



The IEPS International Education Forum

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USC built a major graduate program that had three foundational components

- Strong internationalized business education
- High level language training
- Regional and cultural understanding

Experiential application of all three was incorporated in a six month internship

- Business Application
 - Use of language in the internship – a language learning experience
 - Application of regional understanding
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- Ideal program for students coming directly from undergraduate program
 - Useful program for student with limited work experience
 - Change in the value equation

Change in type of MBA program student

- Greater work experience
- Older
- Higher opportunity cost
- Emergence Part-time and executive market

South Carolina responded

- Change in their graduate program
- Shortened internship
- De-emphasis of language learning
- De-emphasis of regional/cultural issue

Also responded by initiating program at the UG level

- Innovative UG curriculum
 - Concentration on globalization
 - Functional, regional, thematic course mix
 - Second major for functional skill
 - Strong language component (minor) with business language
 - Overseas study/internship
- Highly restrictive admissions policy
 - Not the same as internationalizing the entire discipline