



Transatlantic Degree Programs Project

2nd International TDP Workshop
April 20-22, 2007

A large, multi-engine propeller aircraft, possibly a military transport plane, is parked on a tarmac. The aircraft is white with dark markings and has several propellers visible. In the background, there is a large, dark-colored building with many windows. The scene is outdoors, and the lighting suggests it might be daytime.

The Transatlantic Business School Alliance

Strategies and Results in Managing Transatlantic Double Degree Programs

EU 2 + 2 Program

- Dual Degree Program
- France, Germany, Spain, UK
- Established agreements on course transfer and fee payment



 **HOCHSCHULE
BREMEN**
Bremen University of Applied Sciences



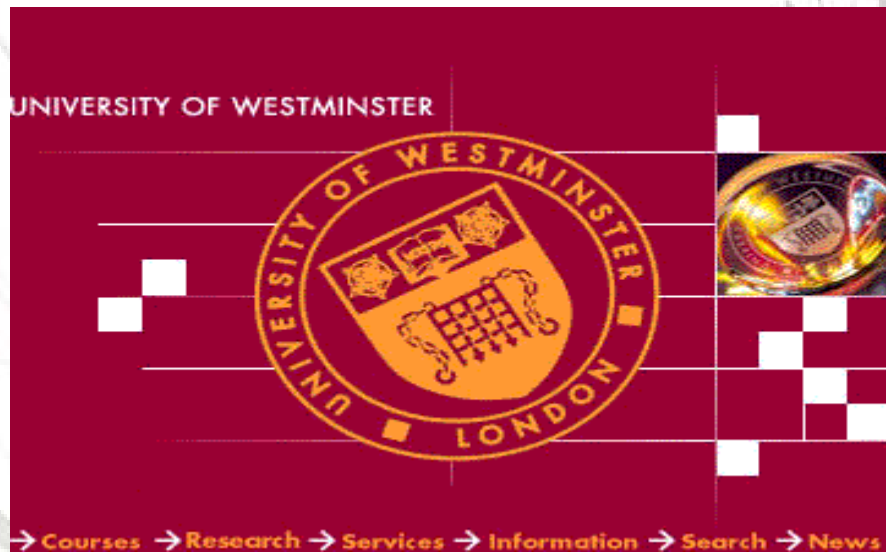
EUROMED
MARSEILLE
ECOLE DE MANAGEMENT





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VNIVERSITAT DE VALÈNCIA



University of Westminster



FIPSE Grant Proposal:

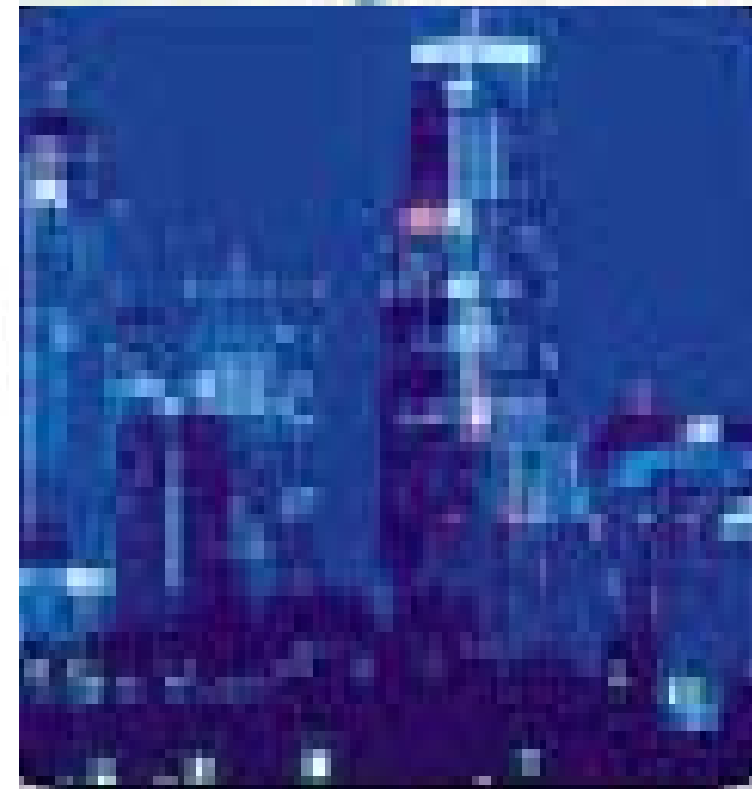
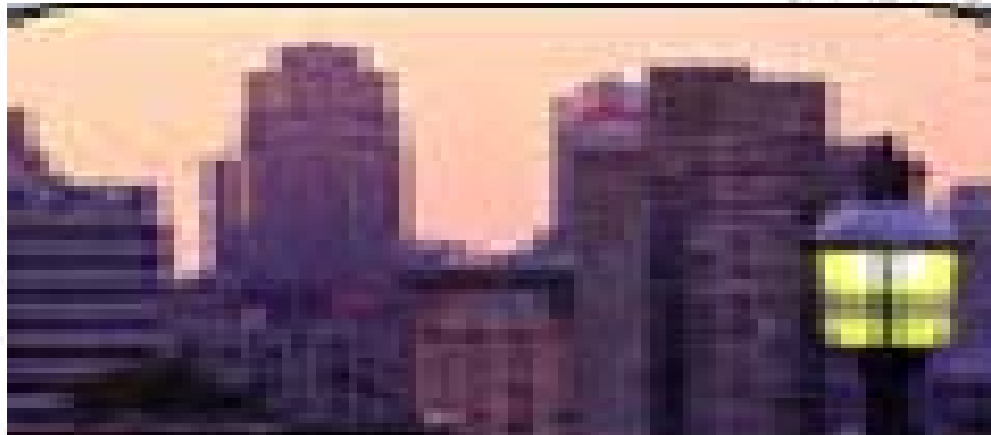
- 1998 Hochschule Bremen contacted U.S. universities to suggest FIPSE proposal for U.S. - European Community Grant.
- Meeting in Marseilles to introduce partners.
- Proposal accepted by FIPSE and EU.



College of Business & Technology



Cameron School of Business
University of North Carolina at Wilmington



General Educational Goals:

- An *integrated* course of study in a four-year program based upon a Common Curriculum,
- Every student studies two years at his or her home institution and two years at a university abroad and is awarded 2 degrees,
- Participants study two foreign languages, choosing from English, French, Spanish and German,



General Educational Goals:

- students undergo two internships, one in the home country and one abroad,
- Faculty members work together to expand their expertise in international business through teaching, research and consulting opportunities,
- AACSB review (not approval) of program.

Common Curriculum: First 2 Years

- Basic, common course content:
 - business administration,
 - economics,
 - law,
 - statistics,
 - languages,
 - general education,
 - first internship.

Common Curriculum: Second 2 Years

- Advanced course content
 - International business, economics, and trade.
- Specialization - Options in 3 areas:
Finance, Marketing and Human Resource Management,
- Business Languages,
- Second internship,
- Bachelor's thesis.

Germ anCo urse Num ber	German Course Title	Germ an Credit s	ETS U Cred its	ETSU Course Title	ETSU Cours e Numb er	German Course Description	ETSU Course Description	Germa n Prerequ isites	-U.S. Prerequis ites
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1100	MACRO- ECONOMICS	3	3	PRINCIPLES OF MACRO- ECONOMICS	ECO N 2210	This course is designed to provide students with an introduction to the macroeconomic environments of firms and the tools and methods of economic policy. Topics include: The economy and the determination of national income, The currency and financing theeconomy, Economic policy in an open economy, Economic imbalances: inflation and unemployment.	An introduction to macroeconomic analysis which concentrates on economy-wide systematic issues such as inflation, unemployment, and the level of economic activity.	None	None
1200	MICRO- ECONOMICS	3	3	PRINCIPLES MICRO- ECONOMICS	ECO N 2220	This course is designed to provide students with an introduction to the micro-economic environments of firms and the tools and methods of economic policy. Topics include: The market, Consumer behavior and demand analysis, Study of the system of production and of costs in the firm, Market structure and pricing policy.	A study of economics which concentrates on micro-theoretical concepts such as pricing, consumer choice, business production, and profit decisions.	Macro - econo mics	None

