

Curriculum Restructuring for Bologna

EFMD Undergraduate
Conference
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Curriculum Restructuring for Bologna

- Why is a U.S. university on this program?
 - We have many European partners, so this is something we need to address as well.
 - AACSB has pushed for several years for our universities to revise the curriculum to include learning objectives and assessment evaluation
 - With Bologna, the teaching styles in Europe will be moving towards those in the U.S.

Outline

- Summary of Bologna as concerns curriculum
- Implications for undergraduate education
- Curriculum design
- Diploma Supplement and ECTS
- Opportunities for joint degrees
- Experience of partnership programs at Northeastern University

Summary of Bologna as It Concerns Curriculum

- Transparency of the curriculum
- Separate curriculum for undergraduate degrees and graduate degrees
- Comparability of courses across other universities and across countries
- Quality assurance and evaluation of courses
- Mobility of students and faculty

Transparency of the Curriculum

- The learning objectives of each degree program and each course, and the methods of assessment within the course and degree, should be clearly stated.
- Four-step process
 - Mission of the program
 - Learning objectives for the degree and their hierarchy
 - Course development and pedagogy to meet these objectives
 - Assessment and feed-back loops

Transparency (cont.)

- Example:
 - Mission of the program is to educate future business leaders to work in cross-cultural environments
 - Two learning objectives are (1) to understand the historical, social, cultural, ethical, economic and political contexts within which global businesses operate, and (2) to develop the abilities needed to live and work in another country and culture.

Transparency (cont.)

- Many courses need to be developed for these objectives including a cultural aspects course, a global economic history course, a living and working abroad course, a political science course, language courses, and various regional studies courses.
- Assessment for a global history course can be through class discussions, papers, and exams. Assessing cultural awareness is more difficult. One methodology is to have the students keep a journal, will studying in another country, to record differences and how they manage this process of reculturation.

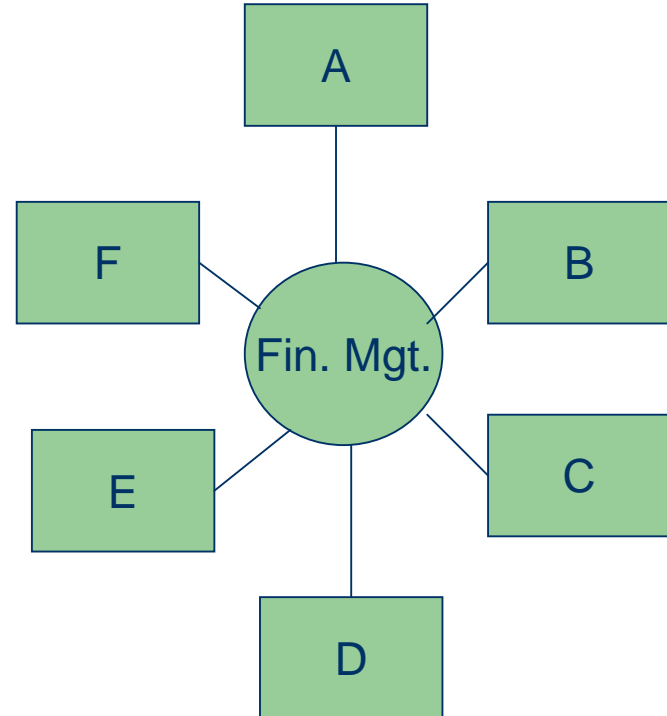
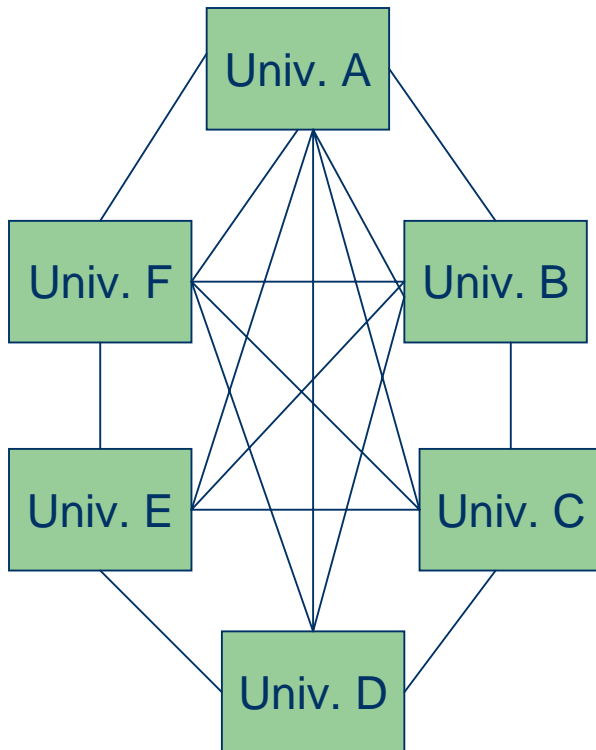
Separate Curriculum for UG Degree

