

joint initiative matching

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BANKING



CONSORTIUM
OF
INTERNATIONAL DOUBLE DEGREES

***Transatlantic Programmes:
Student Recruitment***

Ulrich Schüle



CONTENTS

(1) The Consortium

(2) Joint and Double Degrees: Definitions

(3) Student Recruitment: Selected Issues

- ❖ *Sequential versus Exchange Programmes*
- ❖ *Integrated versus "Stand-Alone" Programmes*
- ❖ *Language Requirements*
- ❖ *Recognition: Credits and Marks*
- ❖ *Academic Calendars*
- ❖ *Financial Aspects*

(4) Student Recruitment: Two Models



CONSORTIUM

- ❖ *Private "Association" of (Currently 20) Public & Private University Business Schools*
 - *Traditional Universities*
 - *Universities of Applied Sciences*
- ❖ *Registered in Paris*
- ❖ *Platform for Bilateral Agreements and Joint Development of Programmes*



CONSORTIUM

Aims:

- (1) Prepare our students for a global business environment*
- (2) Enhance "teacher mobility" (faculty exchange)*
- (3) Facilitate the "Bologna" process*
- (4) Be a link between universities and companies*
- (5) Serve as a network for students, alumni, teachers and companies*



CONSORTIUM

Core Activities:

- (1) Mutual Assistance in Developing Double Degree Programmes*
- (2) Intensive Programmes and Summer Schools for Students*
- (3) Training for Teachers and Administrators*



DEFINITIONS

Double Degree:

- *issued by two institutions offering an integrated study programme → TWO national degrees awarded (if more than two institutions award their degrees → "multiple" degree)*

Joint Degree:

- *issued by two or more institutions offering an integrated study programme. The single diploma (Bachelor, Master, Doctor) is signed by the rectors of all participating universities and recognised as substitute of the national diplomas*



THE RATIONALE

- ***Pre-Bologna:***
National degrees: mainly unknown in other countries
Double degrees: increased employability of graduates

- ***Post-Bologna:***
Do we still need double degrees?
 - *Value added to “normal” Erasmus exchange*
 - *Selling point for participating universities*
 - *Comparability with non-European degrees*



STUDENT RECRUITMENT

→ *I won't talk about Marketing efforts*

Issues:

- (1) Sequential versus Exchange Programmes*
- (2) Integrated versus "Stand-Alone" Programmes*
- (3) Language Requirements*
- (4) Recognition: Credits and Marks*
- (5) Academic Calendars*
- (6) Financial Aspects*



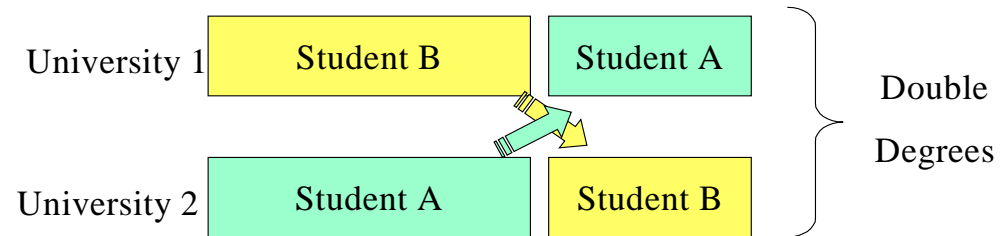
STUDENT RECRUITMENT

Sequential versus Exchange Programmes:

Exchange Programme:

- *Contents must be nearly identical in order to meet both university's requirements*
- *Students must have taken certain modules (subjects) far before leaving home university*
- *Early recruitment necessary*

Model 1: The 'Two-Way' DD exchange



- Programmes must be similar if not identical
- Transfer of credit and marks (must be comparable)
- Balance of student flow needed



STUDENT RECRUITMENT

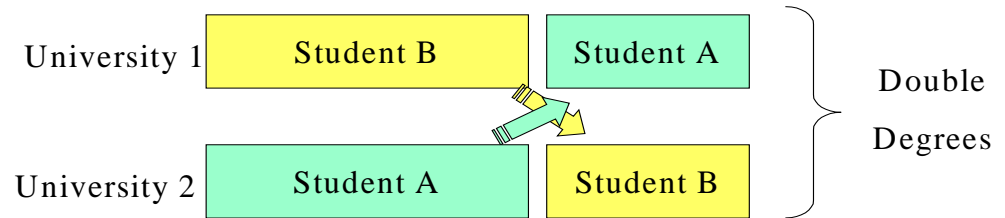
Student B must know the degree requirements of university 2 at an early stage

