



Preparing Students for Global Challenges: Outcomes-Based Curriculum Planning In a Double Degree Program

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City University of Seattle

- Home Campus: Bellevue, WA with 5 regional campuses
- 8,000+ students worldwide
- International programs in Slovakia, Bulgaria, Greece, Switzerland, Romania, Czech Republic, China, Australia, Mexico, and Canada
- In the US – mostly working adults
- In international locations –more traditional age students



CETYS University

- Home Campus: Mexicali, Baja California, Mexico with 3 regional campuses, 6,000 + students
- Over 50 collaboration agreements worldwide: active in Europe, Asia, North & South America, Australia
- Mostly traditional students; Executive MBA – working adults
- First Institution in Latin America to be in the WASC accreditation process



Brief outline of CETYS and CityU's Relationship

- Double Degree Agreement signed in 2005
- In 2005 the first BSBA cohort started
- In 2007 the first cohort graduated
- In 2009 the first BAM cohort started
- In 2011 the first BAM cohort graduated & first cohort of BAAP started
- Student mobility: Seattle, Bratislava & Trencin, Athens, and Prague

How CityU supports cross border study

- Brings international students to our Washington State campus
- Provides short-term study abroad for any CityU student at any location in the system
- Offers programs at CityU locations throughout the world
- Implementing virtual mobility in online courses

How CETYS University supports Cross Border Study

- Brings international students to our three campuses
- Provides study abroad (one semester) for undergrads
- 3-4 week course work in another country for MBA students
- Study visits abroad (i.e. India)
- Implementing virtual mobility in online courses
- Dual Degrees since 1990's

Given those facts, how can we...

- Provide internationalized content to our USA domestic students who are unlikely to travel abroad?
- Design our curriculum to not be so USA centric (given our centralized design process) for international locations?

From CETYS' perspective, how can we...

- Design/Change our program content to match our partner institution in USA, and give our students the opportunity of a dual degree?
- Design our curriculum to be even more international?
- How can we design dual degrees with CityU which comply with our Institutional Learning Outcomes, with CityU's, as well as with each program's learning outcomes?

CityU's integrated curriculum planning model



Internationalizing learning outcomes

- Cross border collaborative development
- Demonstrable, practical, action-oriented course outcomes
- Incorporation of international content
- Address the needs of different populations and approaches
- Consistent outcomes – then flexibility and academic freedom

Program Outcomes	CityU Learning Goals	Required Assessments		Core Concepts, Knowledge and Skills
What must the student successfully demonstrate as a result of this program? In this program, students:	Which CityU Learning Goals are supported by program outcomes?	What graded assessment(s) provide evidence that the learner can demonstrate proficiency in this program outcome?		What core concepts, knowledge, and skills must the learner acquire to demonstrate proficiency in program outcomes?
1. Evaluate the industry and economic sector in which a given organization operates and propose strategies to succeed.	Communication and interpersonal skills Critical thinking skills Global and diverse perspectives	Course	Assessment	Industry/Sector Perspective Industry research and analysis Broad financial risks Macroeconomics Microeconomics Regulatory context of business Research plan Financial analysis Present value concepts
		BSM 407 BSC 401 BSM 405 BSM 495	Econ. Anal. Proj. Financial Anal. Quality Mgmt Paper & Ops Improve Plan XM exam	
2. Appraise the threats and opportunities of conducting business in a world with fewer barriers.	Critical thinking skills Global and diverse perspectives Appreciation for lifelong learning	MK 300 BSC 407 BSC 401 BSM 405 BSM 495	Marketing plan Trade Theory paper Fin. Anal. Statement Ops Improve Plan XM exam	International/Global Perspective Market structures International economy Ethics Business policy Business strategy Organizational behavior SWOT international business Environmental analysis Financial analysis

