June 11, 2015

MEMORANDUM

TO: Alexander J. Triantis  
Dean, Robert H. Smith School of Business

FROM: Elizabeth Beise  
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Modify the Bachelor of Science in International Business (PCC log no. 14055)

The proposal to modify the Bachelor of Science in International Business has been administratively approved. A copy of the approved proposal is attached.

This change is effective Fall 2015. Please ensure that this change is fully described in the Undergraduate Catalog and in all relevant descriptive materials, including the undergraduate program’s four-year plan (contact Lisa Kiely at likely@umd.edu for more information), and that all advisors are informed.

MDC/  
Enclosure

cc: Gregory Miller, Chair, Senate PCC Committee  
Barbara Gill, Office of Student Financial Aid  
Reka Montfort, University Senate  
Erin Taylor, Division of Information Technology  
Pam Phillips, Institutional Research, Planning & Assessment  
Anne Turkos, University Archives  
Linda Yokoi, Office of the Registrar  
Cynthia Stevens, Office of Undergraduate Studies  
Joyce Russell, Robert H. Smith School of Business
College/School: Robert H. Smith School of Business

Department/Program: Undergraduate International Business major (05031)

Type of Action (choose one):

X Curriculum change (including informal specializations)

Renaming of program or formal Area of Concentration

Addition/deletion of formal Area of Concentration

Suspend/delete program

New academic degree/award program

New Professional Studies award iteration

New Minor

Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Adjust the requirements to eliminate the 2nd upper level ECON requirement.

Departmental/Unit Contact Person for Proposal: Brian Horick

==================================================================================================

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair

2. Department Chair

3. College/School PCC Chair

4. Dean

5. Dean of the Graduate School (if required)

6. Chair, Senate PCC

7. University Senate Chair (if required)

8. Senior Vice President and Provost

Page 1 of 17
REASONS FOR PROPOSED ACTION and DESCRIPTION OF CURRICULUM CHANGE

Currently two upper level economics courses (6 credits) are required of International Business (IB) major at the Smith School of Business. All students have been asked to complete ECON340 International Economics and a 2nd upper level ECON course from a list of options (consult old requirements below). Over the last several years, the Economics Department has been unable to staff ECON340 during the Fall or Spring semesters at College Park due to increases in the number of students in their majors. Therefore, the Smith School has allowed IB majors to substitute other upper level ECON courses in place of ECON340 since it is not being offered at College Park.

Due to this situation, the Smith School has been assessing its upper level ECON requirement for the International Business major, and we would like to reduce the requirement down to one course (3 credits) from a list of ECON course options. By reducing the number of required upper level economics courses, students will be able to take an additional elective instead. Therefore, they will have greater flexibility and increased opportunity to pursue other coursework in programs such as study abroad, minors, Smith School Fellows Programs, or 2nd majors. Because of the general nature of the IB curriculum, IB majors are encouraged to have a 2nd major in a more focused discipline or in a 2nd language in order to make them more competitive in the job market. Also a significant number of Smith School majors already only require one upper level ECON course including Accounting, Information Systems: Business Specialization, Marketing, Operations Management, and Supply Chain Management, and this change will bring IB in line with most of our majors (Finance is also submitting a proposal to reduce its upper level ECON requirement to one course.).

Under the new upper level ECON requirement, IB majors will be required to complete one course from a list of options which will include ECON 305 Intermediate Macroeconomic Theory & Policy, ECON 306 Intermediate Microeconomic Theory, ECON 330 Money and Banking and ECON 340 International Economics. The Smith School will also accept the following course substitutes.

- ECON325 Intermediate Macroeconomic Analysis for ECON305
- ECON326 Intermediate Microeconomic Analysis for ECON306
- BMGT341 Financial for ECON330

Even though the ECON Dept is not offering ECON340 at College Park, we will continue to list this course as an option because many IB majors complete this course abroad or during the Winter or Summer sessions at UMD or at another institution. Also, ECON340 is currently offered to our IB majors at the Shady Grove campus. Dr. Cindy Clement, Director of the Economics Dept.’s Undergraduate Program, has informed Smith School Assistant Dean, Brian Horick, that she approves the proposed changes to the International Business major’s upper level ECON requirements (see email documentation at the end of this proposal).

International Business majors who matriculated to UMD prior to Fall 2015 will have the option to follow the major requirements in effect at the time of their matriculation.

