processing - international order processing |
| 3. Computer skills | Computerized business applications
Electronic spreadsheets |

EDMONDS

- | | |
|---|---|
| 1. Student's perception of
"self" as a "cultural being" | INBUS 110 - International business
MGMT 100 - Human relations/org behavior
COMM 101 - Cross-cultural communications |
| 2. Understanding of political,
economic, and demographic
environments | INBUS 110 - International business
ECON 120 - General economics |
| 3. International business
"technicalities", foreign
exchange, import/export,
procedures, marketing, etc. | INBUS 210 - Import/export procedures
MGMT 221 - International marketing |

24. Continued

EL PASO

- | | |
|--------------------------------|-----------|
| 1. Language | Various |
| 2. Cultural business knowledge | ITLB 3102 |
| 3. Flexibility | ALL |

FULLERTON

- | | |
|-------------------|---|
| 1. Communications | Language - English and Business English |
| 2. Math | Math - Business Math |
| 3. Reading | Reading |

OAKTON

- | | |
|---------------------------|---|
| 1. Communications | Introduction to Business
Export/Import
Management |
| 2. Self-confidence/esteem | All eight courses |
| 3. Global knowledge | All eight courses |

MAC CORMAC

1. Flexibility
2. Cultural awareness

OAKTON

- | | |
|----------------------------|---|
| 1. Good PC skills | Student should have prior to program attendance |
| 2. English language skills | Student should have prior to program attendance |

24. Continued

RARITAN

- | | |
|---|--|
| 1. Develop an understanding of global business conditions and be able to analyze them | International Business, International Finance, and International Economics |
| 2. Develop an understanding of international trade and analyze its consequences | International Business and International Economics
Import/Export Strategies |
| 3. Develop an understanding of diverse cultures | International Communication and International Business |

RICHLAND

- | | |
|---|---|
| 1. Develop international computer skills for research, logistics, and communication | International Information Systems and other international business courses |
| 2. Develop international strategic marketing plan | International Marketing Management and other international business courses |
| 3. Expand cross-cultural communications awareness | International Comparative Management and other international business courses |

ST. LOUIS

- | | |
|-----------------------|---|
| 1. Documentation | Export and Import Process |
| 2. Customer Service | Introduction to International Business, International Marketing, and International Organizations and Management |
| 3. Cultural Awareness | Cultural Variations, International Business, and International Marketing |

ST. PAUL

- | | |
|---|--|
| 1. Flexibility - dealing with a wide range of cultures and time zones | Cultural Awareness, Introduction to World Trade, and Business Ethics |
|---|--|

24. Continued

- | | |
|--|---|
| 2. Team Player | Projects in International Marketing and Sales, and International Economics through group work and presentations |
| 3. General knowledge of international business | All international classes |

TACOMA

- | | |
|---|--|
| 1. Ability to communicate in a variety of contexts | Speech 110 - Multi cultural Communication
Business 250 - International Business |
| 2. Understand the complexities of the global contexts | BUS 250 International Business |
| 3. Foreign language competency | Foreign language series in Russian, Japanese, Spanish or French |

THOMPKINS-CORTLAND

- | | |
|--|---------------------------|
| 1. Understanding of international environment in general | International Business |
| 2. "Nuts and Bolts" specifics of trade | Fundamentals of exporting |
| 3. Marketing internationally | International Marketing |

WESTCHESTER

- | | |
|---|--|
| 1. Understanding different cultures and customs | International Business and International Marketing |
| 2. English language and foreign language skills in a foreign language | Basic English classes and 6 credit hours required |
| 3. Solid understanding of international trade and foreign investment | International Business and International Marketing |

25. Please list what you consider to be the three most important characteristics of a "quality" international business associate degree program.

COLLEGE	CHARACTERISTICS
Berkeley	Build cultural understanding Build theoretical understanding Build skills
Cincinnati Tech	Courses and curriculum have practical application Internship component Instructors with training and/or experience in the field
Coastline	Instructors currently work in the international business area Cultural awareness and understanding Technical competencies of international trade taught
Edmonds	Program defines and provides a student perception of themselves as a "cultural being". Understanding of the political economic and demographic environments. Technical aspects such as import/export procedures, foreign exchange, etc.
El Paso	Provides knowledge of cultural business behaviors Provides "hands-on" import/export experiences Delivers knowledge of international law
Fullerton	Students able to acquire work in the international business field Students know how to keep on learning Program has support
Grossmont	Relevance to the local job market Internship program Instructors with experience in import/export
Long Beach	Provides the three components needed for employment: skills, theory, and practical applications. Taught by faculty with real-world experience Infuses cultural sensitivity and appreciation
Mac Cormac	Workplace competencies Cultural awareness Non-standard information techniques

25. Continued

Oakton	Instructors who work in the field Access to the network for projects Cross-section of diverse students for class participation
Pima	Cultural sensitivity developed Internship - opportunity to work in international business area Knowledge and skills of international business developed
Raritan	Linkages to local businesses Courses which blend the theory of international business with the practical experience
Richland	Full-time faculty and support personnel Adequate funding for resources Solid relationship with the international community
St. Louis	Instructors who are student-focused and up-to-date in their disciplines and process Opportunity for internships and field trips Integrating and developing sequential skill development
St. Paul	Faculty with knowledge and "hand-on" experience Able to change quickly to keep up with the global changes Offering classes at various times - day, night, and weekends
Shoreline	Knowledgeable faculty Commitment Funding
Tacoma	Develops flexibility specifically as relates to international multi-cultural perspective Develops effective skills in teamwork Develops awareness of the complexities of the global environment
Thompkins-Cortland	Understanding of the global economy and its implications Technical skills through course work, Internet, and internship positions Language skills and study abroad opportunities
Westchester	Solid core curriculum with emphasis on writing, research, social and behavioral sciences Solid business core of management, marketing and accounting with emphasis on business theory Modern current topical readings from Wall Street Journal, the Economist with written analytical studies

26. Based on your knowledge as an international business educator nominate three community colleges that you feel offer a "quality" international business program. You may include your own college in the ranked nominations.

COLLEGE	TOP CHOICE	SECOND CHOICE	THIRD CHOICE
Edmonds	Edmonds	North Seattle C. C. (Certificate program)	
El Paso	El Paso		
Long Beach	Long Beach		
Mac Cormac	Mac Cormac		
Oakton	Oakton		
Raritan	Raritan		
Richland	Richland		
St. Louis	*Waukesha	College of Du Page (Part of Travel/Tourism)	North Seattle C. C. (Certificate program)
St. Paul	St. Paul		
Westchester	Westchester		

*This College is a two-year technical school that does offer an associate degree in international business. However, the population as defined by this study was the schools listed in Peterson's Guide to Two Year Colleges. In order to provide complete information, the curriculum pattern and international business courses of this College were requested, and reviewed and can be referenced from the author with the rest of this research.

APPENDIX H

SUMMARY OF THE INTERVIEW SCHEDULE

USED ON SITE VISITS TO BERKELEY,

COASTLINE, PIMA AND

RICHLAND

**SUMMARY OF THE TOPICS COVERED BY
THE INTERVIEW SCHEDULE QUESTIONS**

1. Mission statement specifically mentioning international business.
2. Program evaluation conducted by college.
3. Continuous improvement as a college activity.
4. Institutional effectiveness assessed by the college.
5. Ethnicity of international business program duplicating that of the college's service area.
6. Counselor to students ratio.
7. Career literature available.
8. Technical aptitude and interest assessment and usage.
9. Information on student intent documented.
10. Career counseling available.
11. Individual educational/career plans and use.
12. Student follow-up and placement activities.
13. ESL course offered by the college.
14. Specific companies have international business classes conducted just for them.
15. Quality of course content and instructional methods monitored.
16. Attainment of learning outcomes documented.
17. Instructor performance monitored.
18. Student satisfaction measured.
19. Accessibility of appropriate learning materials.

20. Qualified support staff accessible.
21. Library resources supporting the international business program.
22. College resources which relate to international business.
23. Total hours in the core curriculum.
24. Core competencies specified in the international business program.
25. Periodic assessment of core curriculum courses.
26. Approximate time between course reviews.
27. Formal written articulation agreement with four year schools to facilitate student transfers.
28. Studies done by the college which demonstrate the success of transfer students.
29. Each college's international business publications.
30. Evidence of teaching effectiveness in place in the international business program at each college.
31. Professional activities which faculty engage in at the colleges.
32. Partnerships in place at the colleges in conjunction with the international business program.
33. Marketing activities which the colleges engaged in with reference to the international business program.
34. Which stakeholder groups were represented in the responses to this interview schedule.
35. What were the respondents key roles in developing the international business Associate's degree.
36. The type of participation of the respondents.

37. External funding to support the development of the program.
38. Special financial support for students of the international business program.
39. Distance learning delivery
40. Curriculum development options.
41. International business program curriculum development
42. Time period it took to design initial international Associate's degree program.
43. Frequency of design group meetings.
44. Is the international business program a modification of an existing program?
45. Participation by program designers in previous curriculum development activities.
46. Program curriculum review.
47. Participants reviewing the program's curriculum.
48. Number of individuals involved in the review process for the curriculum.
49. Number of courses offered initially in the international business program.
50. Year first course offered.
51. Number of students involved in the international business program.
52. Groups which provided feedback for program's curriculum.
53. Groups involved in obtaining state approval of the international business program.
54. Groups currently involved in improving the international business program/curriculum.
55. Frequency of the review of the international business curriculum.
56. Indications that the international business program is a permanent part of the college.

57. Curriculum evaluation activities of those interviewed who participated in the program design.
58. Assessment of the effectiveness of the international business program.
59. Follow-up employer evaluations of international business graduates.
60. Sources which influenced or assisted in development of curriculum components.
61. Resources which provide support to the quality and continuance of the international business program.
62. Essential components for success of an international business program identified from the literature that are present at the site visit colleges.
63. Obstacles to implementation of an international business program as identified from the literature that are present at the site visit colleges.
64. Activities of the college which impact the international business program.
65. Additional comments of those interviewed.

INTERVIEW SCHEDULE SUMMARY
of responses from the four site visit colleges:
Coastline, Pima, Richland and Berkeley

1. **Is international education specifically mentioned in the mission statement?**
 _____ Yes _____ No

Richland and Pima have international education specifically mentioned in their mission statement

2. **Which of the following does your college engage in?**
Program evaluation _____ Yes _____ No
If yes, how?

All site visit colleges engage in program evaluation.

