



## **A Comparison of Michigan and Texas Universities' International Business Program Requirements**

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## **Abstract**

This paper presents the major findings from a research of AACSB accredited Michigan and Texas University's degree requirements for their International Business programs. The study examined the requirements for study abroad and foreign language in relation to International Business programs based on if they were required and how many credits must be completed in these two areas. The findings were based on requirements from 14 Michigan Universities and 36 Texas Universities. There was one major conclusion drawn from this research: there is a significant difference between the number of foreign language credit hours required for International Business majors between Michigan and Texas schools. Michigan university students studying International Business are required to take more foreign language credit hours than Texas university International Business students. All students enrolled in the IB major programs in Michigan are required to take foreign language courses, whereas only half of the IB major programs in Texas require their students to take foreign language courses.

## **Introduction**

As our world continues to globalize and become more interconnected, it is becoming more common for companies to partake in international business, which includes all business transactions that cross national boundaries. Even though going global may seem like the right move for a company, there are various aspects that need to be considered before taking this step. One of these factors is the company's employees. Do they currently employ individuals with the capabilities and knowledge to successfully perform in an international market or are they going to have to train employees for this? It is more cost effective, as well as beneficial for companies to have or hire in an employee with knowledge and experience in international business, but employees with this kind of knowledge are hard to come by.

Researchers found in 1999 that managers believe business schools are not producing graduates that are adequately prepared for entry and middle management positions. (Webb, Mayer, Pioche, and Allen 1999). They recommended 3 things to more adequately prepare students for global management: (1) faculties who have experience in global business, (2) courses that focus on the global environment, including global cases; international exchange and internship programs; and cultural, regional, and language training programs, and (3) partnerships between business schools and multinational firms (Webb, Mayer, Pioche, and Allen 1999). Even though this survey was conducted 15 years ago, schools are still working toward improving their international business programs to meet the demand for well-prepared international business professionals. It has become common for schools to require students in IB programs to take foreign language courses, as well as to study abroad. These requirements give students first hand international experience as well as a global environmental perspective that can only

be taught through experience. However the question is, how common is it for schools in the United States to require foreign language and study abroad for their IB students and if required, how much of it is required? This study looks into these two questions based on the requirements for undergraduate IB programs in the states of Michigan and Texas.

## **Methodology**

Here is an overview of the population for the study, the variables of the study, and the method of data collection.

### **Population.**

All Universities in Michigan and Texas that were accredited by The Association to Advance Collegiate Schools of Business (AACSB) composed the population for the study. A complete list of its accredited universities in the two states was given to the researchers by AACSB. The requirements for the IB programs were obtained from each of the accredited schools websites.

Michigan and Texas were chosen as the focal areas of research because they are states that both border another country. Due to their location, I believed these two states would have a high concentration of International Business programs and that they would have some of the highest requirements for foreign language and study abroad.

### **Variables.**

The two specific variables focused on in this study were study abroad and foreign language. These were chosen as they provide candidates with first hand international experience and give them a global environmental perspective. They are key variables that help prepare students to be competent in the global business world.

### **Data Collection.**

In order to collect data, I visited every school's website to see if they offered any type of undergraduate International Business program. I found that schools either offered a major, minor, concentration, or certificate in international business. From there I looked at the requirements for these programs at each school that offered them. If they had a requirement for study abroad or foreign language, I then looked to see what the specific requirement was. Then, I organized all of this information in an excel document. There were 11 columns, these included: School name, state, IB program (Y/N), exact title of program, foreign language (Y/N), requirements for major, requirements for other than major, study abroad (Y/N), requirements for major, requirements for other than major. After this was all organized in excel, my professor converted the information in the program SPSS. Then I created specific questions I was looking for the data to answer and then chi-square tests were run on the data to see if there was a significant differences between the data collected from Michigan schools and Texas schools.

## Findings and Discussions

The findings reported in this study are based on International Business program requirements obtained from AACSB accredited Michigan and Texas universities. The study investigated the similarities and differences of International Business program requirements between Michigan schools and Texas schools with a primary focus on foreign language requirements and study abroad. The questions that were answered are as followed:

1. Is there a statistical difference between how many IB programs are offered in Michigan compared to Texas?

No, there is not a statistical difference. The tables below show that roughly half of the schools in both Michigan and Texas offer IB programs.

**Table 1**

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Michigan or Texas * School has an IB Program? Yes or No	50	100.0%	0	0.0%	50	100.0%

**Michigan or Texas \* School has an IB Program? Yes or No Cross tabulation**

Count

	School has an IB Program? Yes or No		Total
	No	Yes	
Michigan	7	7	14
Texas	17	19	36
Total	24	26	50

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.031 <sup>a</sup>	1	.860		
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.031	1	.860		
Fisher's Exact Test				1.000	.554
Linear-by-Linear Association	.031	1	.861		
N of Valid Cases	50				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.72.

b. Computed only for a 2x2 table

2. Is there a significant difference between foreign language requirements and IB programs for Michigan and Texas schools?

No, there is no significant difference between foreign language requirements and IB programs. One can conclude this from the data found in table 2 below. Even though this result is not significant, there is a clear indication that Michigan schools require more foreign language than Texas schools do.