Courses In Marseille		Courses in US	
Courses for Semesters 1 & 2		Courses for Semesters 1 & 2	
Accounting I & II		ACCT 2010/2020 Accounting	6
Understanding the Firm		BADM 1130 Intro. To Business	3
Personal Development			3
Law			3
Economics (Micro/Macro)		ECON 2210/2220 Economics	6
European Environment I & 2		Free, Nonbusiness Electives	6
Computer Science (1103)		CSCI 1100 Intro. Computer.	2
Computer Science/Info Sys.(1203)		MGMT 3220 Mgmt Info. Sys.	3
Major Language		Non-Business Elective	3
Minor Language		Non-Business Elective	3
Quantative Methods		MATH 1080 Prob Stat.	3
Organizagions & Behavior (1104)		MGMT. 3000 Org. Behavior	3
Natural Sciences I & II		Natural Sciences Option	8

Table: TABSA Student Exchanges (1999-2005)

Type of Experience	TABSA Student Exchanges 1999-2005						
	1999	2000	2001	2002	2003	2004	2005
STEX*							
US to EU			14	14	12		16
EU to US	12						
SSC*							
US to EU	2	35	46	53	38	61	65
EU to US							
1 Semester							
US to EU	4	3	2	3	4		
EU to US			1		5		5
1 Year							
US to EU			1				
EU to US	5	3	6	6	2	3	2
2 Year							
US to EU	1	1	1	5		1	
EU to US		5	16	19	19	17	27
MA/MBA							
US to EU					1	1	
EU to US	1	1	2	3	3	1	
Total							
US to EU	7	39	64	75	5	65	81
EU to US	18	9	25	30	25	24	34
Annual Totals	25	48	89	105	80	89	115
Total US (1999-2005)				386			
Total EU (1999-2005)				165			

Cross cultural added value of the studies

- Substantial subject knowledge, living and learning in a different culture/business system,
- Advanced language skills,
- Transatlantic insights into different subjects:
 - Trade
 - Marketing
 - HRM

Cross cultural value added of the studies

- Bachelor thesis with international case study content,
- In class team experiences and discussion,
- Social interaction,
- Business experiences through internships,
- Practical preparation for the world of work in national and international firms.

Existing Quality Control Benchmarks

- AACSB requirement for U.S. partners,
- SACS (regional accrediting body) visit,
- Internal review mechanisms,
- National accrediting bodies,

Initial Issues of Quality Control and Evaluation

- Assessment of course content,
- Assessment of student performance,
- Assessment of faculty qualification - academic and practical,
- Assessment of partner physical facilities,
- Assessment of student services and facilities.

Dealing with Evaluation Issues

Evaluating *what* is done and *how* it is done:

- Course requirements
 - Contact hours
 - Type of student activity
- Learning objectives
 - Course outlines
 - Formal statements of objectives
- Evaluation of student performance
 - Course marks,
 - Standards for passing
- Assessment methodology
 - In class
 - Out of class

Ongoing Issues of Quality Control and Evaluation

- Internal, institutional review mechanisms,
- AACSB's Standards on Assessment of Instruction
- Regional accrediting bodies,
- EQUIS,
- Bologna Process,
- External quality evaluation - Tennessee Quality Awards,
- Annual TABSA network meetings.

Ensuring High Standards for Teaching and Student Services

- Site visits,
- Documentation review,
- Student feedback,
- Teaching exchanges,
- Exchanged student performance,
- Employer feedback (internships),
- Student placement,
- Joint research/grant activity

The background of the slide is a photograph of a large lecture hall. Students are seated in rows of desks, facing towards the front of the room. The lighting is bright, and the students appear to be engaged in a lecture or presentation. The text is overlaid on the right side of the image.

Major Problems:

- Imbalance in student flows,
- U.S. Student reluctance to spend 2 years abroad when compared with EU students,
- Funding continuity,
- Curricular changes,
- Administrative succession,

In Summary:

- Do thorough “Due Diligence” BEFORE signing any agreement.
 - Parallel missions,
 - Consistent educational objectives,
 - Commitment at highest level of institution,
 - Willingness to compromise,
 - Commitment to quality of instruction,
 - Respect and value differences in approach.