Berkeley - yearly by student evaluations - formal review every 5 years

Coastline - yearly review in-class instructor and student evaluations and every 5 years formal review

Pima - yearly student evaluations - formal review every 3 years

Richland - local process of Richland College provides annual reviews as well as continuous curriculum development and evaluation
 Evaluation by Southern Accrediting Association of Colleges
 Formal State evaluation with site visits

3. **Continuous improvement?** _____ Yes _____ No
If yes, how?

All site visit colleges engage in continuous improvement

Berkeley - review of student evaluations and syllabi review to ensure use of current books and resources and timeliness of course competencies and objectives

Coastline - all adjunct faculty evaluated in classes yearly and all full-time faculty evaluated in classes every other year

Pima - student evaluations, syllabi review, and in-class instructor evaluations.

Richland - Evaluations of coordinator and faculty activities on an annual basis

4. **Assessment of institutional effectiveness _____ Yes _____ No**
If yes, how?

Assessment of institutional effectiveness - all site visit colleges indicated yes

Berkeley - student satisfaction survey

Coastline - meeting State guideline for accreditation

Pima - commitment to program enrollment resulting in sufficient students to allow classes to be held

Richland - annual planning processes for institutional effectiveness
 Coordinating Board of Higher Education in Texas has continuous evaluation activities including an annual self-evaluation
 Legislative review every two years
 Planned career program by State includes proof of institutional effectiveness

5. **Please estimate the approximate percentages below for your college's service area and college's programs.**

Estimates of the population for the international business program students compared to the community as a whole.

Berkeley - reflective of the community - same basic percentages in program and in community

Coastline - scheduled to be the first majority minority state - this program's population has an over representation of white non-Hispanic

Pima - a greater percentage of non-resident aliens/foreign nationals in the program due to partnerships with Canadian and Mexican college

Richland - reflective of the community - same basic percentages in program and in community

6. **Counselor to students ratio:**

Berkeley 1 to 110

Coastline - most are self-directed

Pima - 1 to 10

7. **Career literature available** _____ **Yes** _____ **No**

Yes, available at all site visit colleges

8. **Technical aptitude and interest assessment used for:** _____ **Yes** _____ **No**

If yes, check major use:

_____ **Program Placement**

_____ **Determining Services**

Only Richland used technical aptitude or interest assessments. The major use of Richland's are both program placement and to determine services.

9. **Information on student intent documented** _____ **Yes** _____ **No**

All site visit colleges document information on student intent

10. **Career counseling available** _____ **Yes** _____ **No**

Career counseling available at all colleges but in some cases done by instructors in classes

11. **Individual educational/career plans:** _____ **Yes** _____ **No**

If yes, check major use:

_____ **Sequence of courses**

_____ **Non-traditional enrollment**

_____ **Tracking student progress**

_____ **Information to special populations**

_____ **Cooperation with gender equity program**

Berkeley - No

Pima - Yes - done as part of intake
Major use - track student progress

Coastline - No

Richland - Yes - major uses are:
sequence of courses
non-traditional enrollment
tracking student progress
information to special populations
cooperation with gender equity
program

12. Please check all of the activities that your college pursues:

Determining Services	Job Development	Follow-up System	Transition Program	Collaboration with Other Agencies
Richland	Berkeley Coastline Pima Richland	Berkeley Coastline Pima Richland	Berkeley Pima Richland	Berkeley Coastline Pima Richland

13. Does your college have an English as a Second Language (ESL) course?
_____ Yes _____ No

All have courses. Additionally -

Berkeley has a partnership with Inter Nexus

Coastline - has a 9 level program

Pima - has a large program

Richland - extensive program with over 12,000 ESL students district wide

14. Have you offered any classes in international business for specific companies?
_____ Yes _____ No

If yes, approximately how many employees did these companies employ? _____

Berkeley - No
Coastline - Yes

Pima - Yes
Richland - Yes

These companies employee levels varied from small numbers of employees to 300 employees

EVALUATION OF COURSES

15. **Is the quality of course content and instructional methods monitored?**
 _____ **Yes** _____ **No**

If yes, how?

Berkeley - student and departmental evaluations

Coastline - student evaluations of courses and instructor evaluations

Pima - assuring background of instructors

Richland - annual formal evaluation and continuous individual contact

16. **Are the attainment of learning outcomes documented?**
 _____ **Yes** _____ **No**

If yes, how?

Berkeley - success in job placement

Coastline - survey of students

Pima - comprehensive exit tests of courses

Richland - documented by individual instructors

17. **Is the instructor performance monitored?** _____ **Yes** _____ **No**

If yes, how?

All site visit colleges answered yes.

Berkeley - student evaluations - class visits by Chairperson and Academic V.P.

Coastline - students evaluations and in-class instructor evaluations

Pima - student evaluations and in-class instructor evaluations

Richland - annual formal supervision and continuous informal contact

18. **Is the student satisfaction measured?** _____ **Yes** _____ **No**

If yes, how?

All site visit colleges answered yes.

Indicated method was by student surveys.

Additional Notes: Coastline uses annual focus groups not conducted by faculty but by other personnel of the college.

Richland - Student comments solicited and/or when received followed up

19. **Are appropriate learning materials accessible on campus?**

_____ **Yes** _____ **No**

All site visit colleges indicated yes with the added comment that this requires substantial financial resources.

20. **Are qualified support staff accessible?**

_____ **Yes** _____ **No**

All site visit colleges indicated yes.

21. **Do library resources support the international business program?**

_____ **Yes** _____ **No**

All site visit colleges indicated yes.

22. **Please check all the below the resources which are available at each college that relate to international business:**

Books	On-line Catalog	Classroom Orientations	Audio-Visual Material	Tutorial Software	Research Indexes
Berkeley	Berkeley	Coastline	Berkeley	Coastline	Coastline
Coastline	Coastline	Pima	Coastline	Richland	Pima
Pima	Pima	Richland	Pima		Richland
Richland	Richland		Richland		

Periodicals	Automated Databases	Library Skills Class	Computers For Students	Research Guides	Inter- Library Loans
Berkeley	Berkeley	Coastline	Berkeley	Berkeley	Berkeley
Coastline	Coastline	Richland	Coastline	Coastline	Coastline
Pima	Pima		Pima	Richland	Pima
Richland	Richland		Richland		Richland

QUALITY OF ACADEMIC PROGRAMS

23. How many total hours are in the international business core curriculum?

Berkeley - 27 quarter hours in A.A.S. and 39 quarter hours in AS

Coastline - 29.5 semester hours

Pima - 33 semester hours

Richland - 21 credit hours - in 1999 24 credit hours

24. Are core competencies specified in the international business program?

 Yes No

All site visit colleges indicated yes.

25. Are core curriculum courses assessed periodically?

 Yes No

All site visit colleges indicated yes.

26. Approximate time period between course reviews:

Berkeley - 5 years

Coastline - monitored every year and formally assessed every 5 years

Pima - 3 years

Richland - annually by the Program Coordinator and the Advisory Committee and formally every 3 years

TRANSFER FUNCTION

27. Is there a formalized written articulation agreement with four year schools in place to facilitate transfer of students? _____ Yes _____ No

All site visit colleges indicated yes but upon further discussion - courses transferred to universities mostly as electives and to smaller and/or private colleges as requirements.

28. Does the college have studies that demonstrate the success of transfer students?
_____ Yes _____ No

Berkeley - No
Coastline - Yes

Pima - Yes
Richland - Yes

COLLEGE PUBLICATIONS

29. Please check all of the following that your college's International Business publications include:

Advising/ Registration Procedures	Degree options/ Requirements	Sample Degree Plans	Course/ Program Options	Prerequisites	Transfer	Core Curriculum
Coastline	Berkeley	Berkeley	Berkeley	Berkeley	Coastline	Berkeley
Richland	Coastline	Coastline	Coastline	Coastline	Richland	Coastline
	Richland	Pima	Pima	Richland		Richland
		Richland	Richland			

Coastline has no prerequisites for any of their international business courses.

Richland International Business courses have recommended prerequisites that can be waived based on previous education and experience

TEACHING EFFECTIVENESS

30. Please check all of the following which are in place at your college in conjunction with the international business program:

- Use of active learning strategies including labs
 Effective course syllabi
 Student assessments/feedback
 Supervisor/peer observations
 Faculty development activities or plans (to stay current in field or concerning educational issues and trends)
 Use of technology in instruction
 Formal evaluation of teaching effectiveness
 Extracurricular faculty involvement with students (advise, counsel, club sponsorship)

All of the colleges indicated that all of the above were in place.

Use of active learning strategies including labs.

Note: Pima has no faculty development activities or plans - this college relies on their expert adjunct faculty who are currently working in the international business area

PROFESSIONAL DEVELOPMENT ACTIVITIES

31. Please check from the following all the activities which the faculty engage in:

Int'l Bus Faculty	Total Faculty	
<input type="checkbox"/>	<input type="checkbox"/>	Addressing differences in learning style of students
<input type="checkbox"/>	<input type="checkbox"/>	Addressing special needs of special populations
<input type="checkbox"/>	<input type="checkbox"/>	Staying current in academic or technical fields
<input type="checkbox"/>	<input type="checkbox"/>	Integrating academic and technical curricula
<input type="checkbox"/>	<input type="checkbox"/>	Overcoming cultural bias
<input type="checkbox"/>	<input type="checkbox"/>	Improving teaching performance
<input type="checkbox"/>	<input type="checkbox"/>	Increasing productivity
<input type="checkbox"/>	<input type="checkbox"/>	Applying technology
<input type="checkbox"/>	<input type="checkbox"/>	Other

Addressing differences in learning styles of students

Coastline - total faculty

Pima - international business faculty

Richland - total faculty

Addressing special needs of special populations

Berkeley, Coastline, Richland - all indicated total faculty

Staying current in academic or technical field - ALL site visit colleges indicated total faculty

Integrating academic and technical curricula

Berkeley and Richland

Overcoming cultural bias

Berkeley - international business faculty
Richland

Improving teaching performance - ALL indicated total faculty

Increasing productivity

Richland
Berkeley - total faculty

Applying technology

Berkeley and Richland

PARTNERSHIPS

32. **Please list all partnerships that are active and related to your college's international business associate degree program:**

Industry-
Community-
International-
Other educational-
Governmental-
Other-

BERKELEY

J.P. MORGAN
COLUMBIA UNIVERSITY
HBO
SOLOMON BROTHERS
THE GAP
KITANO HOTEL
CHASE BANK
PFIZER
ROCKEFELLER UNIVERSITY
J & H MARSH & MCLENNAN
SALVATION ARMY
U.S. BANKRUPTCY COURT
JALPAK AIRLINES, INC.
SMITH BARNEY
UNITED NATIONS
PEAT MARWICK
SHEARMAN & STERLING