- The Goals (mission) and Objectives for the Undergraduate (UG) degree may be very different from those of the Graduate programs
- The UG degree will be evaluated and recognized (reputation) on its own merits
- Students who graduate from the UG program may go on to a different university's graduate degree program
- Faculty may be different for each degree program

Comparability

- Students will now be able to evaluate schools, not just on reputation, but on the academic content of the degree and on what they will be learning at each university.
- Content of a Financial Management course (e.g.) at one university can be compared to that at another university, making it easier for students to move among universities.
- A consequence is that Fin. Mgt. will have similar content at all universities. The delivery and assessment of the courses may be different.

Comparability (cont.)



Quality Assurance and Evaluation

- Faculty must talk with each other
 - Input and output should be clear
 - Input is the knowledge students need before taking a course
 - Output is the knowledge they leave with, given the learning objectives
 - Coordination between courses is important

Mobility

- In the US, contact hours in a course are measured as 50 minutes for each credit. If a course has three credits attached, it will meet for 150 minutes a week over 13 – 14 weeks. Therefore, a credit at one university can be transferred to another university with no problem.

Implications for UG Education

- Students will have choices. If their current university is not meeting their academic needs, they can easily transfer to another.
- Student services will become more important.
- Companies, students, and other universities will evaluate the quality of the education of the UG separate from the Graduate.

Curriculum Design

- Determine a core of courses absolutely necessary for an UG degree – it is likely that all universities will come up with similar lists.
- Build a distinctive reputation around pedagogy, mission, and through specialties.
- Soft skills, such as teamwork and communication skills, become more important.

Curriculum Design (cont.)

- Standard Business Core
 - Introduction to Management
 - Business Statistics
 - Financial Accounting
 - Managerial Accounting
 - Calculus for Business
 - Marketing
 - Management Info. Systems
 - Financial Management
 - Organizational Behavior
 - Operations Management/Supply Chain Management
 - Ethics and Society
 - Business Strategy

Curriculum Design (cont.)

- The Core is very similar to every other UG business program in the country.
- Our distinctiveness is in four areas:
 - We require two work experiences. For our international degree, this needs to be in two different countries.
 - Soft skills. We begin working with corporations in our first course to do business plans and coach our students in team building, presentation, communication skills, etc.
 - Students become partners in their education. Discussion is mandatory in most classes.
 - All students should have some kind of international experience. Our international degree requires proficiency in a second language.

Diploma Supplement

- This document allows all stakeholders to compare degrees across universities and countries.
- This transparency will push universities to ensure high quality in courses and programs.
- It will also promote joint programs due to easier evaluation of courses.

ECTS

- One ECTS credit is 0.5 US credits.
- Again, the ease of transferring credits and evaluating grades will make cross-cultural programs more attractive.
- Both the Diploma supplement and the ECTS are needed to evaluate UG degrees for acceptance into Graduate programs.

Joint Degrees

- Joint degrees tend to be very labor and time intensive programs, but very rewarding.
- Students can obtain different specialties not available at the home university.
- Faculty can take their expertise “on the road.”
- The Northeastern Experience

Northeastern Experience

- Northeastern's International Business Program (BSIB degree) is ranked 13th among US undergraduate programs by US News.
- It is the number 1 program in the New England area.

BSIB Program History at NU

- Started in 1994 with one partner institution
 - first incoming 3 students from ICADE, Spain
 - first outgoing 3 students to ICADE, Spain
- Partner institutions:

– CESEM - Reims Management School	Reims, France
– Dublin City University	Dublin, Ireland
– European School of Business	Reutlingen, Germany
– ICADE	Madrid, Spain
– Universidad de Las Americas, Puebla	Cholula, Puebla, Mexico
– Universita Catolica de Sacre Cuore	Piacenza, Italy
- 15-20% (75-90) of the College of Business Administration's entering freshmen choose BSIB as their major

Northeastern Experience (cont.)