Old Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT 392</td>
<td>Introduction to International Business Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>BMGT 446</td>
<td>International Finance</td>
<td>3 cr</td>
</tr>
<tr>
<td>BMGT 454</td>
<td>International Marketing</td>
<td>3 cr</td>
</tr>
<tr>
<td>BMGT 477</td>
<td>International Supply Chain Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>BMGT 463</td>
<td>Cross-cultural Challenges in Business</td>
<td>3 cr</td>
</tr>
<tr>
<td>BMGT 466</td>
<td>Global Business Strategy</td>
<td>3 cr</td>
</tr>
<tr>
<td>Total Major Requirements</td>
<td></td>
<td>18 cr</td>
</tr>
</tbody>
</table>
Upper Level Economics Requirement

ECON 340 International Economics 3 cr

One additional course from the following courses: 3 cr
ECON 305 Intermediate Macroeconomic Theory & Policy
ECON 306 Intermediate Microeconomic Theory
ECON 315 Economic Development of Underdeveloped Areas
ECON 316 Economic Development of Latin America
ECON 330 Money and Banking
ECON 380 Comparative Economic Systems
or an agreed upon foreign language
    Current Language options:
    CHIN 412 Business Chinese II
    FREN 406 Commercial French II
    GERM 412 German for International Business II
    ITAL 406 Commercial Italian II
    JAPN 404 Business Japanese II
    RUSS 407 Commercial Russian II
    SPAN 415 Commercial Spanish II

Total Upper Level ECON requirements 6 cr

New Requirements

BMGT 392 Introduction to International Business Management 3 cr
BMGT 446 International Finance 3 cr
BMGT 454 Global Marketing (title has been updated) 3 cr
BMGT 477 International Supply Chain Management 3 cr
BMGT 463 Cross-cultural Challenges in Business 3 cr
BMGT 466 Global Business Strategy 3 cr
Total Major Requirements 18 cr

Upper Level Economics Requirement

One of the following courses: 3 cr
ECON 305 Intermediate Macroeconomic Theory & Policy
ECON 306 Intermediate Microeconomic Theory
ECON 330 Money and Banking
ECON 340 International Economics

The following are approved course substitutes.
ECON325 Intermediate Macroeconomic Analysis for ECON305
ECON326 Intermediate Microeconomic Analysis for ECON306
BMGT341 Financial for ECON330

Total Upper Level ECON requirements 3 cr
Additional Degree Requirements of the International Business Major

At the Smith School of Business, a minimum of 120 credit hours is required to complete a Bachelor of Science degree. Besides the major requirements listed above and the freshmen/sophomore requirements and junior/senior level Smith School of Business core requirements listed below, a student must complete the University's General Education Requirements and sufficient lower and upper level elective credit to accumulate a total of 120 credit hours. A minimum of 58 credit hours of the required 120 hours must be in 300-400 (upper) level courses. A detailed explanation including additional Smith School of Business degree requirements are listed on the next page.

Freshmen/Sophomore Smith School Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 220 or 140 - Elem.Calculus I or Calculus I,</td>
<td>3-4 cr</td>
</tr>
<tr>
<td>Note: MATH130 Calculus I for the Life Sciences is an acceptable substitute for MATH 220/140 if the student completed MATH 130 as a part of work toward a previous major, as well as those who were working toward that major while in Letters &amp; Sciences.</td>
<td></td>
</tr>
<tr>
<td>BMGT110 - Introduction to the Business Value Chain</td>
<td>3 cr</td>
</tr>
<tr>
<td>BMGT 220 &amp; 221 - Principles of Accounting I &amp; II</td>
<td>6 cr</td>
</tr>
<tr>
<td>BMGT 230 or 231 - Business Statistics</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 200 &amp; 201 - Principles of Micro &amp; Macro Economics</td>
<td>8 cr</td>
</tr>
<tr>
<td>COMM 100, 107 or 200 - Foundations of Speech Communications,</td>
<td>3 cr</td>
</tr>
<tr>
<td>Speech Communication, or Critical Thinking and Speaking</td>
<td></td>
</tr>
<tr>
<td>Or any course that fulfills the University's Fundamental Studies</td>
<td></td>
</tr>
<tr>
<td>Oral Communication (FSOC) General Education requirement</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26-27 cr</td>
</tr>
</tbody>
</table>

Junior/Senior Smith School Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT 301 - Introduction to Information Systems</td>
<td>3 cr</td>
</tr>
<tr>
<td>BMGT 340 - Business Finance</td>
<td>3 cr</td>
</tr>
<tr>
<td>BMGT 350 - Marketing Principles</td>
<td>3 cr</td>
</tr>
<tr>
<td>BMGT 364 - Management and Organization</td>
<td>3 cr</td>
</tr>
<tr>
<td>BMGT 367 - Career Search Strategies and Business</td>
<td>1 cr</td>
</tr>
<tr>
<td>BMGT 380 - Business Law</td>
<td>3 cr</td>
</tr>
<tr>
<td>BMGT 495 - Business Policies</td>
<td>3 cr</td>
</tr>
<tr>
<td>Total</td>
<td>19 cr</td>
</tr>
</tbody>
</table>

International Business Major Requirements (details listed previously) 18 cr

Upper Level Economics Requirements 3 cr

University General Education Requirements - not fulfilled by Smith School requirements listed above. - Total Credits 22-28 cr

Lower Level Electives 10-17 cr

Upper Level Electives 15 cr

Grand Total Required 120 cr
Current Catalog Description
International Business responds to the global interest in international economic systems and their multicultural characteristics. This degree combines the college-required courses with International Business courses and provides students the opportunity to apply a specified upper level foreign language course toward this specialization's requirements. It is strongly recommended that this program be declared in combination with another major in or outside of business in order to assure that graduates will have specialized career focus.