COASTLINE

ERIC COMMUNITY COLLEGE
ORANGE COAST COLLEGE
UNITED PARCEL SERVICE
GOODWILL INDUSTRIES
A T & T
SADDLEBACK
WEST LOS ANGELES COLLEGE
LIBERTY NATIONAL BANK
WEBSTER UNIVERSITY
GOLDEN WEST COLLEGE
THE GAS COMPANY
GLENDALE COMMUNITY COLLEGE
SENATOR ROB HURTT
CALIFORNIA TRADE & COMMERCE
PEPPERDINE UNIVERSITY
UNITED THAI COUNCIL
SOUTHERN CALIFORNIA EDISON CO.
ORANGE COUNTY SMALL BUSINESS DEVELOPMENT CENTER
U.S. FOREIGN COMMERCIAL SERVICE
U.S. EXPORT ASSISTANCE CENTER
NATIONAL BANK OF SOUTHERN CALIFORNIA
U.S. SMALL BUSINESS ASSOCIATION
WORLD TRADE CENTER OF ORANGE COUNTY
ORANGE COUNTY BUSINESS COUNCIL

USAID (U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT)
 EXIM BANK(EXPORT-IMPORT BANK OF THE UNITED STATES)
 CEFO (CALIFORNIA EXPORT FINANCE OFFICE)
 INTERNATIONAL VISITORS AND PROTOCOL FOUNDATION
 BUREAU OF EXPORT ADMINISTRATION OF NEWPORT BEACH
 PROTOCOL OFFICE OF ORANGE COUNTY
 ORANGE COUNTY BUSINESS CONSORTIUM
 ORANGE COUNTY BUSINESS MINORITY BUSINESS COUNCIL
 MINORITY CHAMBER OF COMMERCE
 (VIETNAMESE, LOATIAN, HISPANIC BLACK, CHINESE, THAI)
 INTERNATIONAL MARKETING ASSOCIATION OF ORANGE
 COUNTY
 INLAND EMPIRE DISTRICT EXPORT ASSISTANCE CENTER
 CALIFORNIA STATE UNIVERSITY - LONG BEACH
 CALIFORNIA STATE UNIVERSITY - LOS ANGELES
 CALIFORNIA STATE UNIVERSITY - DOMINGUEZ HILLS

PIMA

SUNBELT WORLD TRADE ASSOCIATION

MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY,
 CANADA
 UNIVERSIDAD DE OCCIDENTE, MEXICO

RICHLAND

INTERNATIONAL DEPARTMENT OF THE GREATER DALLAS
 CHAMBER INCLUDING ITS INTERNATIONAL TRADE RESOURCE
 CENTER
 INTERNATIONAL SMALL BUSINESS DEVELOPMENT CENTER
 (DCCCD AND SMALL BUSINESS ADMINISTRATION)
 EXPORT ASSISTANCE CENTER OF THE U. S. DEPARTMENT OF
 COMMERCE
 INTERNATIONAL TRADE ASSOCIATION OF DALLAS-FT. WORTH
 WOMEN IN INTERNATIONAL TRADE IN TEXAS
 NORTH TEXAS CUSTOMS BROKERS AND FREIGHT
 FORWARDERS ASSOCIATION
 NATIONAL ASSOCIATION OF SMALL BUSINESS
 INTERNATIONAL TRADE ASSOCIATION
 CITY OF DALLAS OFFICE OF INTERNATIONAL AFFAIRS,
 INCLUDING IBTR ADVISORY COMMITTEE MEMBER

33. **Please list international business program marketing activities engaged in by your college.**

Each of the four colleges used the traditional semester schedules to list the international classes but no special treatment was done in any of the schedules. All site visit colleges also had professionally done program specific brochures for the international business program.

Coastline

Recently television advertisements focusing on the international business program have been the most effective in attracting students to these classes and program. The program had declined in enrollment some but these advertisements coupled with a consistent site for course offerings has generated increased enrollment.

The Dean of Business Chet Platt has been most supportive during the varying cycles of enrollment and works closely with the Center for International Trade and Development housed at a Coastline site but not the one where the international classes are held. He has also personally promoted these courses and program to local trade associations, and service area businesses and industries.

Pima

The primary advertising of the program is done by the International Development Center which works with the colleges located in other countries to produce advertising material in a joint publication highlighting all the partners.

In the Tucson area this program relies on the schedules distributed in routine service area mailings and its international business brochure which is available upon request.

Richland

Richland's Marketing Director calls on service area businesses and industry but the contacts are for the college in general and not specifically the international business program. The Richland schedule is mailed to over 300,000 households. The college does have its own web master which ensures that its pages are updated frequently and does have a special section for the international business program.

The Program Director, Pat Joiner, noted that especially the international students are attracted to the program by these pages.

The Program Director is very instrumental in building program awareness and is directly responsible for many of the advertisements and public announcements of the program being placed. She works with many local international organizations such as the World Trade Center, and the International Trade Association of Dallas and Fort Worth where she has been on the Board for years. Additionally, she has developed a good working relationship with the Dallas Morning News and the Dallas Business Journal personnel.

Richland has advertised this program specifically in the past but has discontinued the program emphasis advertisements. She states that she thought this advertising was very effective in attracting students who are new to the college or to this program.

Most of the students in the program stated they were looking for a class in the international business area when they found the Richland schedule offerings. None sited the web as an information source. Many had taken classes previously at Richland and some had taken international classes at Richland previously.

Berkeley

The partners of Berkeley namely the International Student Center for the college and Inter Nexus do the majority of the marketing for this program. High school recruitment activities are participated in locally. Internationally a representative of the college attends the same type of activities and follows up with personal contact to advisors and counselors to potential students. This international in-person recruitment has been done for several years by the Director of the International Student Center and is proving to be continually and increasingly effective.

Inter Nexus' office is located at the same location which serves as the primary delivery site for the program. The Inter Nexus personnel there actively support students participating in Berkeley's international business program while increasing their English language skills.

Most of the students interviewed in the class said they had learned about the program from knowing someone who had been in the program previously or had heard about it at a college recruitment activity. Word of mouth about the great internships with Fortune 500 companies serves as an excellent attracter of students.

POSITIONING THE ARCHITECTS

34. Which stakeholder group do you represent? (Mark all that apply)

<input type="checkbox"/> Advising and registration procedures	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> High school faculty	<input type="checkbox"/> High school administrator
<input type="checkbox"/> Community college faculty	<input type="checkbox"/> Community college Administrator
<input type="checkbox"/> Business/industry representative	<input type="checkbox"/> Contract education partner
<input type="checkbox"/> Labor representative	<input type="checkbox"/> Government representative

At each college an administrator, international business instructor, member of the Advisory Board, and students were interviewed and general comments collected from the class attended and included in this report.

35. What was your key role in developing this International Business program? (Please mark all that apply and designate the importance of the role to the development of the program with one (1) being the most important?)

<input type="checkbox"/> Resource acquisition	<input type="checkbox"/> Funding
<input type="checkbox"/> Capital	<input type="checkbox"/> Human resources
<input type="checkbox"/> Physical support including library, media, etc.	

Resource acquisition Program Directors at all 4 colleges indicated Human resources responsibility for physical support such as library, media, etc. of the international courses and program

Additional activities listed: Program design

36. Please indicate the type of your participation from the following list. Please list all that apply.

- Leadership
- Curriculum evaluation
- Subject matter expertise
- Students interested in taking the courses or currently taking courses
- Employers of potential students
- Curriculum development
- Curriculum implementation
- Academic advising
- Political finesse
- Administration
- Teaching

37. **Did you get external funding to support development of your international business program?**

Source of funds _____

Approximate amount of funds _____

Berkeley - No

Coastline - Yes - Federal and States Funds - Title VI-B

These were very important to the development of this program.

Pima - outgrowth of previous grant to International Projects Division of the college - grant was in the communications area

Richland - Title VI-B Grant

All three said that the receipt of the funds received was extremely important and that it unified the purpose of the College and the community.

STUDENT POPULATION

38. **Do students receive any form of special financial support to be students of this international business program?**

_____ Yes _____ No

If so, please list source and type:

Coastline - Tate Scholarships

Richland - Women in International Trade in Texas

ANALYZING THE CURRICULUM DEVELOPMENT OPTIONS

39. **What distance learning delivery modalities do you offer?**

_____ Off campus teaching	_____ Correspondence courses
_____ Televised courses	_____ Videotaped courses
_____ Interactive network courses	_____ Internet courses

Berkeley and Pima - None

Coastline - in planning stage are the Survey of International Business and Basic Importing courses due on the web in Fall, 1998

Richland - in planning stage is the Survey of International Business to be started Fall, 1999

Fall, 1998 television cable course with telephone interaction
Import Customs Regulations

40. What curriculum development options do you employ?

Needs Assessment	DATUM	Curriculum Design	Modification Pre-existing Curriculum	Merging two or more Two or more pre-Existing Curricula
Berkeley Coastline Pima Richland	Pima Richland	Berkeley Coastline Richland	Berkeley Coastline Pima Richland	Richland
Job/Task Analysis	Subject Matter Experts	Creation of New Curriculum	Source of pre-existing Curriculum	
Coastline Pima Richland	Berkeley Coastline Pima Richland	Berkeley Coastline Richland	Coastline Richland	

41. Was your international business program curriculum created from scratch?

_____ Yes (If yes, please answer the next two questions)
_____ No (If no, please skip to question 44)

YES NO

Berkeley Pima
Coastline
Richland

42. How long did it take you to design your initial program?

_____ Up to 3 months _____ Four to six months _____ Seven to nine Months
_____ Ten to twelve months _____ Over a year

Berkeley - over a year

Coastline - three years

Richland - 4-6 months initial curriculum and over a year for final approval

Note: extensive review of B.B.A./MBA materials for IBT and all materials, course outlines, etc. from the Academy of International Business

43. **How frequently did your group meet to design the curriculum?**
 Never (0) **Rarely (1-2 times)** **Occasionally (3-4 Times)**
 Frequently (5 times or more)

Berkeley, Coastline, and Richland all indicated frequently - 5 times or more

44. **Is your international association degree program a modification of an existing curriculum?** **Yes** **No**

If answer to question 44 was "yes", how long did it take you to modify your existing curriculum?