Sequential

Exchange Programme:

- Contents must be nearly identical in order to meet both university's requirements
- Students must have taken certain modules (subjects) far before leaving home university
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Model of the 'Two-Way' DD exchange



- Programmes must be similar if not identical
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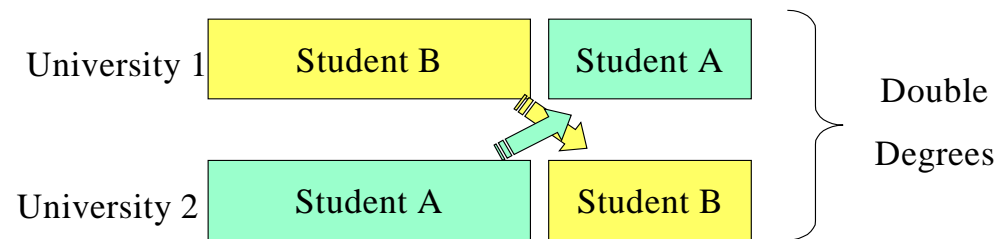
STUDENT RECRUITMENT

Sequential versus Exchange Programmes:

***Transatlantic Problem
(undergraduate):***

***General education in
freshman and
sophomore year →
recruitment for double
degree programme →
too late***

Model 1: The 'Two-Way' DD exchange



- Programmes must be similar if not identical
- Transfer of credit and marks (must be comparable)
- Balance of student flow needed



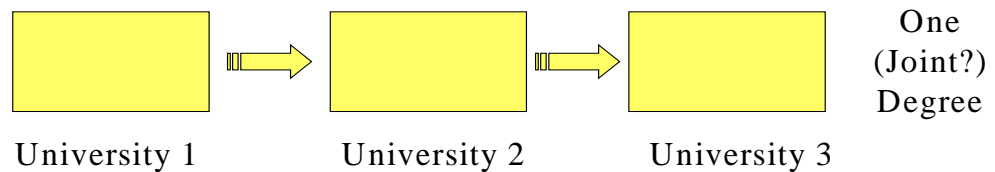
STUDENT RECRUITMENT

Sequential versus Exchange Programmes:

Sequential Programme:

- *Recruitment for joint programme = recruitment for programme*
- *Too early in case of undergraduate programmes?*
→ *MASTER mainly*

Model 2: The 'One-Way' Joint Programme



- Each university may focus on its strength
- Administrative costs low
- No balance of student flow needed
- Which university awards the degree?
- Quality assurance?



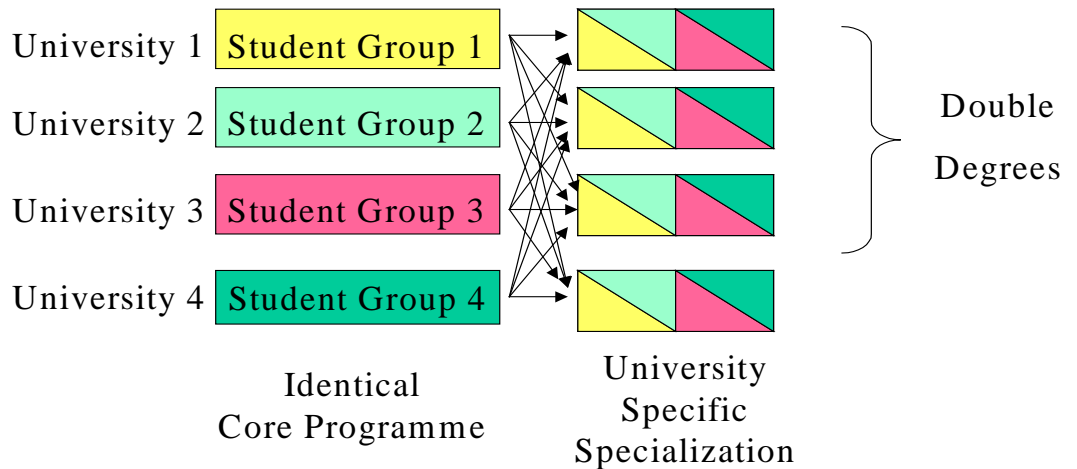
STUDENT RECRUITMENT

Sequential versus Exchange Programmes:

Feasible if

- *degree requirements mainly based on last year's contents*
- *Balance of student flows not required*
- *Recruitment problems as in 'exchange model'*

Model 3: The 'Hybrid' Model





STUDENT RECRUITMENT

→ *I don't talk about Marketing efforts*

Issues:

- (1) *Sequential versus Exchange Programmes* ✓
- (2) *Integrated versus "Stand-Alone" Programmes*
- (3) *Language Requirements*
- (4) *Academic Calendars*
- (5) *Financial Aspects*
- (6) *Recognition: Credits and Marks*



STUDENT RECRUITMENT

Integrated versus “Stand-Alone” Programmes :

- Integrated:* Students are recruited from general programme; advertising the double-degree exchange during first semesters; most of the students may have chosen university based on other criteria than international / double degree opportunities
CIDD examples: Karlstad Universitet, Universidad San Pablo CEU, Madrid; Ekonomická univerzita v Bratislave.
- Stand-alone:* Complete study programme designed as double-degree programme; study abroad as legal requirement to earn home university's degree.
CIDD examples: University of Brighton & FH Mainz 'International Business' programmes, ESCE (Paris)



STUDENT RECRUITMENT

Integrated versus “Stand-Alone” Programmes :

Student Recruitment: Our Experience

- Integrated: Students are recruited from general programme; only few students participate in double-degree exchange; figures continuously low.*
- Stand-alone: Complete study programme designed as double-degree programme; yearly student-intake around 20-30 students; figures continuously high.*
- Special case: A business school is completely devoted to international programmes and chosen by high school graduates because of this international focus; examples: ESCE in France, Reutlingen in Germany*



STUDENT RECRUITMENT

Integrated versus "Stand-Alone" and Sequential versus Exchange combined :

- *Sequential approach as "stand-alone" programme only*
- *Integrated approach as "exchange" programme only*
- *"Exchange" approach may be run as "stand-alone" or integrated programme*



STUDENT RECRUITMENT

Impact on Student Recruitment for Double-Degree Programmes:

- *Exchange programmes integrated into the normal study programme offered to “normal” students as “on-top” value attract few students only.*
- *In order to attract students for joint and double-degree programmes, the international focus must be recognisable for potential students BEFORE they enter the university.*
- *The more “stand-alone” programmes are available on the market (for example in Germany), the more difficult it is for a university without stand-alone programmes to attract students for joint and double degree exchange.*



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STUDENT RECRUITMENT

The Language Dimension:

- *English plus ...*
 - *If all European universities switch to English in order to attract international students, one of the core objectives (cross-cultural learning) is lost.*
 - *If all European universities require their national language as only teaching language, most of the countries are excluded from international student flows.*
- *European universities must offer a mix of their own language and English.*



STUDENT RECRUITMENT

Academic Calendars:

*Europe: winter semester and spring semester or
winter semester and summer semester*

US: fall semester and spring semester





STUDENT RECRUITMENT

Academic Calendars:

*Europe: winter semester and spring semester or
winter semester and summer semester*

US: fall semester and spring semester

Major Problem: JANUARY
Minor Problem: MAY / JUNE



STUDENT RECRUITMENT

Academic Calendars:

*Europe: winter semester and spring semester or
winter semester and summer semester*

US: fall semester and spring semester

➤ ***The January problem:***

For European students → no one semester-stay in spring

For US students → no one semester-stay in fall.

➤ ***The May/June problem:***

*For many European universities, to host a US “maymester” is
a nightmare (because it is in midst of their spring/summer)*

➤ *On the other hand, the asynchronous calendars facilitate
teacher mobility (faculty exchange)*

If the US university requires that the last semester/year before graduation has to be spent at the degree-awarding institution, students may

- **either spend the spring semester of their junior year abroad (no time for recruitment and preparation) or**
- **need an additional year.**

Europe: winter

winter semester and summer

• US: fall semester and spring semester

➤ *The January problem:*

For European students → no one semester-stay in spring

For US students → no one semester-stay in fall.