Updated Catalog Description
No change
## Typical Four Year Plan

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Credi t</td>
<td>Grad e</td>
</tr>
<tr>
<td>ENGL101 (AW)</td>
<td>3</td>
<td>ECON201 (HS)</td>
</tr>
<tr>
<td>MATH220, 140, or 130 (AR)</td>
<td>3</td>
<td>BMGT230 (AR)</td>
</tr>
<tr>
<td>ECON200 (HS)</td>
<td>4</td>
<td>COMM100, 107, or 200 (OC)</td>
</tr>
<tr>
<td>BMGT110</td>
<td>3</td>
<td>Natural Science Non-Lab (NS)*</td>
</tr>
<tr>
<td>Lower Level Elective</td>
<td>3</td>
<td>Lower Level Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Credi t</td>
<td>Grad e</td>
</tr>
<tr>
<td>BMGT220</td>
<td>3</td>
<td>BMGT221</td>
</tr>
<tr>
<td>Natural Science Lab (NL)*</td>
<td>4</td>
<td>Humanities (HU)*</td>
</tr>
<tr>
<td>Humanities (HU)*</td>
<td>3</td>
<td>Scholarship in Practice (SP) non-major</td>
</tr>
<tr>
<td>Lower Level Elective</td>
<td>3</td>
<td>BMGT367 (College Core)</td>
</tr>
<tr>
<td>Lower Level Elective</td>
<td>3</td>
<td>Lower Level Elective</td>
</tr>
<tr>
<td>Lower Level Elective</td>
<td>3</td>
<td>Lower Level Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Credi t</td>
<td>Grad e</td>
</tr>
<tr>
<td>BMGT392 (Major Requirement 1 of 6)</td>
<td>3</td>
<td>BMGT454 (Major Requirement 2 of 6)</td>
</tr>
<tr>
<td>BMGT301 (College Core)</td>
<td>3</td>
<td>Upper Level ECON (from options)</td>
</tr>
<tr>
<td>BMGT340 (College Core)</td>
<td>3</td>
<td>BMGT364 (College Core)</td>
</tr>
<tr>
<td>BMGT350 (College Core)</td>
<td>3</td>
<td>Professional Writing (PR)</td>
</tr>
<tr>
<td>Upper Level Elective</td>
<td>3</td>
<td>Upper Level Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Credi t</td>
<td>Grad e</td>
</tr>
<tr>
<td>BMGT446 (Major Requirement 3 of 6)</td>
<td>3</td>
<td>BMGT466 (Major Requirement 5 of 6)</td>
</tr>
<tr>
<td>BMGT463 (Major Requirement 4 of 6)</td>
<td>3</td>
<td>BMGT477 (Major Requirement 6 of 6)</td>
</tr>
<tr>
<td>BMGT380 (College Core)</td>
<td>3</td>
<td>BMGT495 (SP/College Core)</td>
</tr>
<tr>
<td>Upper Level Elective</td>
<td>3</td>
<td>Upper Level Elective</td>
</tr>
<tr>
<td>Upper Level Elective</td>
<td>3</td>
<td>Upper Level Elective</td>
</tr>
</tbody>
</table>

**NOTE:**

*All students must complete two Distribute Studies courses that are approved for I-series courses. Students may also fulfill Understanding Plural Society and Cultural Competence with courses from Distributive Studies.*
Prerequisite/Course Sequencing Structure

BMGT392
BMGT477
BMGT446 (prereq: BMGT340)
BMGT454 (prereq: BMGT350)
BMGT463
BMGT466
ECON305 (prereq: ECON201 and ECON200; and (MATH220, MATH140, or MATH130))
ECON306 (prereq: ECON200 or AREC250; and ECON201; and (MATH220, MATH140, or MATH130))
ECON330 (prereq: ECON200 & 201)
ECON340 (prereq: ECON200 & 201)

Course Descriptions

BMGT 341 Financial Markets (3) Prerequisite: BMGT340. Formerly: BMGT498G. Shows the interconnectedness of the markets. The role of the Central bank and monetary policy is included in this context. Students develop an understanding of: (i) the determination of interest rates; (ii) financial instruments, markets and institutions; (iii) the impact of monetary policy on institutions; and (iv) how financial innovations create markets.