- Less than a month** **One to two months** **Three to four Months**
 Five to six months **More than six months**

Pima's is a modification and some of Richland's courses are a modification. Respondents unsure about the total modification time.

45. **Have you previously participated in any of the following curriculum development activities? (please mark all that apply)**
 Completed a curriculum development course
 Attended a professional development workshop on curriculum development
 Served on a curriculum development committee

Berkeley - served on a curriculum development committee

Coastline - professional course designers used to develop curriculum

Richland - Program Coordinator designed program and she had:

Completed a curriculum development course

Attended a professional development workshop on curriculum development

Served on a curriculum development committee

Additionally she had been employed with the Technical Occupational Department which is now the Higher Education Coordinating Board of Texas.

PILOT TESTING THE CURRICULUM

46. **Did you have others review your program curriculum before implementing it?**

 Yes (if yes, please answer the next two questions)

 No (if no, please move to question 49)

All site visit colleges indicated yes.

47. **Who was involved in reviewing your program's curriculum?**

Program Faculty	School/College	Labor Reps	Program Students	Business/Industry Representatives	Government Representatives
Berkeley	Berkeley	Coastline	Coastline	Berkeley	Berkeley
Coastline	Coastline	Richland		Coastline	Coastline
Pima	Pima			Pima	Pima
Richland	Richland				

Note: At Richland specific groups which reviewed the curriculum included: a community task force of two dozen, existing Management Careers Advisory Committee, all business instructors and Administrators whose area was affected by the degree.

48. **How many individuals were involved in the review process for your curriculum? (Mark one only)**

 1-5 8-10 11-15 16-20 20+

Berkeley	8 - 10
Coastline	Over 20
Pima	8 - 10
Richland	approximately 200

49. **How many courses were initially offered in the international business program?**

Berkeley	5
Coastline	3
Pima	5
Richland	7

50. What year was the first course offered?

_____ 1984	_____ 1985	_____ 1986	_____ 1987	_____ 1988	_____ 1989
_____ 1990	_____ 1991	_____ 1992	_____ 1993	_____ 1994	_____ 1995
_____ 1996					

Berkeley	1995
Coastline	1986
Pima	1993
Richland	1989

51. How many students were involved in the international business program?

College	1st Semester	1st Year	2nd Year	Current Year
Berkeley	60+	60+	60+	60+
Coastline	51-60	60+	60+	60+
Pima	1-9	1-9	10-15	30-35
Richland		150	175	225

VALIDATING THE CURRICULUM

52. What groups provided you with feedback for your program curriculum? (Please mark all that apply)

Program Faculty	School College Reps	Labor Reps	Program Students	Business/Industry Representatives	Government Representatives	Outside Experts
Berkeley	Berkeley	Coastline	Berkeley	Berkeley	Coastline	Berkeley
Coastline	Coastline		Coastline	Coastline	Richland	Coastline
Richland	Richland		Richland	Richland		Richland

ADOPTING AND ENHANCING THE CURRICULUM

53. What groups were involved in obtaining State approval of your international business Curriculum?

Program Faculty	School College Reps	Labor Reps	Program Students	Business/Industry Representatives	Government Representative	Outside Experts
Berkeley	Berkeley	Coastline	Coastline	Berkeley	Berkeley	Coastline
Pima	Coastline		Pima	Coastline	Coastline	Curriculum
Richland	Pima Richland		Richland	Pima Richland	Richland	Developer

54. What groups are currently involved with improving your international business curriculum?

Program Faculty	School/ College Reps	Labor Reps	Program Students	Business/Industry Representatives	Government Representative	Outside Experts
Berkeley	Berkeley		Berkeley	Berkeley		
Coastline	Coastline		Coastline	Coastline	Coastline	
Pima	Pima		Pima	Pima	Pima	
Richland	Richland		Richland	Richland	Richland	

Note: Richland is currently involved in the statewide initiative called Workforce Education Course

Manual which will standardize course offerings in Texas and reduce the number of titles in the inventory to approximately 15,000 down from 60,000 by combining similar competency courses. 90% of Richland's program has been adopted and 100% of the program was used as a model/and or starting point for the curriculum combination and common core establishment.

55. **How often do you review your international business curriculum?**
(Please mark only one)

Every year Every two years Every three years Other

Coastline
Richland

Pima

Berkeley - every 5 years

INTERNALIZING AND INSTITUTIONALIZING THE CURRICULUM

56. **What indicates that your program has become a permanent part of your school or college? (Mark all that apply).**

Inclusion in Course Catalog	Additional Course Offerings	Adequate/ Increased Funding	Accreditation Of Program	Articulation Agreements
Berkeley Coastline Pima Richland	Berkeley Coastline Pima Richland	Berkeley Pima Richland*	Berkeley Richland	Berkeley Richland

*Funding for resources challenging with frequently changing environment.

New Staff Added	Increased Enrollments	State Approval of Program	Approval of Licensing / Certifying Agency	Other
Berkeley Pima	Berkeley Pima Richland	Berkeley Pima Richland		

Added Notes: An indicator for Coastline is the establishment of a consistent site for international business classes.

Richland-- see Note on question 54 regarding statewide initiative.

PERFORMANCE ASSESSMENT OF THE CURRICULUM

57. **Have you personally participated in the following curriculum evaluation activities? (Please mark all that apply)**

Completed a course on curriculum development

Richland

Attended a professional development workshop on curriculum evaluation.

Pima

Richland

Served on a curriculum evaluation committee.

Berkeley

Pima

Richland

58. **How do you assess the effectiveness of your international business program?**

Student Evaluations	Faculty Evaluations	Employer Evaluations	Number of Students in Program Graduates	Number of Associate Degree
Berkeley	Berkeley	Richland	Berkeley	Richland
Coastline Pima Richland	Coastline Pima Richland		Coastline Pima Richland	

59. **Does your college conduct follow-up employer evaluations of international business graduates?**

YES

Richland

NO

Berkeley
Coastline
Pima

Surveys done by methods such as at Advisory Committees and/or by telephone; no hard copy available.

60. **Which of the following sources influenced or assisted in development of curriculum components?**

Number of articulation agreements with four year colleges

None

Program job placement rate

Richland

Curriculum components - assistance from outside sources

Berkeley

Richland

Employment of graduates

Berkeley (most important)

Richland

Sister Cities' affiliation

City of Dallas has this affiliation not the District

Faculty

Richland--release time, exchange programs, grant writing support and many professional development activities.

Other

Coastline - Receipt of Grant

Demand of business and industry for internationally skilled employees

Pima - Sun Belt Trade Association

Business advisory committees

Richland - local business, trade, and government representatives

61. **Indicate from the list below all resources which provide support to the quality and to the continuance of the international business program.**

Course competencies identification in syllabi

Pima

Richland

Library holdings

Berkeley
Coastline
Pima
Richland

Student services

Pima
Richland

New courses developed and delivered

Berkeley
Coastline (most important)
Pima
Richland

Constant updates of programs

Berkeley
Coastline
Pima
Richland

Admission and recruitment

Berkeley (most important)
Coastline
Pima
Richland

Hiring procedures

Berkeley
Pima
Richland

Input from industry

Berkeley
Pima (most important)
Richland

Donations - please specify

Some colleges indicated a good system is not in place to solicit or manage donations.

62. **Greenfield in 1990 (page 3) identifies the following components as essential to assure success. Which of these are present at your college? Check all that apply to your college.**

A commitment from the Board of Trustees via a supportive policy statement.

Berkeley
Pima
Richland

Inclusion of international (and intercultural/multi cultural) education in the mission and goals statement of the college.

Coastline
Pima
Richland

A process of ongoing involvement of interested faculty and staff.

Berkeley
Coastline
Pima
Richland - only with administrative help in assignments

An adequate structure to administer or coordinate programs and resources with qualified knowledgeable personnel. A full-time director or at least a faculty member with substantial release time, a clearly visible office, and clerical support are absolutely necessary, as are funds for publicity, program development and travel.

Coastline
Pima

A good public information system to keep the college and community aware of the program and its activities.

Berkeley
Coastline

Participation by community advisory and support groups.

Berkeley
Coastline
Pima
Richland

A strong commitment by the President and key academic leaders and interested faculty.

Berkeley
Coastline
Pima
Richland

Strategies to develop international awareness/cultural sensitivity campus wide

Coastline
Pima
Richland

63. **Backman in 1984, as cited in Raby and Tarrow (xxv), proposes the following categories of major obstacles to international education at the community college. Please indicate which are present at your college and discuss briefly.**

Lack of institutional commitment from top administrators.

None

Faculty opposition.

Some reservations to fast-track and/or weekend classes.

Lack of attention to international education in the institutional mission statement.

Berkeley

Current institutional structure (new programs seen as a threat)

Inadequate funding

Additional obstacles cited by Raby and Tarrow are:

Natural resistance to change.

Ethnocentrism

Additional Note: Programs require clerical support and funds and need a full-time director.

64. **Please check all of the following that are activities at your college.**

Enlightening of administrators

Coastline

Pima

Richland - enlightened administrators already present - total faculty and administrator up-dates continual

Commitment to international education as an important criterion in the selection process for new administrators and faculty.

Coastline

Pima

Richland

Campus-wide faculty committees under the leadership of highly respected colleagues.

Coastline

Pima

Richland

Incentives for course revision

Richland - not money.

Travel funds for faculty and administrators

Berkeley

Pima

Richland

Faculty exchange programs

Richland

Cooperative development of mission statements at the level of individual areas and the college as a whole

Coastline

Pima

Richland

Curriculum efforts involving the creation of interdisciplinary courses and programs

Berkeley
Coastline
Pima
Richland

Support for grant writing

Coastline
Pima
Richland

Utilization of discretionary funds by Deans or the Academic Vice President to serve as seed money for new projects.

Coastline
Richland

Involvement in broad-based regional consortia with two-year and four-year institutions.

Coastline
Richland

65. **Please list any additional comments or activities, etc. that you feel are relevant to presenting a complete description of international business education at your college that you would want included in this report.**

Need specific funding for the international business associate degree

Need a full-time (12 month) teaching administrator.

Need both clerical and teaching support.

Need full-time faculty for this specific program.

This program is essentially a fast track night and/or weekend program which requires more support than a traditional educational course such as history.

At Richland languages may be included in advance certificates and should focus on one geographic region.