The background image is a blurred photograph of an office environment. Two people are visible, seated at desks and working. The person on the left is wearing a light-colored shirt, and the person on the right is wearing a blue top. The desks are cluttered with papers, a keyboard, and other office supplies. In the background, there is a bulletin board with various papers and a window letting in natural light. The overall tone is professional and focused.

“We all have to live with some degree of ‘imperfection’ but we do not have to compromise our standards”

A group of people are sitting on a green lawn in the foreground, facing away from the camera. In the background, there is a modern building with a glass facade and a large tree with bare branches. The scene is outdoors and appears to be a campus or park setting.

Questions?

Figure 16:

Occasions on Which Intercultural Aspects Were Discussed

(n = 252; Multiple answers)

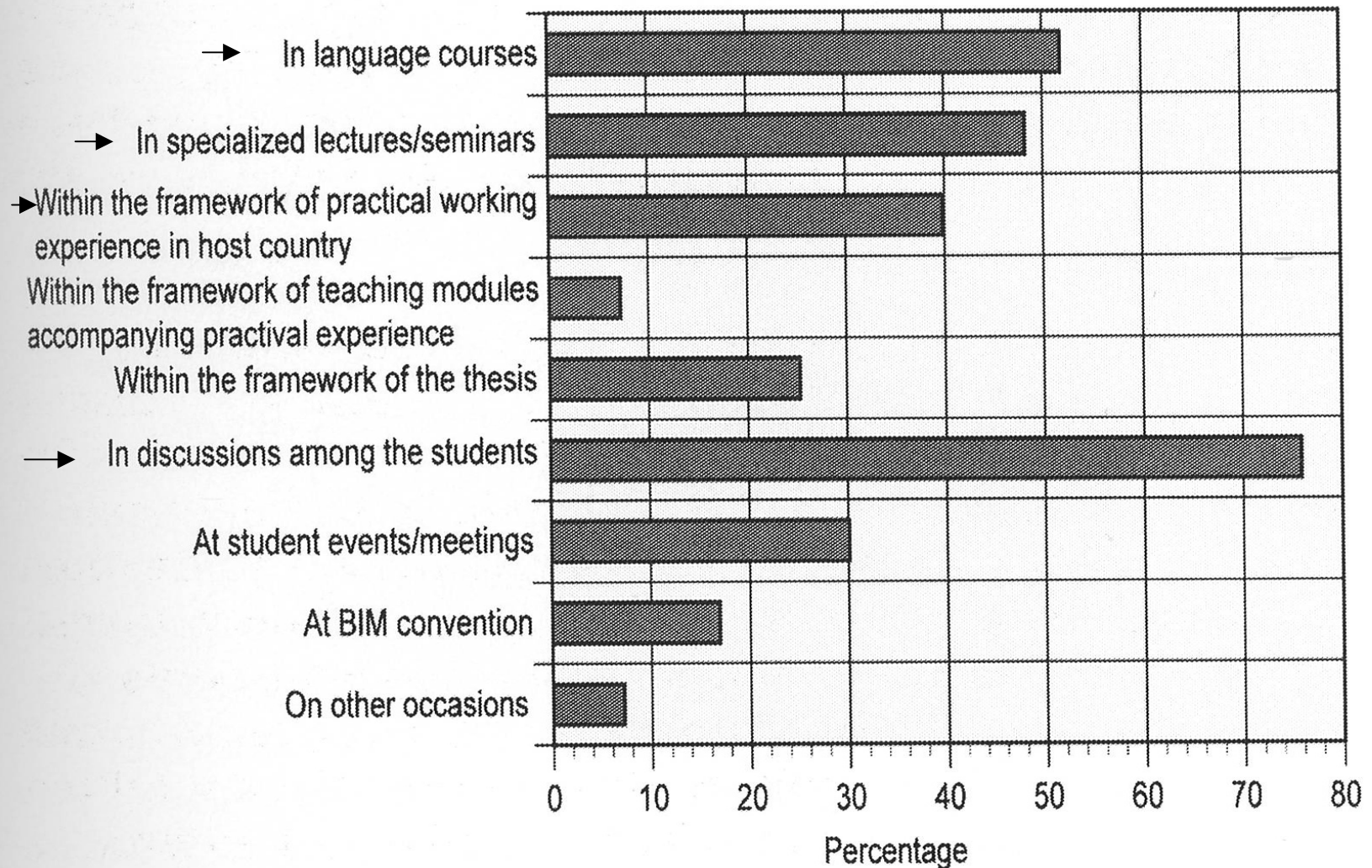


Figure 18:

Particularly Noteworthy Aspects of BIM

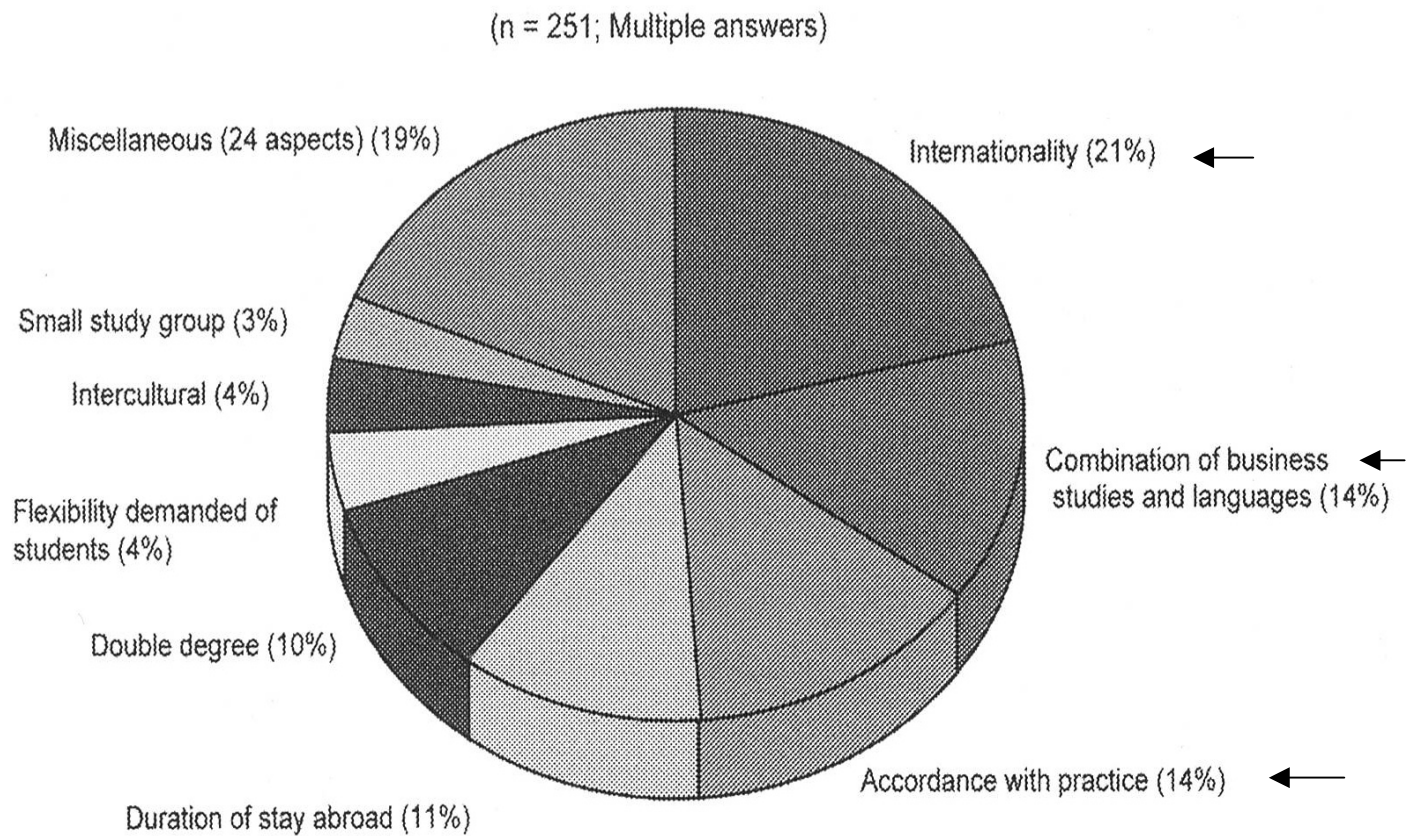


Figure 14:

Evaluation of the Benefits of the BIM Programme

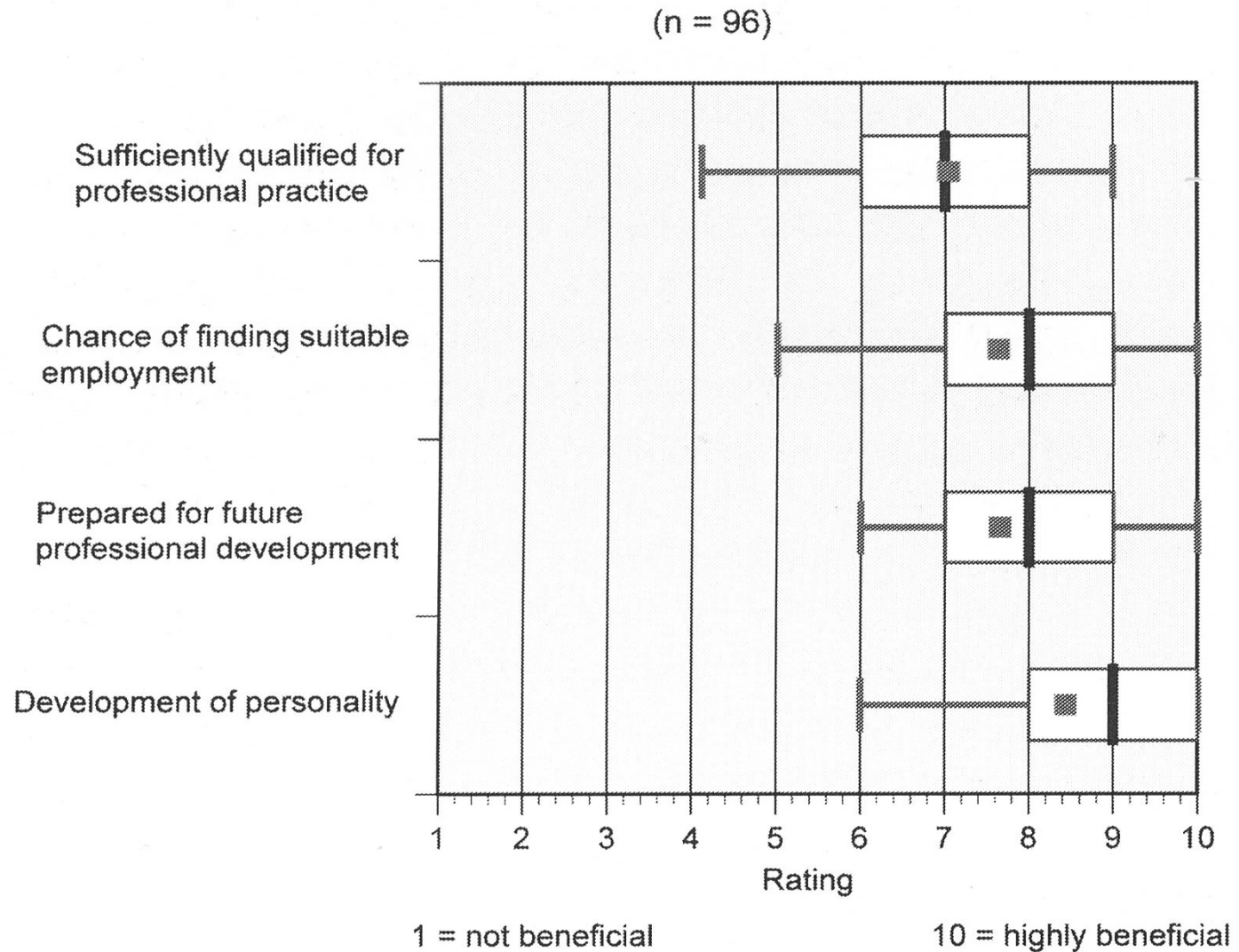




Figure 15:

Importance of Examining / Becoming Acquainted with Cultural and Social Differences