BMGT 392 Introduction to International Business Management (3) Prerequisite: ECON200. A study of the domestic and foreign environmental factors affecting the international operations of U.S. business firms. The course also covers the administrative aspects of international marketing, finance and management.

BMGT 446 International Finance (3) Prerequisite: BMGT340. Financial management from the perspective of the multinational corporation. Topics covered include the organization and functions of foreign exchange and international capital markets, international capital budgeting, financing foreign trade and designing a global financing strategy. Emphasis of the course is on how to manage exchange and political risks while maximizing benefits from global opportunity sets faced by the firm.

BMGT 454 Global Marketing (3) Prerequisite: BMGT350. Marketing functions from the global executive's viewpoint, including coverage of global marketing policies relating to product adaptation, data collection and analysis, channels of distribution, pricing, communications and cost analysis. Consideration is given to the cultural, legal, financial and organizational aspects of global marketing.

BMGT 463 Cross-cultural Challenges in Business (3) Restriction: Must be in a major in BMGT-Robert H. Smith School of Business. Examines in depth the nature of international cultural value-differences and their behavioral-related effects in the workplace. Topics include decision-making and leadership styles and reactions to various work assignments and reward structures.

BMGT 466 Global Business Strategy (3) Restriction: Must be in a major in BMGT-Robert H. Smith School of Business. Focuses on the strategic challenges that directly result from and are associated with the globalization of industries and companies. Topics include drivers of industry globalization, difference between
global and multi-domestic industry, global expansion strategies, sources of competitive advantage in a global context, and coordination of a company across a global network.

**BMGT 477 International Supply Chain Management (3)** The study of the importance of the supply chain management within a global context. Topics covered include: the structure, service, pricing and competitive relationships among international carriers and transport intermediaries as well as documentation, location decisions, international sourcing/distribution and management of inventory throughout the international supply chain.

**ECON 305 Intermediate Macroeconomic Theory and Policy (3)** Prerequisite: ECON201 and ECON200; and (MATH220, MATH140, or MATH130). Credit only granted for: ECON305 or ECON325. Additional information: ECON325, Intermediate Macroeconomic Analysis, is a different course designed specifically for economics majors. ECON325 is accepted for ECON major requirements, but ECON305 is not. Analysis of the determination of national income, employment, and price levels. Discussion of consumption, investment, inflation, and government fiscal and monetary policy.

**ECON 306 Intermediate Microeconomic Theory (3)** Prerequisite: ECON200 or AREC250; and ECON201; and (MATH220, MATH140, or MATH130). Credit only granted for: ECON306 or ECON326. Additional information: ECON306, Intermediate Microeconomic Theory, is a different course designed for other majors besides economics. ECON326 is accepted for ECON major requirements, but ECON306 is not. Analysis of the theories of consumer behavior and of the firm, market systems, distribution theory and the role of externalities.

**ECON 325 Intermediate Macroeconomic Analysis (3)** Prerequisite: Minimum grade of C- in ECON300. Restriction: Must be in a major within the BSOS-Economics department. Credit only granted for: ECON305 or ECON325. Additional information: ECON305, Intermediate Macroeconomic Theory and Policy, is a different course designed for other majors besides ECON. ECON325 is accepted for major requirements, but ECON305 is not. Analysis of macroeconomic behavior and policy with emphasis on theoretical rigor. Topics include the determinants of economic growth, unemployment, inflation, and international economic flows.

**ECON 326 Intermediate Microeconomic Analysis (3)** Prerequisite: Minimum grade of C- in ECON300. Restriction: Must be in a major within the BSOS-Economics department. Credit only granted for: ECON306 or ECON326. Additional information: ECON306, Intermediate Microeconomic Theory and Policy, is a different course designed for other majors besides economics. ECON326 is accepted for ECON major requirements, but ECON306 is not. Analysis of economic decision-making by individual buyers and sellers, and resulting market outcomes, with emphasis on theoretical rigor. The efficient properties of perfect competition are examined, followed by consideration of market power, externalities, and asymmetric information.

**ECON 330 Money and Banking (3)** Prerequisite: ECON201 and ECON200. The structure of financial institutions and their role in the provision of money and near money. Analysis of the Federal Reserve System, the techniques of central banks, and the control of supply of financial assets in stabilization policy. Relationship of money and credit to economic activity and the price level.

**ECON 340 International Economics (3)** Prerequisite: ECON201 and ECON200. Credit only granted for: ECON340 or ECON441. Covers economic models of international transactions, exchange rates, and balance of payments. Analysis of policies of protection, devaluation, and exchange rate stabilization and their consequences.
Undergraduate Program Learning Outcomes Assessment Summary

Department, Program & Degree: B.S. in International Business
Chair: Martin Dresner 301-405-2204 mdresner@rhsmith.umd.edu

Time Period of Assessment: Fall 2013- Spring 2014
Date: October 15, 2014

Actions Taken as a Result of Past Assessments
1. What have you done in the past academic year (Fall ’13-Spring ’14) to follow up on past learning outcomes assessments, and/or on feedback from reviews of your previous learning outcomes assessments? What decisions were reached and/or what actions were taken to improve student learning?