APPENDIX I

PIMA'S FAST TRACK AND TWO-YEAR

INTERNATIONAL BUSINESS

ASSOCIATE'S DEGREES

**North American Development Program
An International Business Program
Course of Study
Mohawk College and Pima Community College
September 1998 through August 1999**

In the Fall of 1998, students will initiate their North American experience in Hamilton, Ontario, Canada at Mohawk College. There they will undertake courses in English, Entrepreneurship and Small Business Management. In December, participants will travel to Tucson, Arizona in the United States and attend Pima Community College. Here students will engage in a variety of courses in International Business and Management.

The following is a summary of those courses:

FALL SEMESTER 1998 (September through December) - MOHAWK COLLEGE

MAN 280 (BI 501)	Business Organization and Management
ASC 251 (BI 502)	Business Communications
MAN 110 (BI 503)	Human Relations
ACC 101 (BI 504)	Financial Accounting
BUS 100 (BI 505)	Introduction to Business
IBS 160 (BI 506)	Hosting Foreign Business Personnel
IBS 135 (BI 507)	International Career
BUS 105	Survey of Microcomputer Use

WINTER SEMESTER 1998 (December through January) - PIMA COMMUNITY COLLEGE

<u>Course #:</u>	<u>Credit Hours:</u>	<u>Course Description:</u>
POS 120	3	Introduction to International Relations Examination of contemporary international relations. Includes an overview of various frameworks for the analysis of international relations, the concept of power, formation of foreign policy, international law, international and regional organizations, and the economic, social and political determinants of global political behavior.

SPRING SEMESTER 1999 (January through May) - PIMA COMMUNITY COLLEGE

<u>Course #:</u>	<u>Credit Hours:</u>	<u>Course Description:</u>
IBS 120	1	Cultural Similarities & Differences Between the United States and Latin American Countries Examination of the cultural values of Latin American countries in comparison to the U.S. Includes social and religious customs, roles of men and women, attitudes toward time, humor, drugs and alcohol, and patterns of communication. Also includes political, educational and legal structures, health care values, attitudes towards shopping and conducting business, business structure, ethics and values.
IBS 136	3	Global Economy Fundamental principles of the global economy. Includes a survey of international trade, currency exchange rate, balance of payment, price levels and currency depreciation and policy recommendations available to governments. Also includes methods of limiting imports and eliminating trade barriers.
IBS 140	3	Basic Techniques of International Trade Principles of international trade. Includes political and legal factors, export documentation, customs regulations, financial considerations trade zones, trading companies, communications, exporting techniques, and case studies with an emphasis on Latin America.

SPRING SEMESTER 1999 (January through May) - PIMA COMMUNITY COLLEGE (continued)

<u>Course #:</u>	<u>Credit Hours:</u>	<u>Course Description:</u>
IBS 170	3	Doing Business with Mexico United States and Mexico conducting business together. Includes current conditions, categories of business, financial arrangements, maquiladoras, the bureaucracy, culture, and communication.
BUS 210	3	International Business Introduction to international business, focusing on the environmental and strategic complexities that arise when business activities transcend international borders. Includes the language of international business and the basic do's and don'ts within various foreign business societies.
BUS 220	3	Legal Environment of Business (International Law) Legal and social environment of business. Includes an introduction to law (international), public and private law, business formation and business and government regulation. An overview of the civil law system in Latin America.
IBS 298	3	Co-op Work Experience

SUMMER SEMESTER 1999 (May through August) - PIMA COMMUNITY COLLEGE

<u>Course #:</u>	<u>Credit Hours:</u>	<u>Course Description:</u>
MAN 122	3	Supervision Principles of personnel supervision. Historical development, recruitment, training and evaluation of employees, decision-making and the role of labor unions.
MAN 124	3	Small Business Management Analysis of the practical problems of organizing and managing a successful small business. Includes practical problems in quantitative analysis, causes of business failure, record keeping, sales promotion, marketing, budgeting, employee relations and small business case studies. Emphasis on the managerial activities of the entrepreneur and their application to good business practice.
MKT 111	3	Marketing Basic principles of moving goods and services from producer to consumer. Includes functions of marketing in relation to manufacturing, wholesaling and retailing.
SPE 120	3	Business and Professional Communication Study and training in communication within work situations. Includes oral reports, interviewing, persuasion, listening, and group problem-solving and decision-making.

Program Structure

The program has a duration of 16 or 20 months (4 or 5 four-month semesters⁵), and contains one four-month academic module in each country. In addition, each student must complete a four-month Work Experience in a partner-country or the student's own country.

During the academic module, students benefit from one or two days per week work experience, which can be replaced by mentoring from work and industry.

Classes are limited to appr. 33 students, the main part of which are equally recruited from the 3 core countries and the rest from other countries.

Table 5.1

GLOBAL BUSINESS DEVELOPMENT PROGRAM USA - CANADA - DENMARK - OPTIONAL SITE (E.G. SINGAPORE)

Year 1

Year 2

Module 1	Module 2	Module 3	Module 4	Optional Module 5
18 weeks (03 - 20)	14 weeks (24 - 37)	14 weeks (37 - 50)	15 weeks (03 - 17)	17 weeks (18 - 34)
appr. 18.01 - 21.05	appr. 14.06 - 17.09	appr. 20.9 - 17.12	appr. 18.01 - 29.04	appr. 03.05 - 27.08
Study Term	Study Term	Work Experience Term	Study Term	Study Term or Employment
Plus: Part-time Work Experience 2 days internship	Plus: Part-time Work Experience		Plus: Part-time Work Experience	Plus: Part-time Work Experience
Pima Community College, Tucson, Arizona, USA	Mohawk College of Applied Arts and Technology, Hamilton, Ontario, CANADA	Company in a partner-country or the student's own country	Niels Brock CBC, Copenhagen, DENMARK	Optional Site E.g. TEMASEK POLYTECHNIC/ES, SINGAPORE

⁵ The term trimester has been omitted as this term in Europe indicates that a year has been divided into 3 four-month teaching periods. In many countries does an academic year (calendar year) involve 2 halves (semesters) containing each approx. four months of teaching (14-18 weeks)

APPENDIX J

BERKELEY'S INTERNATIONAL BUSINESS DEGREES

PROFESSIONAL COMPETENCIES AND OUTCOMES

INTERNATIONAL BUSINESS PROGRAMS

Berkeley offers two degree programs in International Business—A.S. and A.A.S. Both programs explore the dynamics of multinational and multicultural business environments and prepare students to manage successfully in the large, multinational markets that are emerging in North and South America, Europe, the Pacific Rim, and elsewhere. Students who wish to develop proficiency in either Spanish or French—two important international business languages—should choose the A.S. degree program presented below, while those who prefer to focus more intensively on business studies should choose the A.A.S. degree program shown on pages 24 and 25.

INTERNATIONAL BUSINESS PROGRAM

A.S. DEGREE

Foreign Language Study Required

*OFFERED AT ALL CAMPUSES

COURSE REQUIREMENTS	Qtr. hrs.	credit		Qtr. hrs.	credit
MAJOR COURSES			BUSINESS ELECTIVES		
IB101 International Business.....	4		IB230 International Marketing.....	4	
IB220 International Trade.....	4		IB250 International Sourcing.....	3	
IB240 International Management.....	4		IB260 International Business Seminar.....	2	
IB290 International Business Internship.....	5		B122 Financial Accounting II.....	4	
GS261 World Cultures.....	4		B125 Managerial Accounting.....	4	
GS265 Cross-Cultural Strategies.....	2		B208 Quantitative Business Methods.....	4	
Foreign Language I.....	4		B209 Principles of Finance.....	4	
Foreign Language II.....	4		B210 Internship.....	3	
Foreign Language III.....	4		B212 Advertising and Promotion.....	4	
BUSINESS COURSES			B217 Global Sales Seminar.....	2	
B100 Business Organization and Management.....	4		B231 Business Law.....	4	
B110 Mathematics for Business.....	4		B242 Principles of Management.....	4	
B121 Financial Accounting I.....	4		B255 Entrepreneurship.....	4	
B220 Placement Seminar.....	1		B270 Business Colloquium.....	2	
B242 Principles of Management.....	4		TT101 Travel & Tourism.....	3	
CA101 Computer Essentials.....	2		FOREIGN LANGUAGE ELECTIVES		
CA110 Computer Applications.....	3		SP201 Spanish Conversation.....	4	
OA101 Keyboarding.....	2		SP202 Spanish for International Affairs.....	4	
GENERAL EDUCATION COURSES			SP203 Special Topics in Spanish.....	4	
E101 English Composition I.....	3		FR201 French Conversation.....	4	
E102 English Composition II.....	3		FR202 French for International Affairs.....	4	
E103 English Composition III.....	3		FR203 Special Topics in French.....	4	
E111 Oral Communication.....	3		Others as posted		
G100 Freshman Seminar.....	1		GENERAL EDUCATION ELECTIVES..... See page 84		
GS110 Group Dynamics.....	3		In the sixth quarter most courses are offered only during the late afternoon and early evening so as to not interfere with internships.		
GS136 Microeconomics.....	4		*Students at Bergen and Middlesex complete their final three quarters at the Garret Mountain campus.		
Mathematics/Science Elective.....	4				
General Education Elective.....	4				
FREE ELECTIVE.....	3				

90 CREDIT HOURS REQUIRED FOR GRADUATION

**INTERNATIONAL BUSINESS PROGRAM
A.S. DEGREE**

*OFFERED AT ALL CAMPUSES

SAMPLE PROGRAM SEQUENCE

	Qtr. hrs. credit
FIRST QUARTER	
B100 Business Organization and Management.....	4
CA101 Computer Essentials.....	2
GS110 Group Dynamics.....	3
B110 Mathematics for Business.....	4
OA101 Keyboarding.....	2
G100 Freshman Seminar.....	1
SECOND QUARTER	
B121 Financial Accounting I.....	4
CA110 Computer Applications.....	3
E101 English Composition I.....	3
Foreign Language I.....	4
THIRD QUARTER	
IB101 International Business.....	4
GS261 World Cultures.....	4
E102 English Composition II.....	3
Foreign Language II.....	4
FOURTH QUARTER	
IB220 International Trade.....	4
GS265 Cross-Cultural Strategies.....	2
B242 Principles of Management.....	4
E103 English Composition III.....	3
Foreign Language III.....	4
FIFTH QUARTER	
IB230 International Management.....	4
GS136 Microeconomics.....	4
B220 Placement Seminar.....	1
E111 Oral Communication.....	3
Free Elective.....	3
SIXTH QUARTER	
IB290 International Business Internship.....	5
General Education Elective.....	4
Mathematics/Science Elective.....	4

90 CREDIT HOURS REQUIRED FOR GRADUATION

PARTIAL LISTING OF COURSES

INTERNATIONAL BUSINESS Explores the diverse environments, management concerns, financial issues, and marketing questions faced by international business organizations. Provides students with a heightened global awareness as they seek the knowledge and skills needed to function competitively in an increasingly inter-dependent world.