➤ *The May/June problem:*

For many European universities, to host a US “maymester” is a nightmare (because it is in midst of their spring/summer)

➤ *On the other hand, the asynchronous calendars facilitate teacher mobility (faculty exchange)*



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STUDENT RECRUITMENT

Financial Issues:

- *Within Europe: Erasmus → no major problem*
- *Both, European as well as US students, need to earn money in order to pay for their living and tuition (US students even more).*
- *If they have to spend one year more (see above) without having the opportunity to work in a non-English speaking environment ...*
- *If there is no flow from the US to EUR, there is no tuition swap; no tuition swap → reduced flows from EUR to US*
- *Calculation of student flows including maymester and summer schools in Europe (however: see academic calendars)*
- *Insist on in-state-tuition as maximum for students from partner universities*



STUDENT RECRUITMENT

Recognition (Credit and Grade Transfer):

In Europe: no major problem due to ECTS

The Transatlantic Dimension:

- *Credit transfer → no major problem in case of “normal” courses*
- *Credit transfer → requires flexibility in case of research courses (30 ECTS = 3 US credits?)*
- *Grade transfer → completely different philosophies*
ECTS A: best 10% of students
US A: best ? % of students
- *Type of assessment → no multiple choice in many European countries (US students face difficulties in European-type final exams)*



STUDENT RECRUITMENT

Impact on Student Recruitment for Double-Degree Programmes

The Transatlantic Dimension:

If the above mentioned is true,

- *the typical US style undergraduate study programme with its “liberal-arts” approach and “cafeteria-type” selection of courses (modules/units) will face difficulties to attract business students interested in transatlantic programmes,*
- *may concentrate on students with a major in business and a minor in a European language (e.g. German or Swedish or Slovenian ???).*
- *May concentrate on non-degree study abroad experience*



STUDENT RECRUITMENT

Impact on Student Recruitment for Double-Degree Programmes

The Transatlantic Dimension:

Our decision:

- *Focus on double degree programmes at Master level*
- *Look for further US partners who offer programmes with a real international focus (Masters programme designed for double degree chosen by students because of this international focus).*



STUDENT RECRUITMENT

***Model I: Separate Student Recruitment and Admission
(Example: Master in International Business)***



***Master of Arts International Business (MA.IB)
FH Mainz – University of Applied Sciences***





STUDENT RECRUITMENT

Model I: Separate Student Recruitment and Admission Master in International Business

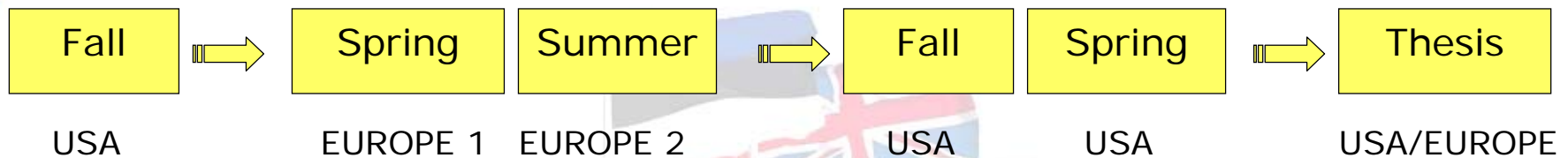
Semester IV	Master Thesis (includ. Master Seminar)					
ECTS: 30	ECTS: 30					
Semester III	Applied Project (Practical Experience)	Option 1 (abroad)	Option 2 (abroad)	Option 3 (abroad)	Option 4 (abroad)	Option 5 (abroad)
ECTS: 30	ECTS: 5	ECTS: 5	ECTS: 5	ECTS: 5	ECTS: 5	ECTS: 5
Semester II	Applied Project (Practical Experience)	Business Policy	International Finance	International Marketing and Export Managmt	International Business Law	Foreign Language
ECTS: 30	ECTS: 5	ECTS: 5	ECTS: 5	ECTS: 5	ECTS: 5	ECTS: 5
Semester I	Leadership & Organisation	Quantitative Analytical Methods	Qualitative Analytical Methods	International Accounting	International Business Environment	Foreign Language
ECTS: 30	ECTS: 5	ECTS: 5	ECTS: 5	ECTS: 5	ECTS: 5	ECTS: 5
ECTS Total: 120						

Options and Applied Projects provide a maximum of flexibility



STUDENT RECRUITMENT

Model II: Joint Student Recruitment and Admission Master in International Business



- *Double Degree: US and European Degree Awarded*
- *Each university may focus on its strengths*
- *Joint Curriculum Development*
- *No balance of student flow needed*
- *You may run the programme even with very few US students*
- *Can you recruit European students for a programme which starts in the US? YES!*



CONCLUSION OR ...?