For the past several years, the IB faculty have engaged in a collaborative process to develop assessment and learning strategies to measure and enhance student performance, contribute to the broader academic experience at the Smith School and the University. Our objectives are fourfold: 1. establish expectations for learning and assessment tools for the international business major; 2. support learning by IB students across the core areas all Smith School graduates, regardless of major, are expected to master; 3. engage in continuous improvement regarding core requirements and the curriculum offered undergraduate business students; 4. foster improved communications skills—presentation and writing.

Mastery of International Business Concepts
The faculty have compiled and refined key concepts for IB student mastery that in turn are embodied in a learning assessment tool—an exam administered by your office. These are attached. As necessary and indicated by the assessment tool, curriculum have been modified and materials added to courses to better ensure accomplishment of our objectives. We continue to refine curriculum—text and cases—to update and improve relevancy and student performance.

Mastery of Core Concepts Offered Business Students Across Majors
Faculty teaching international business courses include in structuring syllabus attention to the college’s key learning objectives that “Students should understand how [the international business course] relates to and builds on the concepts from [the core functional area].” So, for example, a learning objective for International Finance should help students understand how International Finance relates to and builds on the concepts from Finance.

Faculty teaching international business courses are encouraged to reinforce concepts taught in core business courses through direct attention to these in the corresponding IB major required courses. This helps reinforce and elaborate understanding of the core business concepts within the context of the international business classroom.

In order to facilitate the implementation of this action plan, we see the following mappings between core and international business courses:

- 340 Finance/446 International Finance
- 350 Marketing/454 Global Marketing
- 364 Management & Org principles/463 Cross-cultural Challenges in Business
- 495 (Strategic Mgmt)/466 Global Business Strategy
In addition the IB faculty has established best practices for faculty teaching IB—see Appendix A

**Improving the IB Major**

To improve course content and the student experience, faculty are encouraged to search for and incorporate new content and cases relevant to the evolving international business environment and globalization imperative.

To these ends, materials on the rise of China, variety of challenges posed by globalized production, marketing and investment in emerging economies of Asia and Africa are encouraged. Cultural as well as public policy and value chain considerations are and will be further emphasized.

In addition, faculty are incorporating changes in the international institutional environment, such as new accounting standards, trading rules administered by the WTO and regional arrangements, international tax and investment agreements and international dispute settlement.

**Expression and Writing Skills**

Effective oral and written expression is essential to good business leadership and citizenship. Students’ skills will be further developed and refined through case discussions, collaborative learning and written presentations in group projects and individual case analyses that form important elements of student evaluation and grading.

Throughout the curriculum students undertake projects and analyze cases individually and in teams, and small group and classroom presentation are central to developing oral communication skills in an increasingly multi-cultural classroom. Students individual and collaboratively are required to present written findings, honing individual and collaborative report writing skills.

---

1 Although BMGT 372 is not in the core, since the material from this course is interdisciplinary, it provides a good basis for core knowledge.
1. **Use the Socratic method** of teaching for conceptual (as opposed to factual) topics, illustrated by asking students a lot of questions and letting their answers drive the discussion whose ultimate direction is guided by follow up questions asked by the instructor.

Specific example:
- Ask: “What should I do now?” or “What would you do?” These questions encourage the students to come up with their own way of approaching a concept and finding a solution. This way, they have more of an appreciation of the difficulties and more of an appreciation of the solution. It forces them to get used to attacking concepts on their own and to chip away at it themselves from different angles.

- Allow the students’ comments to (temporarily) take the discussion in a direction that the instructor knows is a dead end so that they can ultimately appreciate what is the correct (or better) solution.

2. **Use some historical examples** where students are forced to look for the essence of a modern concept which may not have been spelled out explicitly. For example, in an International Finance course students were asked to think about what the Medici did to get around usury laws that the Catholic Church had enforced and their job was to notice that the Medici had essentially developed a forward contract to get around these laws without it being recognized as such.

3. **Assign Thinking/Analytical Projects to Students to illustrate Concepts Related to the Course**

Example #1:
Have students participate in the [Global Mindset Inventory](http://www.thunderbird.edu/knowledge_network/ctrs_excellence/global_mindset_leadership_institute/academic_global_mindset_assessment.htm). More details of this are found at http://www.thunderbird.edu/knowledge_network/ctrs_excellence/global_mindset_leadership_institute/academic_global_mindset_assessment.htm

Example #2:
**International Strategy Review Assignment: Al Jazeera**

**BACKGROUND**
Al Jazeera English’s mission is to provide independent, impartial news for an international audience, and to offer a voice to a diversity of perspectives from under-reported regions.