INTERNATIONAL TRADE Focuses on the current patterns of international trade and on the procedures and documentation used in the handling of imports and exports. Includes the theories underlying and the controversies about international trade, tariff and non-tariff barriers to trade, transportation modes, financing of exports, and the impact on trade of designated free trade areas such as the European Union and the North American Free Trade Agreement.

INTERNATIONAL MANAGEMENT Concentrates on various aspects of international management linking theory and research findings with international management practice. Topics covered include a discussion of the challenges of managing international organizations, the impact of culture on organizations, and the management of cultural diversity at home and abroad.

INTERNATIONAL BUSINESS INTERNSHIP Work experience program which provides International Business students with full-time internships in their major.

WORLD CULTURES An introduction to cultural anthropology. In order to better understand our human nature, the course examines the norms, values, and practices of a variety of cultures. Specific attention is given to those universals which are found in nearly all societies.

CROSS-CULTURAL STRATEGIES Explores cross-cultural differences as they relate to interpersonal skills and communication. Focus on cultural traditions and mores that are often invisible to the outsider.

INTERNATIONAL BUSINESS PROGRAM**A.A.S. DEGREE**

Foreign Language Study Not Required

*OFFERED AT ALL CAMPUSES

The A.A.S. degree program in International Business integrates a solid foundation in international trade, marketing, and management; a knowledge of global business practices; an understanding of cultural and environmental contexts of international business; and strong technological skills.

COURSE REQUIREMENTS	Qtr. hrs. credit	Qtr. hrs. credit
MAJOR COURSES		
IB101 International Business.....	4	
IB220 International Trade.....	4	
IB230 International Marketing.....	4	
IB240 International Management.....	4	
IB290 International Business Internship.....	5	
GS261 World Cultures.....	4	
GS265 Cross-Cultural Strategies.....	2	
BUSINESS COURSES		
B100 Business Organization and Management.....	4	
B110 Mathematics for Business.....	4	
B121 Financial Accounting I.....	4	
B130 Principles of Marketing.....	4	
B220 Placement Seminar.....	1	
B242 Principles of Management.....	4	
COMPUTER COURSES		
CA101 Computer Essentials.....	2	
CA110 Computer Applications.....	3	
CA202 Integrated Software Skills.....	1	
CA222 Advanced Spreadsheets.....	2	
OA101 Keyboarding.....	2	
Advanced Computer Elective.....	2	
GENERAL EDUCATION COURSES		
E101 English Composition I.....	3	
E102 English Composition II.....	3	
E103 English Composition III.....	3	
E111 Oral Communication.....	3	
G100 Freshman Seminar.....	1	
GS110 Group Dynamics.....	3	
GS141 Psychology.....	4	
Humanities Elective.....	3	
Mathematics/Science Elective.....	4	
FREE ELECTIVE	3	
90 CREDIT HOURS REQUIRED FOR GRADUATION		
BUSINESS ELECTIVES		
B122 Financial Accounting II.....	4	
B125 Managerial Accounting.....	4	
B136 Professional Selling.....	3	
B208 Quantitative Business Methods.....	4	
B209 Principles of Finance.....	4	
B210 Internship.....	3	
B212 Advertising and Promotion.....	4	
B217 Global Sales Seminar.....	2	
B231 Business Law.....	4	
B244 Organizational Behavior.....	4	
B246 Management Seminar.....	2	
B255 Entrepreneurship.....	4	
B270 Business Colloquium.....	2	
IB260 International Business Seminar.....	2	
IB250 International Sourcing.....	3	
TT101 Travel & Tourism.....	1	
Others as posted		
ADVANCED COMPUTER ELECTIVES		
CA105 Advanced Word Processing.....	1	
CA224 Advanced Database Management Systems.....	2	
CA226 Advanced Graphics.....	2	
CA270 Electronic Communication.....	2	
CA280 On-line Data Services.....	2	
CA290 Multimedia and the World Wide Web.....	2	
GENERAL EDUCATION ELECTIVES	See page 8-	
In the sixth quarter most courses are offered only during the late afternoon and early evening so as to not interfere with internships.		
*Students at Bergen and Middlesex complete their final three quarters at the Garret Mountain campus.		

**INTERNATIONAL BUSINESS PROGRAM
A.A.S. DEGREE**

*OFFERED AT ALL CAMPUSES

SAMPLE PROGRAM SEQUENCE

	Qtr. hrs. credit
FIRST QUARTER	
B100 Business Organization and Management.....	4
CA101 Computer Essentials.....	2
GS110 Group Dynamics.....	3
B110 Mathematics for Business.....	4
OA101 Keyboarding.....	2
G100 Freshman Seminar.....	1
SECOND QUARTER	
B121 Financial Accounting I.....	4
GS141 Psychology.....	4
CA110 Computer Applications.....	3
E101 English Composition I.....	3
THIRD QUARTER	
IB101 International Business.....	4
GS261 World Cultures.....	4
B242 Principles of Management.....	4
CA222 Advanced Spreadsheets.....	2
E102 English Composition II.....	3
FOURTH QUARTER	
IB220 International Trade.....	4
IB240 International Management.....	4
B130 Principles of Marketing.....	4
E103 English Composition III.....	3
Advanced Computer Elective.....	2
FIFTH QUARTER	
IB230 International Marketing.....	4
GS265 Cross-Cultural Strategies.....	2
E111 Oral Communication.....	3
CA202 Integrated Software Skills.....	1
B220 Placement Seminar.....	1
Free Elective.....	3
SIXTH QUARTER	
IB290 International Business Internship.....	5
Humanities Elective.....	3
Mathematics/Science Elective.....	4

90 CREDIT HOURS REQUIRED FOR GRADUATION

PARTIAL LISTING OF COURSES

INTERNATIONAL BUSINESS Explores the diverse environments, management concerns, financial issues, and marketing questions faced by international business organizations. Provides students with a heightened global awareness as they seek the knowledge and skills needed to function competitively in an increasingly interdependent world.

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INTERNATIONAL MARKETING Considers the fundamental concepts, principles, and theories of marketing in an international setting and addresses the global issues that challenge today's marketer. Techniques for successfully entering and exploiting international markets, the basic elements of an international marketing mix, and the diverse cultural influences on marketing management and strategies are studied.

INTERNATIONAL MANAGEMENT Focuses on the challenges of managing international organizations, the impact of culture on organizations, and the management of cultural diversity at home and abroad.

INTERNATIONAL BUSINESS INTERNSHIP Work experience program which provides International Business students with full-time internships in their major.

WORLD CULTURES An introduction to cultural anthropology. In order to better understand our human nature, the course examines the norms, values, and practices of a variety of cultures. Specific attention is given to those universals which are found in nearly all societies.

CROSS-CULTURAL STRATEGIES Explores cross-cultural differences as they relate to interpersonal skills and communication. Focus on cultural traditions and mores that are often invisible to the outsider.

**INTERNATIONAL BUSINESS PROGRAM
A.A.S. DEGREE**

*OFFERED AT ALL CAMPUSES

SAMPLE PROGRAM SEQUENCE

	Qtr. hrs. credit
FIRST QUARTER	
B100 Business Organization and Management.....	4
CA101 Computer Essentials.....	2
GS110 Group Dynamics.....	3
B110 Mathematics for Business.....	4
OA101 Keyboarding.....	2
G100 Freshman Seminar.....	1
SECOND QUARTER	
B121 Financial Accounting I.....	4
GS141 Psychology.....	4
CA110 Computer Applications.....	3
E101 English Composition I.....	3
THIRD QUARTER	
IB101 International Business.....	4
GS261 World Cultures.....	4
B242 Principles of Management.....	4
CA222 Advanced Spreadsheets.....	2
E102 English Composition II.....	3
FOURTH QUARTER	
IB220 International Trade.....	4
IB240 International Management.....	4
B130 Principles of Marketing.....	4
E103 English Composition III.....	3
Advanced Computer Elective.....	2
FIFTH QUARTER	
IB230 International Marketing.....	4
GS265 Cross-Cultural Strategies.....	2
E111 Oral Communication.....	3
CA202 Integrated Software Skills.....	1
B220 Placement Seminar.....	1
Free Elective.....	3
SIXTH QUARTER	
IB290 International Business Internship.....	5
Humanities Elective.....	3
Mathematics/Science Elective.....	4

90 CREDIT HOURS REQUIRED FOR GRADUATION

PARTIAL LISTING OF COURSES

INTERNATIONAL BUSINESS Explores the diverse environments, management concerns, financial issues, and marketing questions faced by international business organizations. Provides students with a heightened global awareness as they seek the knowledge and skills needed to function competitively in an increasingly interdependent world.

INTERNATIONAL TRADE Focuses on the current patterns of international trade and on the procedures and documentation used in the handling of imports and exports. Includes the theories underlying and the controversies about international trade, tariff and non-tariff barriers to trade, transportation modes, financing of exports, and the impact on trade of designated free trade areas such as the European Union and the North American Free Trade Agreement.

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CROSS-CULTURAL STRATEGIES Explores cross-cultural differences as they relate to interpersonal skills and communication. Focus on cultural traditions and mores that are often invisible to the outsider.

AIMS OF THE INTERNATIONAL MANAGEMENT DEGREE PROGRAM**Professional Competencies Achieved:**

- * **Conceptual Competence** - the student will understand the theoretical foundations of the profession.
- * **Technical Competence** - the student will be able to perform the required skills of the profession.
- * **Integrative Competence** - the student will be able to meld theory and skills in the practice setting.
- * **Career Marketability** - the student's acquired education and training will be highly marketable.

Outcomes:

- * **Communication Competence** - the graduate can read, write, speak, and listen and use these effectively to acquire, develop, and convey ideas and information in at least two languages.
- * **Critical Thinking** - The graduate examines issues rationally, logically, and coherently.
- * **Contextual Competence** - the graduate has an understanding of the societal context (environment) in which the profession is practiced.
- * **Professional Ethics** - the graduate understands and accepts the ethics of the profession as standards that guide professional behavior.
- * **Adaptive Competence** - the graduate anticipates, adapts to, and promotes changes important to the profession's societal purpose and the professional's role.
- * **Leadership Capacity** - the graduate exhibits the capacity to contribute as a productive member of the profession and to assume leadership roles as appropriate in the profession and in society.
- * **Global Perspective** - the graduate has acquired an understanding and acceptance of and a sensitivity for cultural differences.
- * **Motivation for Continued Learning** - the graduate continues to explore and expand personal, civic and professional knowledge and skills throughout a lifetime.