Thank you for listening so patiently ...

... for more information, please visit us on

www.CIDDD.org



CONCLUSION OR ...?

APPENDIX





STRUCTURING JOINT PROGRAMMES

Major Issues

(See Check-List) :

- *Fundamental Decisions*
- *Curriculum Development*
- *Quality Assurance*



FUNDAMENTAL DECISIONS

- *Objectives – What are the programme's goals?*
 - *for participating universities*
 - *for the students*
- *Undergraduate versus Post-Graduate*
 - *3+2 or 4+1 or '7+3'?*
 - *status of 4th year modules*



FUNDAMENTAL DECISIONS

- *Joint or Double Degrees?*
 - **Joint Degree:**
 - *Legal recognition,*
 - *central student register (data protection issues?),*
 - *institution responsible for student guidance,*
 - *to which institution does the student appeal against academic decisions and procedural irregularities?*
 - **Double Degree**
 - *Legal recognition,*
 - *ECTS rules fully applied (incl. marks?)*
 - *DD clearly pointed out in Diploma Supplement?*
 - *Are all requirements clear?*
 - *Is the list of requirements complete?*



FUNDAMENTAL DECISIONS

- *“Theoretical” versus “Professional”?*
 - *Are internships / company projects mandatory?*
 - *Are research papers / a “thesis” mandatory?*
 - *Do the partner universities’ profiles and the programme’s focus fit?*
- *“Stand-alone” or “Integrated”*
- *Organisation and Commitment*
 - *Is one institution the consortium leader?*
 - *Are all institutions fully committed?*
 - *Are responsibilities and tasks clearly defined?*
 - *Are regular meetings planned and **funded**?*
 - *Student accommodation clearly arranged?*



FUNDAMENTAL DECISIONS

- *Financial Issues*

- *Are Socrates agreements applicable?*

- *Are tuition swap agreements suitable?*

- *Otherwise: does the consortium as a whole charge tuition fees?*

- *Language Diversity*

- *one common language or language diversity?*

- *language requirements and tests?*

- *Academic Calendars*

- *Combining strengths or uniformity?*
 - *All universities teach the same core modules*
 - *Each university teaches different modules.*
- *Recognition: How to apply ECTS?*
 - *Do all universities describe learning outcomes rather than teaching contents?*
 - *Is there a consortium-wide procedure about how to deal with structures where modules comprise different ECTS credits?*
 - *Are ECTS marks applied at each of the partner universities? Are they calculated correctly?*



QUALITY ASSURANCE

- *Accreditation of the programme*
 - *Accreditation agency (ENQA standards)*
 - *Accreditation of the institution*
 - *Accreditation of the programme*
 - *Cross-border accreditation possible?*
 - *Involvement of professional bodies?*
 - *Involvement of potential employers?*
- *Eligibility of students?*
 - *Are access criteria clearly defined?*
 - *Are access criteria the same at each partner or at least comparable?*



QUALITY ASSURANCE

- *Assessment Organisation*
 - *Re-sits (number, point of time, form)*
 - *Re-sits and student mobility*
 - *Provisions concerning fraud and plagiarism*
 - *Provisions for “joint” assessments?*
 - *Rules concerning students’ breaks due to illness, pregnancy, parental leave, etc*
 - *If the consortium has come to a clear and coherent set of rules, do they conform with **each** partner’s national law?*



QUALITY ASSURANCE

- *Infrastructure for Student Mobility*
 - *International offices*
 - *Standards in class room equipment, computer facilities, libraries, etc.*
 - *Resources for academic guidance and counselling*
 - *Preparation of students for study abroad – including language & cross-cultural communication?*



QUALITY ASSURANCE

- *Monitoring and Evaluating the Programme*
 - *Are the internal quality assurance systems of the partners comparable?*
 - *Is there a joint monitoring group?*
 - *Is a system established which allows students to feed their experience back to the home university?*
 - *Is an information system available which covers student progression and success rates?*
 - *Are teachers evaluated regularly?*
 - *Does teacher evaluation include their experience and performance in cross-cultural communication, and teaching a culturally diverse student group?*
 - *Are lecturers and programme directors prepared to accept international sources published in languages other than their own?*



PROGRAMME RESTRUCTURING: CONCLUSION

- *More information?*
- *Complete Check List*
- *Essay on "Joint and Double Degrees within the European Higher Education Area"*

as free downloads (pdf) at

www.CIDDD.org