**Table 2**  
**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Michigan or Texas * Foreign Language Required? Yes or No/Optional	26	100.0%	0	0.0%	26	100.0%

**Michigan or Texas \* Foreign Language Required? Yes or No/Optional Crosstabulation**

Count

		Foreign Language Required? Yes or No/Optional		Total
		No	Yes	
Michigan or Texas	Michigan	2	5	7
	Texas	10	9	19
Total		12	14	26

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	1.192 <sup>a</sup>	1	.275		
Continuity Correction <sup>b</sup>	.420	1	.517		
Likelihood Ratio	1.227	1	.268		
Fisher's Exact Test				.391	.261

Linear-by-Linear Association	1.146	1	.284		
N of Valid Cases	26				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 3.23.

b. Computed only for a 2x2 table

This idea can also be seen in table 3, which shows on average Michigan IB students are required to take 20 credit hours of foreign language, where as Texas IB students are only required to 5 credit hours on average.

**Table 3**

**Report**

Number of Foreign Language Credit Hours required for Major

Michigan or Texas	Mean	N	Std. Deviation
Michigan	20.50	4	9.434
Texas	5.45	11	6.121
Total	9.47	15	9.657

3. Is there a significant difference between foreign language requirements and IB major between Texas and Michigan?

Yes, there is a significant difference. As one can see in table 4, all of Michigan's IB major programs require their students to take foreign language courses, where as only a little



over half of the IB major programs in Texas require their students to take foreign language courses.

**Table 4**  
**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Michigan or Texas * Foreign Language Required? Yes or No/Optional	15	100.0%	0	0.0%	15	100.0%

**Michigan or Texas \* Foreign Language Required? Yes or No/Optional Crosstabulation**

		Count		Total
		Foreign Language Required? Yes or No/Optional		
		No	Yes	
Michigan or Texas	Michigan	0	4	4
	Texas	5	6	11
Total		5	10	15

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.727 <sup>a</sup>	1	.099		
Continuity Correction <sup>b</sup>	1.065	1	.302		
Likelihood Ratio	3.937	1	.047		
Fisher's Exact Test				.231	.154
Linear-by-Linear Association	2.545	1	.111		
N of Valid Cases	15				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is 1.33.

b. Computed only for a 2x2 table

4. Is there a significant difference between Michigan and Texas schools as far as offering an IB program other than a major?

According to table 5, which is below, there is no significant difference between Michigan and Texas schools as far as offering an IB program other than as a major.

**Table 5**  
**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Michigan or Texas * Minor/Certificate/Concentration? Yes or No?	50	100.0%	0	0.0%	50	100.0%

**Michigan or Texas \* Minor/Certificate/Concentration? Yes or No? Crosstabulation**

Count

	Minor/Certificate/Concentration? Yes or No?		Total
	No	Yes	
Michigan	9	5	14
Texas	24	12	36
Total	33	17	50

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.025 <sup>a</sup>	1	.873		
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.025	1	.874		
Fisher's Exact Test				1.000	.562
Linear-by-Linear Association	.025	1	.874		
N of Valid Cases	50				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.76.

b. Computed only for a 2x2 table

5. Is there a statistical difference between Michigan and Texas schools with IB majors and study abroad requirements?

Table 6 in the appendix shows that there is no statistical difference between Michigan and Texas schools with IB majors and study abroad requirements. However, it does show that more Michigan schools are likely to require study abroad even though study abroad is not explicitly required.

**Table 6**  
**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Michigan or Texas * Study Abroad/International Experience Required for Major? Yes or No/Optional	50	100.0%	0	0.0%	50	100.0%

**Michigan or Texas \* Study Abroad/International Experience Required for Major? Yes or No/Optional Crosstabulation**

Count

		Study Abroad/International Experience Required for Major? Yes or No/Optional		Total
		No/Optional	Yes	
Michigan or Texas	Michigan	10	4	14
	Texas	32	4	36
Total		42	8	50

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.286 <sup>a</sup>	1	.131		
Continuity Correction <sup>b</sup>	1.172	1	.279		
Likelihood Ratio	2.100	1	.147		
Fisher's Exact Test				.197	.140
Linear-by-Linear Association	2.241	1	.134		
N of Valid Cases	50				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.24.

b. Computed only for a 2x2 table

**Summary and Conclusion**

Roughly 56% of AACSB schools in Michigan and Texas offer an International Business program, which can include a major, minor, certificate, or concentration. For the most part, schools in Michigan and Texas with IB programs have similar requirements for foreign language and study abroad. Roughly half of the IB programs in both Michigan and Texas require some sort of foreign language courses to be taken and for the most part study abroad is not a requirement for IB programs, but if anything Michigan schools are more likely to require it.

However there was one significant difference found during this study. Michigan schools require their IB students to take more foreign language credit hours than Texas schools do. The average amount of credit hours taken in foreign language in Michigan schools is 20, whereas on average Texas schools only require their students to take 5 credit hours. In addition, all IB major programs in Michigan require their students to take foreign language classes and only 55% of IB major programs in Texas require their students to take foreign language classes.

This raises the question, are Michigan students more prepared to embark on a career in International Business? The data does show that they are required to have more international experience than Texas students. However, one cannot jump to this conclusion because there are various factors that could still come into play here.

Therefore it can be concluded that more research should be conducted to understand the results of the study. The main research being towards why Michigan schools offering an IB major require all of their students to take foreign language courses and only half of the Texas schools with IB major programs do. Are more Texas students studying IB bilingual coming into college than Michigan IB students? Are more Texas students studying IB already from a foreign country compared to Michigan IB students? These questions could help us understand why there is a significance difference between the requirements of foreign language in Michigan compared to Texas schools.

Another interesting area of research could include looking into the requirements for IB programs in states that do not border another country. An interesting state to look at would be South Carolina, as the University of South Carolina is currently ranked as having the top International Business program in the country (International Business Ranking).

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