- Student's earn NU's BSIB degree and international university's degree
- NU students:
 - 5 semesters and 1 coop experience in US
 - 3 semesters and 1 coop experience abroad
- Partner students (1 – 1 exchange)
 - 5 semesters and 1 coop experience at home
 - 3 semesters and 1 coop experience in US

US Student Eligibility for the BSIB Program

- Overall QPA of 3.0 or higher
- Appropriate language learning progress
- Successful completion of at least one or more domestic six- month co-op



- Junior standing at time of overseas experience
- No previous judicial disciplinary problems
- Represent themselves and NU well

Business School **Academic** Leadership and Management

- **College of Business Support**

- Academic Leadership

- Curriculum development
- Curriculum synchronization across partner programs
- Quality assurance issues

- Faculty

- IB program buy-in by functional area faculty
- Faculty development in IB programs
- Internationalization of core course syllabi

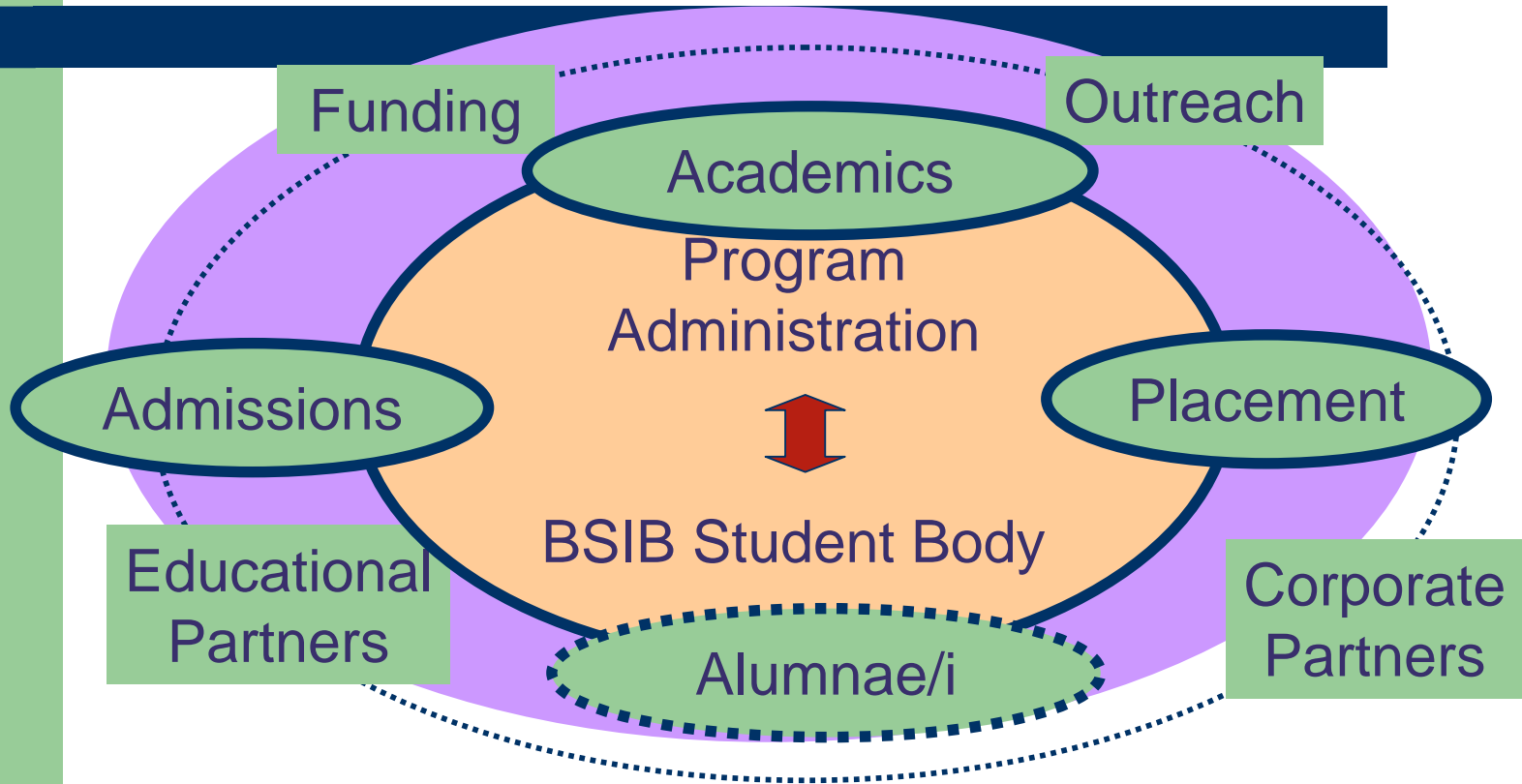
Business School Academic Partnership Across Colleges

- **College of Liberal Arts Partnership**
 - Language Training
 - Specific needs for program
 - Proficiency levels by program option
 - Teaching objectives
 - In-country programs for dual degree majors
 - IAF/Area Studies
 - Communication of program goals to IB students
 - IB Student participation in IAF overseas courses

Two Degree Challenges

- Curriculum synchronization
- Credit transfers
- Grade Equivalences
- Teaching system differences
- Timing of job searches

BSIB Program Elements



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