APPENDIX K

EL PASSO'S INTERNATIONAL BUSINESS

DACUM

DACUM Session October 22, 1997
Page 3

DACUM ANALYSIS

OCCUPATION: INTERNATIONAL TRADE ASSISTANT PROGRAM: INTERNATIONAL TRADE AND BUSINESS

OCCUPATION: INTERNATIONAL TRADE ASSISTANT PROGRAM: INTERNATIONAL TRADE AND BUSINESS

Continuation of Job-Related Development Services (JDS) for DACUM

PROFESSION-ALISM	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	6.10	6.11
9.0	Exhibit motivation	Demonstrate initiative	Exhibit loyalty	Adhere to organizational code of ethics	Practice the team concept	Display professional appearance	Continue education	Exhibit professional demeanor	Maintain confidentiality	Develop a professional portfolio	Participate in Lions Club membership
COMPUTER	Participate in other professional organizations	Operate P.C.	Use efficient computer software	Update master files, e.g., computer, account, client lists	Adhere to copyright laws and policies	Maintain company security	Maintain software security	Utilize computerized systems, e.g.,	Computerized tariff schedule	Utilize North American Trade Association Publications (NATAP)	Create presentation materials, e.g.,
7.0	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	7.10	7.11
	Operate P.C.	Use efficient computer software	Update master files, e.g., computer, account, client lists	Adhere to copyright laws and policies	Maintain company security	Maintain software security	Utilize computerized systems, e.g.,	Computerized tariff schedule	Utilize North American Trade Association Publications (NATAP)	Create presentation materials, e.g.,	
	7.1	7.2 (Cont)	7.3	7.4	7.5	7.6	7.7	7.8	7.9	7.10	7.11
	handouts, slides, overheads	Update Web site	Surf the Internet	Use software environment	Send and receive E-mail	Utilize desktop publishing software, e.g., PageMaker					
	7.9 (Cont)										

El Paso Community College FACILITATOR: Carmen T. Delgado REORDER: Lori Ellis DATE: October 23, 1997 LOCATION: El Paso Community College

- PANEL MEMBERS:
- Ricardo Alcaraz, Vice President, Brown, Alcaraz, and Brown
 - Fernando Barreal, Quality Assurance Engineer, U.F.E. (United for Excellence)
 - Anna Fernandez, Consultant, Management Dynamics
 - Manuel Flores, Quality Engineer Assistant, Thermotech Minerals Corporation
 - Gabriel Suarez, Marketing Manager, Arma
 - Chloe Vasquez, Human Resources Generalist, The Human Element of Business, Inc.
- © El Paso Community College

DACUM ANALYSIS

OCCUPATION: INTERNATIONAL TRADE ASSISTANT

PROGRAM: INTERNATIONAL TRADE AND BUSINESS

P.O. Box 20500, El Paso, Texas 79968		Certificate and Instructional Development Services (CIDS) 094-1094									
INTERNATIONAL BUSINESS PROTOCOL 3.0	Interpret cultural differences 3.1	Utilize accepted international business practices 3.2	Identify and minimize culture shock 3.3	Train in cultural diversity, e.g., expatriates and host country 3.4	national and vice versa 3.4 (Cont.)	Define and demonstrate basic cultural mores 3.5	Expedite documentation for exports and imports 3.6	Address clients by formal titles 3.7	Use appropriate greetings, e.g., hugs, handshakes, bows, gender salutations (salto, saludos, jaysen) 3.8	Adapt to different technological environments, e.g., 3.9	
	computers, laptops, office equipment, production lines, telephone systems 3.9 (Cont.)	Locate embassies of designated countries 3.10	Describe the cultural and social aspects and environment of designated countries 3.11	Describe the geography of designated countries 3.12	Describe the political environment of designated countries, e.g., politics, government 3.13	Recognize business hierarchy in Asian cultures 3.14	Describe regional cultural differences within a country 3.15	Identify internationally appropriate seating arrangements 3.16	Differentiate between résumés requirements in specified countries 3.17		
MANAGEMENT 4.0	Comply with Human Resource laws, e.g., 4.1	EEOC, ADA, sexual harassment 4.1 (Cont.)	Define the chain of command in an organizational structure 4.2	Assign and monitor workflow of subordinates 4.3	Plan daily activities 4.4	Coordinate marketing and sales strategies 4.5	Employ marketing principles: planning, product, 4.6	pricing, promotion 4.6 (Cont.)	Practice negotiation skills with co-workers, clients, customers, and vendors 4.7	Follow company policies and procedures, i.e., 4.8	
	practices cause and effect, 4.8 (Cont.)	apply fishbone diagram (manpower, materials, machine, methods, media) 4.8 (Cont.)	refer to flow charts 4.8 (Cont.)	Apply decision-making skills 4.9	Demonstrate organizational skills: organize an event 4.10	Develop cost reduction strategies 4.11	Assist in the budget process 4.12	Forecast changes based on customer demand 4.13	Counsel employees 4.14	Interview potential employees 4.15	
COMMUNICATION 5.0	Communicate orally in Spanish and English (bilingual) 5.1	Communicate with customers, vendors, and clients 5.2	Translate orally and in writing 5.3	Define International terminology 5.4	Communicate with different levels of employees, e.g., 5.5	subordinates, supervisors, colleagues 5.5 (Cont.)	Utilize communication methods: e-mail, overheads, 5.6	video players, LCD-projectors, tape recorders 5.6 (Cont.)	Present at staff meetings 5.7	Write reports, e.g., memos, letters, 5.8	
	Present business services and products 5.9	Acquire basic language skills: Mandarin, Korean, Japanese, 5.10	Portuguese, Chinese, German, French 5.10 (Cont.)	Interpret body language 5.11	Demonstrate telephone etiquette 5.12					proposals, activity reports 5.8 (Cont.)	

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DACUM ANALYSIS

OCCUPATION: INTERNATIONAL TRADE ASSISTANT

PROGRAM: INTERNATIONAL TRADE AND BUSINESS

P.O. Box 20500, El Paso, Texas 79976		Curriculum and Instructional Development Services (915) 594-2654									
INTERNATIONAL BUSINESS 1.0	Advise client on procedures for buying and selling products in foreign countries 1.1	Identify procedures for buying and selling products in and from foreign countries 1.2	Calculate international tariffs 1.3	Calculate and determine dimension equivalencies (intermodal) 1.4	Identify and convert different currencies 1.5	Define North American Free Trade (NAFTA) procedures in business 1.6	Define Tratado de Libre Comercio de America del Norte procedures 1.7	Apply international commercial terms 1.8	Explain ISO 14000 and ISO 9000 basic requirements 1.9	Obtain required inoculations for international travel 1.10	Identify acronyms for government agencies 1.11
	Obtain legal permits for travel 1.12	Present merchandise within a given country 1.13	Interpret formation of magnitude and price laws 1.14	Practice risk management 1.15	Evaluate letters of credit 1.16	Identify customer needs 1.17	Identify demographics of host country and local area 1.18	Identify embassy for documentation to be viewed 1.19	Identify international organizations, e.g., World Trade Organization (WTO), 1.20	International Monetary Fund (IMF), World Bank 1.20 (Cont.)	Conform to Uniform Commercial Code 1.21
	Locate embassies of designated countries 1.22	Optimize logistics (warehousing, transportation) 1.23	Obtain international carnet 1.24	Identify business opportunities in various ITLB fields: twin plants, customs brokers, 1.25 (Cont.)	transportation (rail, air, truck, ship), international banking, international sales 1.26	Demonstrate basic accounting skills 1.26	Practice good customer service 1.27	Recognize globalization trends 1.28	Read and evaluate updated business publications, e.g., <u>The Wall Street Journal</u> , <u>Business Week</u> , 1.29	<u>Business Journal</u> , <u>Twin Plant News</u> 1.29 (Cont.)	
LEGAL ASPECTS 2.0	Interpret state, federal, and international laws 2.1	Conform to state, federal, and international laws 2.2	Comply with U.S. and Mexican customs laws 2.3	Adhere to international safety laws 2.4	Comply with international transportation laws 2.5	Follow immigration laws 2.6	Follow local and host country labor laws 2.7	Adhere to environmental laws, e.g., 2.8	disposal, pollution 2.8 (Cont.)	Respect intellectual property rights 2.9	Read and analyze changes in governmental laws, e.g., 2.10
	<u>El Paso Official Federal Journal of Commerce</u> 2.10 (Cont.)	<u>El Paso Times</u> (Business section) 2.10 (Cont.)	Explain how to form a foreign corporation (especially in Mexico) 2.11	Follow local and host country civil laws 2.12	Follow local and host country criminal laws 2.13	Distinguish between common, civil, and Islamic laws 2.14					

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8/17/94/BS7/DCM

APPENDIX L
COMMUNITY COLLEGE INTERNATIONAL
BUSINESS REQUIRED COURSES

INTERNATIONAL BUSINESS COURSES

COLLEGE

World Cultures	Berkeley
International Marketing	Berkeley
International Trade	Berkeley
International Sourcing	Berkeley
International Management	Berkeley
Global Sales Seminar	Berkeley
International Business Internship 1	Berkeley
International Business Internship 2	Berkeley
International Business	Berkeley
Cross Cultural Strategies	Berkeley
Bus Law III--International Law and Environment	Broome
Business in a Global Environment	Broome
International Marketing	Cinn. State Tech
International Order Processing & Shipping	Cinn State Tech
International Banking and Finance	Cinn State Tech
International Business	Cinn State Tech
Computerized International Market Research (1.5)	Coastline
International Business Presentations (1.5)	Coastline
International Marketing	Coastline
Business Environment in China and Taiwan	Coastline
Business Environment in Latin America (1.5)	Coastline
Business Environment in the European Union (1.5)	Coastline
Business Environment in Korea and Japan (1.5)	Coastline
International Business	Coastline
Business Environment Southeast Asia	Coastline
International Business Environments	Edmonds
Intercultural Communication	Edmonds
International Business Operations	Edmonds
International Relations (POLSC)	Edmonds
Cultural Interactions	Edmonds
International Marketing	Edmonds
Documentation and Procedures	El Paso
Managing International Human Resources	El Paso
International Marketing and Distribution	El Paso
International Business	El Paso
Economics of International Trade	El Paso
International Internship I	El Paso
International Internship II	El Paso
International Finance	El Paso
International Business	Fullerton
International Management	Fullerton
International Marketing	Fullerton
Principles of Import/Export	Fullerton
Basics of Import Documentation (1)	Glendale
Basics of Export Documentation (1)	Glendale
International Relations (POLS)	Lansing
International Business	Lansing
Diversity in the Workplace-Domestic and Global	Lansing
International Economics	Lansing
Introduction to Import/Export	Laredo
International Marketing	Laredo