Al Jazeera’s global footprint continues to grow, broadcasting to more than 220 million households in more than 100 countries. Al Jazeera broadcasts from strategic broadcast centers including Doha, Kuala Lumpur, London, and Washington, DC. Unlike other international channels, Al Jazeera’s coverage rotates and moves along their different broadcasting centers. Al Jazeera has more than 1,000 highly experienced staff from more than 50 nationalities, making AJE’s newsroom among the most diverse in the world. Al Jazeera is the most watched news channel on YouTube, receiving 2.5 million views per month. Launched on April 16, 2007, the Al Jazeera English YouTube site has more than 10,000 videos currently posted. As the channel of reference for the Middle East and Africa, AJE has unique access to some of the world’s most troubled and controversial locations.
As background, you will be provided a case, “Al Jazeera: A Middle Eastern Enfant Terrible Goes Global.” The case describes the success story of Al Jazeera and how it developed from a controversial Arab news channel to a globally respected brand. The objective of the case is to illustrate the challenges an organization faces as it transitions from a 'single product, single region' success story to a global company. The case helps students think about the different growth dimensions (product offering, regional scope) as well as the implications this has for branding and economics. The case also illustrates the specific challenges of operating in a developing market environment with strong boundary conditions (cultural barriers, etc.). Your assignment is to complete a comprehensive analysis with recommendations for the management of Al Jazeera.

More information regarding Al Jazeera is available at:
http://english.aljazeera.net/
http://english.aljazeera.net/indepth/opinion/2011/02/201121121041735816.html

4. USE CASE-DISCUSSION TO ENCOURAGE INDUCTIVE-LEARNING

Case-related questions are related, both, to explanations of past performance and suggestions for future actions. No case has a unique set of “right answers” – the emphasis throughout the semester is improving students’ thought process to develop better analysis and make better decisions. To achieve that objective, classroom dynamics stimulates dialectical reasoning throughout the whole session. For every thesis, an antithesis is built either through asking other students to suggest an alternative perspective or through direct questions that confront the original arguments.

For BMGT 392, Peter Morici uses 15 case studies from the Hill textbook, on which students work in the classroom. These cases are typically 3-5 pages long. When students begin discussing the questions, Peter engages them in conversation to drive home the key lessons from the case. Much of the class time is thus devoted to students working in permanent groups on cases. For each of the 15 cases, students are given four or five questions and asked to formulate consensus answers. Only then are the cases discussed by the entire class. In the general discussion, students contribute answers to each question that initiate a broader discussion. Probing questions are offered to instigate deeper learning.

Compared to 10 or 15 years ago, students are much more capable of mastering the textbook material on their own. Lectures are therefore briefer and focus more on key issues, the more difficult concepts and connections to cases and everyday business events.

Other BMGT 392 instructors also use cases from the text, but fewer cases, and use substantive team projects to relate course content with real life situations. (See Item 9)

5. Require Students to Submit a Written Analysis (2-3 single-spaced pages) of at least 3 cases, the substance of which is to include discussion of alternative points of view.

For example, if students suggest that company X should expand in China, they have to also recognize the possible arguments on why this company should not expand in China and show, taking into account pros/cons of expansion, why they decided to suggest a particular expansion.

6. USE SIMULATIONS TO ENCOURAGE INDUCTIVE-LEARNING
Class sessions may be dedicated to a simulation where students have to plan and manage the global expansion of a manufacturing company. The game is quite complex, with multiple variables involved in decision making; the objective is to expose students to the interconnectedness among many decision variables, to develop abilities of decision making under uncertainty and to stimulate teamwork. The grade does not depend on their performance on the simulation but on a report where they describe what they have done, the logic for their actions and, most importantly, what they learned from their actions. Critical thinking is crucial at that stage (when preparing the report), as they have to retrospectively analyze why some things did not work as they expected. The instructor’s aim with this report is not to give higher grades to those groups which had the best logic from the start, but rather, to give higher grades to those that learned the most from their actions. The students are told this—that is, that the process of stepping back and analyzing strong points and mistakes and detailing what they could have done differently is key to a good performance/higher grades.

7. GIVE STUDENTS THE CHANCE TO SPEAK (HYPOTHETICALLY) TO A BOSS OR JOB-RECRUITER IN WAYS THAT REFLECT WELL ON THEIR CRITICAL PROBLEM-SOLVING SKILLS

Example: Tell students: “Your boss considers you a bright Smith graduate and has emailed you to provide input on a proposed strategic alliance between your firm and a Spanish partner. As you walk to the conference room, thoughts swirl around in your head and you start remembering what you learned about corporate alliances. Specifically, you remember the following:
"Strategic alliances have become the norm in global business. . . there is no such thing as one-on-one competition any longer. . . strip any firm of all its strategic alliances, be it a Google or even a Boeing, and it could not survive in the global market place for any length of time. . . a major percentage of the firms that enter in strategic alliances end up in a state of competitive surrender to their partner. . ."