Program Outcomes	CETYS University's Learning Goals (ILOs)	Required Assessments		Core Concepts, Knowledge and Skills
What must the student successfully demonstrate as a result of this program? In this program, students:	Does CETYS' Learning Goals support CityU's?	What graded assessment(s) provide evidence that the learner can demonstrate proficiency in this program outcome?		What core concepts, knowledge, and skills must the learner acquire to demonstrate proficiency in program outcomes?
1. Evaluate the industry and economic sector in which a given organization operates and propose strategies to succeed. CETYS' PLOs Support Above	Communication and interpersonal skills = Clear and effective Communication / Learn to Live w Others Critical thinking skills = Critical Thinking and Values Global and diverse perspectives = Openness to Cultural Diversity	Course	Assessment	Industry/Sector Perspective Industry research and analysis Broad financial risks Macroeconomics Microeconomics Regulatory context of business Research plan Financial analysis Present value concepts
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2. Appraise the threats and opportunities of conducting business in a world with fewer barriers. CETYS' PLOs Support Above	Critical thinking skills = Critical Thinking and Values Global and diverse perspectives = Openness to Cultural Diversity Appreciation for lifelong learning = Continuous Learning	MK 300 BSC 407 BSC 401 BSM 405 BSM 495	Marketing plan Trade Theory paper Fin. Anal. Statement Ops Improve Plan XM exam	International/Global Perspective Market structures International economy Ethics Business policy Business strategy Organizational behavior SWOT international business Environmental analysis Financial analysis

Connecting CETYS' Learning Goals with CityU's Program Outcomes

- Make sure there is a connection
- Outcomes should be able to be assessed, measured, proven
- Base such connection not just on relevant content but on evidence provided by assessments
- Build indicators of student proficiency into the assessment rubric to ensure that key learning goals criteria are assessed (be ready to show your partner what and how you are achieving what you say you are achieving)

CETYS University: Designing the individual courses

- Write course outcomes that are connected to CityU's course outcomes.
- Respect our ILOs and PLOs
- Design required courses with at least 75% content similarity to CityU's content.
- These courses (and several more) were aligned with **CityU's content** - BC302: Professional Communication; BSM304: Effective Organizational Communications; BSC401: Interpretation of financial statements; BC301: Critical Thinking; BSM407: Business Economics; MK 300: Principles of Marketing; M400: College Mathematics; BSC403: Legal Issues; BC303: Statistics; Eng102 Advanced English Communication; BSC400: Decision Modeling and Analysis

Course Design Guide includes:

- Program context – Program outcomes covered by this course
- Course outcomes - action-oriented, practically-focused, and demonstrable
- Assessments – How the student will show that he/she met the outcomes
- Core concepts, knowledge, and skills –the foundational knowledge that the student must have in order to successfully achieve the outcomes

Program Context	Course Outcomes	Required Assessments	Core Concepts, Knowledge and Skills
Where does this course fit within the program? Which program outcomes are supported by this course?	What abilities must the learner successfully demonstrate as a result of this course? In this course, learners are able to:	What <i>major</i> graded assessment(s) provide evidence that the learner can demonstrate proficiency in this course outcome?	What core concepts, knowledge, and skills must the learner acquire to demonstrate proficiency in course outcomes?
BC 301 is one of four courses designed to provide foundational academic and business skills. There are no prerequisites for this course. BSBA program outcomes supported by this course are: <u>6. Objectively consider issues, identify alternatives, and choose and implement solutions...</u>	Analyze business propositions for examples of fact and inference, inductive and deductive reasoning, and emotional appeal Construct an argument that defends a business claim with appropriate supporting data and logical consistency Trace the development of an argument from proposition to conclusion. Compare and contrast attitudes or values as expressed by writers with differing perspectives	Personal Journal Exercises Discussion Board Exercises Argumentative Essay Editorial Evaluation Personal journal exercise, 12 Angry Men Viewpoints Comparison	1.The relationship between careful observation and critical thinking; 2.Obstacles that impede the critical thinking process; 3.The functions of assimilation, accommodation and disequilibrium in the thinking process; 4.The difference between the denotative and connotative meanings of words;

Thus, Designing a Double Degree:

- Begins with having similar ILOs (Institutional “Click”)
- Program Learning Outcomes are similar and must support each other institution’s ILOs
- Carried forward to the Course Outcomes in the Course Design Guide and then to the Course Guide and Syllabus used by students
- Outcomes should be measurable and proven: you have to be able to prove your partner that your students are fit to be both your graduates and theirs!

Questions and Answers



References

- Kirstein, K.D., Fountain, E. A., & Flores, K. A. (2009). Internationalizing business curricula: An outcomes-focused approach. *Business Education Innovation Journal*. 1(2), 83-91.

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