Transportation	Laredo
Import/Export Management Information System	Laredo
Import/Export I	Laredo
Import/Export II	Laredo
International Business	Long Beach
International Business Management	Long Beach
International Business Law	Long Beach
International Finance and Banking	Long Beach
International Traffic Management	Long Beach
International Marketing	Long Beach
Practical Application of International Business	Long Beach
Export/Import Business Practice	Long Beach
International Marketing	Mac Cormac
Imports/Exports	Mac Cormac
International Business	Mac Cormac
Foreign Trade Documentation	Oakton
International Finance	Oakton
International Marketing	Oakton
International Business	Oakton
Economic Geography (GEG)	Oakton
International Traffic Operations	Oakton
Practicum	Oakton
Import and Export	Oakton
Doing Business with Mexico	Pima
International Trade-Basic Techniques	Pima
Cult. Sim. And Diff. Between U.S. and Foreign Countries	Pima
Hosting Foreign Business Personnel	Pima
International Career	Pima
Import-Export Strategies and Documentation	Raritan
International Accounting	Raritan
International Economics	Raritan
Intercultural Communication	Raritan
International Business	Raritan
International Finance	Richland
International Information Systems	Richland
International Marketing	Richland
International Comparative Management	Richland
Export/Import Documentation	Richland
International Business Law	Richland
International Marketing and Import/Export Management (5)	Shoreline
International Political Economy (5)	Shoreline
International Marketing and Import/Export Management (5)	Shoreline
International Management	Shoreline
Import Process	St. Louis
International Transportation	St. Louis
International Management	St. Louis
International Business	St. Louis
International Marketing	St. Louis
Export Process	St. Louis
Internship	St. Louis
International Finance	St. Paul
International Business Law	St. Paul
International Economics	St. Paul
International Shipping and Transportation	St. Paul

Introduction to World Trade	St. Paul
US Customs and Importing 2	St. Paul
US Customs and Importing 1	St. Paul
International Communications and Cultural Awareness	St. Paul
International Selling and Advertising	St. Paul
Export Documentation	St. Paul
Exporting/Importing Techniques	St. Paul
International Currency Risk/Management	St. Paul
International Marketing	St. Paul
International Trade and Transportation	Tacoma
International Marketing	Tacoma
International Management	Tacoma
International Marketing	Tacoma
International Finance	Tacoma
Exporting Fundamentals	Tompkins-Cortland
International Marketing	Tompkins-Cortland
International Business	Tompkins-Cortland
International Business	Tompkins-Cortland
Fundamentals of Exporting	Tompkins-Cortland
International Marketing	Tompkins-Cortland
International Relations (PSC)	Triton
International Business	Utah Valley
Cross Cultural Communications	Utah Valley
International Management	Utah Valley
International Relations of East Asia (PLSC)	Utah Valley
Survey of International Terrorism (PLSC)	Utah Valley
Import/Export Theory	Utah Valley
Introduction to International Relations	Utah Valley
International Marketing	Utah Valley
Our Global Community (PLSC)	Utah Valley
International Finance	Utah Valley
International Marketing	Westchester
International Business	Westchester
Business Environment in Latin America (1.5)	Coastline
Business Environment in the European Union (1.5)	Coastline
Business Environment in China and Taiwan	Coastline
Business Environment in Japan (1.5)	Coastline
Business Environment in Southeast Asia	Coastline
Business in a Global Environment	Broome
Business Law III---International Law and Environment	Broome
Computerized International Market Research (1.5)	Coastline
Cross Cultural Communications	Utah Valley
Cross Cultural Strategies	Berkeley
Cultural Interactions	Edmonds
Cultural Sim. And Diff. Between US and Foreign Countries	Pima
Diversity in the Workplace--Domestic and Global	Lnsing
Documentation and Procedures	El Paso
Doing Business with Mexico	Pima
Economic Geography (GEG)	Oakton
Economics of International Trade	El Paso
Export Documentation	St. Paul
Export Documentation(1)	Glendale
Export Process	St. Louis
Export/Import Business Practice	Long Beach

Exporting Fundamentals	Thompkins-Cortland
Exporting/Importing Techniques	St. Paul
Export/Import Documentation	Richland
Foreign Trade Documentation	Oakton
Exporting	Thompkins-Cortland
Global Sales Seminar	Berkeley
Hosting Foreign Business Personnel	Pima
Import and Export	Oakton
Import Documentation (1)	Glendale
Import Process	St. Louis
Import-Export Strategies and Documentation	Raritan
Importing 1 and US Customs	St. Paul
Importing 2 and US Customs	St. Paul
Imports/Exports	Mac Cormac
Import/Export	Fullerton
Import/Export	Laredo
Import/Export I	Laredo
Import/Export II	Laredo
Import/Export Management Information System	Laredo
Import/Export Theory	Utah Valley
Intercultural Communication	Edmonds
Intercultural Communication	Edmonds
International Accounting	Raritan
International Banking and Finance	Cinn. State Tech
International Business	Thompkins-Cortland
International Business	Fullerton
International Business	Mac Cormac
International Business	Thompkins-Cortland
International Business	Berkeley
International Business	St. Louis
International Business	Lansing
International Business	Coastline
International Business	El Paso
International Business	Westchester
International Business	Oakton
International Business	Raritan
International Business	Richland
International Business	Long Beach
International Business	Utah Valley
International Business	Cinn. State Tech
International Business Environments	Edmonds
International Business Internship 2	Berkeley
International Business Internship 1	Berkeley
International Business Law	Richland
International Business Law	Long Beach
International Business Law	St. Paul
International Business Management	Long Beach
International Business Operations	Edmonds
International Business Presentations (1.5)	Coastline
International Career	Pima
International Communications and Cultural Awareness	St. Paul
International Comparative Management	Richland
International Currency Risk/Management	St. Paul
International Economics	St. Paul

International Economics	Lansing
International Economics	Raritan
International Finance	Utah Valley
International Finance	Oakton
International Finance	St. Paul
International Finance	El Paso
International Finance	Richland
International Finance	Tacoma
International Finance and Banking	Long Beach
International Information Systems	Richland
International Internship 1	El Paso
International Internship 2	El Paso
International Management	St. Louis
International Management	Shoreline
International Management	Fullerton
International Management	Tacoma
International Management	Utah Valley
International Management	Berkeley
International Marketing	Richland
International Marketing	Oakton
International Marketing	Edmonds
International Marketing	Mac Cormac
International Marketing	St. Louis
International Marketing	Utah Valley
International Marketing	Laredo
International Marketing	Thompkins-Cortland
International Marketing	Tacoma
International Marketing	Cinn. State Tech
International Marketing	Long Beach
International Marketing	Tacoma
International Marketing	Coastline
International Marketing	Fullerton
International Marketing	Berkeley
International Marketing	St. Paul
International Marketing	Westchester
International Marketing	Thompkins-Cortland
International Marketing and Distribution	El Paso
International Marketing and Import/Export Management (5)	Shoreline
International Marketing and Import/Export Management (5)	Shoreline
International Order Processing and Shipping	Cinn. Stat Tech
International Political Economy (5)	Shoreline
International Relations	Utah Valley
International Relations of East Asia (PLSC)	Utah Valley
International Relations (POLSC)	Edmonds
International Relations (POLS)	Lansing
International Relations (PSC)	Triton
International Selling and Advertising	St. Paul
International Sourcing	Berkeley
International Trade	Berkeley
International Trade and Transportation	Tacoma
International Trade--Basic Techniques	Pima
International Traffic Management	Long Beach
International Traffic Operations	Oakton
International Transportation	St. Louis

Internship	St. Louis
Introduction to World Trade	St. Paul
Managing International Human Resources	El Paso
Our Global Community (PLSC)	Utah Valley
Practical Application of International Business	Long Beach
Practicum	Oakton
Survey of International Terrorism (PLSC)	Utah Valley
Transportation	Laredo
World Cultures	Berkeley

Total 139 traditional 3 hour classes offered by 22 colleges
Average of 6 required traditional 3 hour classes

APPENDIX M

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 10-15-97

IRB#: ED-98-028

Proposal Title: SURVEY OF U.S. COMMUNITY COLLEGES' INTERNATIONAL BUSINESS
ASSOCIATE DEGREE PROGRAMS

Principal Investigator(s): James A. Gregson, Constance Lee Kruse

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

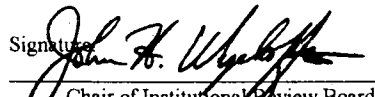
ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT
NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE
APPROVAL PERIOD.

APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR
PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE
SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

=====
Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature



Chair of Institutional Review Board
cc. Constance Lee Kruse

Date: October 17, 1997

2
VITA

Constance Lee Kruse

Candidate for the Degree of

Doctor of Education

**Thesis: A QUALITATIVE STUDY OF INTERNATIONAL BUSINESS ASSOCIATE'S
DEGREE PROGRAMS DELIVERED BY UNITED STATES COMMUNITY
COLLEGES**

Biographical:

Personal Data: Born in St. Louis, Missouri, March 24, 1945, the daughter of Francis Kirpatrick and Matilda M. Jones.

Education: Graduated from Bishop DuBourg High School, St. Louis, Missouri in June, 1963; received Bachelor of Science degree in Business Administration from the University of Tulsa, Tulsa, Oklahoma in December, 1988; received Masters of Business Administration from the University of Tulsa, Tulsa, Oklahoma in May, 1991; completed requirements for the Doctor of Education degree from Oklahoma State University, Stillwater, Oklahoma in July, 1998.

Professional Organizations: International Trade Association of Dallas/Ft. Worth; Tulsa World Trade Association; Student Advisory Board of University of Tulsa; East/West Center Alumni, University of Hawaii; Oklahoma Co-Operative Education Association; American Association of Adult and Continuing Education; American Society for Training and Development; Midwest Association of Asian Affairs; Higher Education Alumni Council of Oklahoma; University of Tulsa Alumni.