As you open the door to the conference room, one more thought flashes in your mind: you remember what one of your teachers once said: "you never get a second chance to make a first impression. . ."

Then ask a student: “____, you’ve got exactly two minutes, not twenty, three max. What will you tell your boss?”

After that student is finished, call on another and ask: “____, did So-and-So leave out any critical advice? What other specific steps would you recommend your boss should take as s/he structures the proposed alliance?”

The above scenario repeats with each theme in the course. Example: British research findings show that the global market share of “green” products is no more than 2%-3%. at the same time, no csr (corporate social responsibility) program leaves a firm vulnerable to devastating consumer backlash/boycott. What steps should your firm take to avoid this backlash and achieve profitability at the same time?

8. REGULARLY EMAIL TO STUDENTS STUDY GUIDES ON ASSIGNED READINGS AND MATERIAL COVERED IN CLASS

These guides are intended to recapture the readings, class discussions, and prompt the students to think some more about the issues. The guides can run from 2-3 pages to 12-15 pages, depending on the issue, depending on the course. The instructor using this practice emails between 20 and 30 study guides per semester.

9. TEAM PROJECTS
Faculty assign team projects and exercises that relate directly and reinforce course content. This gives them an opportunity to explore sources of information which posted on Canvas and available on the internet, encourages students to develop primary source materials at their initiative, improve team-working and report-writing skills, and apply some of what they are learning in the classroom in practical situations.

**Example 1**: Assume that your team is a consultant to Under Armour ([www.underarmour.com](http://www.underarmour.com)). The company was started by a Maryland football player in 1996 and reached the one billion dollar mark in sales in 2010. The company is already in several developed countries, and is now interested in exploring emerging markets that present future growth opportunities. Your team has been hired to **identify a foreign market** for them to enter. The team assignment therefore involves the preparation of a “business case” for Under Armour to enter a specific emerging market as recommended by your team.

**Example 2**: In year 2000, 189 world leaders came together at the United Nations to design a roadmap for ending extreme poverty, disease, and hunger. Together, they created eight objectives, the **Millennium Development Goals**, and agreed to achieve them by 2015. The goals encompass universally accepted human values and rights such as freedom from hunger, the right to basic education, the right to health, and a responsibility to future generations. We are now more than two-thirds of the way towards the target date of 2015 by which the Millennium Development Goals (MDGs) are to be achieved. The team assignment asks students to select any two MDGs and assess the progress of four countries toward achievement of these MDGs. Student teams are asked to identify specific projects and programs taken up by the selected countries to achieve the MDGs and recommend actions that business can take to help developing countries reach these goals.

**Four-Year Assessment Plan**

2. Please briefly summarize your 4-year assessment plan for AY14-AY18 (to provide context for your results). Please note any departmental or programmatic special circumstances that provide context to this plan or this year’s work.

The Business School Learning Outcomes Assessment Plan for Fall 2014-Spring 2018 is as follows:

During Fall 2014 we will collect data to assess the general content knowledge, oral communication skills, written communication, critical thinking skills, and leadership & teamwork skills. We will analyze the collected data during Spring 2015. We will repeat the same assessment in Fall 2016 and we will analyze the collected data in Spring 2017.

In Fall 2015 we will collect data to assess specific content knowledge. We will analyze this data in Spring 2016. We will repeat this assessment in Fall 2017 and analyze the collected data in Spring 2018.

In summary:

<table>
<thead>
<tr>
<th>Collect the data</th>
<th>Outcomes</th>
<th>Analyze the data</th>
<th>Repeat Assessment</th>
</tr>
</thead>
</table>
| **Fall 2014**    | • General Content Knowledge  
                  • Written Communication & Critical Thinking Skills  
                  • Oral Communication Skills  
                  • Leadership & Teamwork Skills | Spring 2015 | ✓ |
| **Fall 2015**    | **Specific Content Knowledge** | Spring 2016 | ✗ |
| **Fall 2016**    | • General Content Knowledge  
                  • Written Communication & Critical Thinking Skills  
                  • Oral Communication Skills | Spring 2017 | ✓ |
3. Please state the outcome you discuss below.

**Learning Outcome 1b:** Are students able to demonstrate a clear understanding of important concepts in the specific field of International Business?

4. How did you measure student learning for this outcome?

**Learning Outcome 1b:** Are students able to demonstrate a clear understanding of important concepts in the specific field of International Business?

