

# Preparing Students for Global Challenges: Outcomes-Based Curriculum Planning At City University of Seattle

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**CityUniversity**

of Seattle

*On the Move*

# City University of Seattle

HQ: Bellevue, WA with 5 regional campuses

8,000 students worldwide

International programs in Slovakia, Bulgaria, Greece, Switzerland, Romania, China, Australia, Mexico, Canada, and Chile

In the US – mostly working adults

In international locations – many more traditional age students

# 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

## **An important issue: Domestic students**

Cross border education is fine for those who can take advantage of it, but what if they can't or don't want to?

What then?

How can we ensure that international content gets into the curriculum regardless of where a student earns his/her degree?

# How well was our old process actually working?

## International Programs

- Assessment of undergraduate capstones
  - 11% favorable for USA students on internationalization – not so good
  - Much better in Europe
- International resistance to our new MBA
  - Failure to incorporate international content and needs
  - Not a good fit for Europe / China
- Desire for study abroad
  - USA domestic very low
  - Europe very high

# 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?

# CityU's integrated curriculum planning model



# Learning outcomes-based curriculum design

- What do graduates of this program need to know and be able to do?
- How can they demonstrate proficiency?
- Provides framework for flexibility – outcomes and assessments stay the same, but learning can be achieved via multiple paths



# 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

# The new curriculum development process

- Centralized but not USA-centric
- Cooperatively built
- Flexible to account for regionalization
- Serves varied populations
- Builds internationalization and diversity into the core of the curriculum
- Utilizes team design process

Here's how it works.....

# First, an introduction to the CityU Learning Goals

All CityU Graduates will demonstrate:

1. Professional competency and professional identity
2. Strong communication and interpersonal skills
3. Critical thinking and information literacy skills
4. Commitment to ethical practice and service
5. Diverse and global perspectives
6. An appreciation and desire for lifelong learning

# Diverse and global perspectives

City University of Seattle graduates embrace the opportunity to work collaboratively with individuals from a variety of backgrounds, and to learn from the beliefs, values, and cultures of others. They realize that varied viewpoints bring strength and richness to the workplace. City University of Seattle graduates demonstrate an awareness of the interrelation of diverse components of a project or situation.

# Now, an overview of the curriculum design process

## Part I Program Design Process

- Completion of the Program Design Guide
- Outcomes for the students who complete the program
- Major Assessments – Placement within the program
- Capstone or Major Program Assessment

## Part II Course Design Process

- Course design guides
- Course guide
- Instructor guide
- Syllabus

# The Program Design Guide

## Program Outcomes

- What specific actions should the student be able to do upon completion of the program?
- How are these program outcomes tied to the City University Learning Goals (i.e. Global and Diverse perspectives)?
- What assessments will provide evidence that the student has met the outcomes?
- What are the core concepts, knowledge, and skills that the student must learn in order to be able to achieve the program outcomes?

Program Outcomes	CityU Learning Goals	Required Assessments		Core Concepts, Knowledge and Skills			
<p>What must the student successfully demonstrate as a result of this program?</p> <p>In this program, students:</p>	<p>Which CityU Learning Goals are supported by program outcomes?</p>	<p>What graded assessment(s) provide evidence that the learner can demonstrate proficiency in this program outcome?</p>		<p>What core concepts, knowledge, and skills must the learner acquire to demonstrate proficiency in program outcomes?</p>			
<p>1. Evaluate the industry and economic sector in which a given organization operates and propose strategies to succeed.</p>	<p>Communication and interpersonal skills</p> <p>Critical thinking skills</p> <p><b>Global and diverse perspectives</b></p>	<table border="1"> <thead> <tr> <th data-bbox="826 508 1068 558">Course</th> <th data-bbox="1068 508 1367 558">Assessment</th> </tr> </thead> <tbody> <tr> <td data-bbox="826 558 1068 811">           BSM 407            BSC 401            BSM 405            BSM 495         </td> <td data-bbox="1068 558 1367 811">           Econ. Anal. Proj.            Financial Anal.            Quality Mgmt Paper &amp; Ops Improve Plan            XM exam         </td> </tr> </tbody> </table>	Course	Assessment	BSM 407 BSC 401 BSM 405 BSM 495	Econ. Anal. Proj. Financial Anal. Quality Mgmt Paper & Ops Improve Plan XM exam	<p><b><u>Industry/Sector Perspective</u></b></p> <p>Industry research and analysis            Broad financial risks            Macroeconomics            Microeconomics            Regulatory context of business            Research plan            Financial analysis            Present value concepts</p>
Course	Assessment						
BSM 407 BSC 401 BSM 405 BSM 495	Econ. Anal. Proj. Financial Anal. Quality Mgmt Paper & Ops Improve Plan XM exam						
<p>2. Appraise the threats and opportunities of conducting business in a world with fewer barriers.</p>	<p>Critical thinking skills</p> <p><b>Global and diverse perspectives</b></p> <p>Appreciation for lifelong learning</p>	<p>MK 300            BSC 407            BSC 401            BSM 405            BSM 495</p>	<p><b><u>International/Global Perspective</u></b></p> <p>Market structures            International economy            Ethics            Business policy            Business strategy            Organizational behavior            SWOT            international business            Environmental analysis            Financial analysis</p>				

# Connecting CityU Learning Goals to outcomes

- Where is there a connection?
- How can we show that connection?
- Base that 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.



# Designing the individual courses

- Write course outcomes that are connected to program outcomes and CityU Learning Goals
- Complete a Course Design Guide
- Complete a Course Guide
- Write a Syllabus
- Complete an Instructor Guide

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

# Completing the process

Two documents for students (all content is taken from the Course Design Guide):

- Course Guide - general information for all students taking the course
- Syllabus - specific information for students in a single class section

Two documents for faculty:

- Instructor Guide - assessment rubrics, suggested learning activities
- Schedule - recommended schedule for class sessions

# Thus, Including international content

- Begins with internationalized program outcomes in the Program Design Guide
- Is carried forward to the Course Outcomes in the Course Design Guide
- Then carried forward to the Course Guide and Syllabus used by students

# Questions and Answers



# For more detailed information...

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.