**Assessment Measures and Criteria:** As part of the first objective of LOA at Smith School, all International Business students were assessed in important concepts in the specific field of International Business.

All International Business students registered in BMGT 495 Business Policies (the capstone course for business students) in Fall 2013, which was when the assessments were done, were evaluated for specific content knowledge of International Business. This assessment was done by analyzing the collected data from the M/C exam, which was prepared by a team of International Business faculties for this purpose. 80% of students should have scored at least 70 out of 100 points on the M/C exam to achieve Learning Outcomes 1b.

5) What were the results of each of your assessments? What did you find?

**Assessment Results for Outcome 1b:** 100% of students achieved the goal, thereby meeting the expectations set in the learning outcome.

**Learning Outcomes Assessment for International Business Major (Learning Outcomes-1b)**

<table>
<thead>
<tr>
<th>STATISTICS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>3</td>
</tr>
<tr>
<td>Minimum</td>
<td>84</td>
</tr>
<tr>
<td>Maximum</td>
<td>100</td>
</tr>
<tr>
<td>Average</td>
<td><strong>93.33</strong></td>
</tr>
<tr>
<td>Median</td>
<td>96</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>8.327</td>
</tr>
<tr>
<td>Variance</td>
<td>69.33</td>
</tr>
<tr>
<td><strong>% of students who got minimum 70</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><em>(3 students got minimum 70)</em></td>
<td></td>
</tr>
</tbody>
</table>

6) How do you interpret these results? What conclusions did you draw?

It is evident from the results in the performance for Outcome 1b (Specific Content Knowledge) that the International Business students’ performance met the goal and the performance was much higher than the 80% threshold.

Even with the high performance, we will continue to improve the Specific Content Knowledge of International Business majors.
7) What was the consensus of your program’s discussion of these results?  What action(s) are you going to take as a result of your discussion and analysis?

As I mentioned in question 6, the International Business major met the set assessment goal, but we will continue to improve the major.

I met with Dean and Vice Dean on spring 2014 to review the results of the assessment. We discussed the steps necessary to take to improve the assessment’s results. Over the next year, we will do the following:

- Meet with the department chair to determine how to improve programmatic delivery and student retention of Specific Content Knowledge.
- Analyze the results of the Specific Content questions on the Assessment Exam to determine where students are doing least well.
- Since some of the important material that students recognize less may be covered in different courses, we should group these topics and verify the course(s) that are covering these materials.
- Meet with International Business instructors to review results and determine how to improve and discuss with them to find a better way to coordinate the delivery of the course content that is commonly covered in different courses.

**Plans for This Academic Year**

8) For which outcomes will you be collecting information over this academic year?

This Academic year we will assess the following outcomes.

- **Learning Outcome 1a:** Students will be able to demonstrate a clear understanding of important content in the core business disciplines.
- **Learning Outcome 2:** Students will demonstrate critical thinking and written communication skills through the individual analysis and write-up of a business case.
- **Learning Outcome 3:** Students will demonstrate their oral communication skills by presenting an analysis of a business case to their class.
- **Learning Outcome 4:** Students will demonstrate their leadership skills by leading a class discussion.
- **Learning Outcome 5:** Students will demonstrate their abilities to work effectively with other members of a team in the preparation of a group project.

9) How will you measure student learning for these outcomes?

During the last academic year I met numerous times with my college Dean, Vice Dean, Executive Committee members and undergraduate administration, to discuss the best way to assess our students’ General content knowledge. Based on the results of the discussions in these meetings and also based on our experience from the last cycles of the Learning Outcomes assessment, we have decided to conduct an online multiple choice question test. The M/C questions have already been prepared in the Spring of 2014 by six departments’ faculties who are teaching eight courses that all business majors at the Smith School, regardless of their majors, should take. We will run this test at the second half of the November 2014. It is required for all students who are registered for BMGT 495 Business Policies during the Fall 2014 semester in which assessments will take place. Students do not need to prepare themselves for this test. To make sure that students take this test seriously, five percent of their BMGT 495 final grade will be based on these test results. All this information has been discussed with the BMGT 495 faculties and published on the BMGT 495 course syllabus, and students are aware of this test.
In BMGT 495 (the capstone course for business students), groups of six students are working on a big project during the Fall semester. To assess outcome 2, 3, 4, and 5, I will provide rubrics for each outcome to all faculties that will be teaching BMGT 495 and ask them to assess their own students and score them based on the given rubric about critical thinking and written communication, oral communication, leadership and teamwork skills.

Email confirmation of Dr. Cindy Clement’s approval of the International Business major’s proposed ECON requirement changes.

From: Clement, Cindy <Clement@econ.umd.edu>

to bhorick, cclement, krussell, Maureen

Brian,
Thank you for the clarification and for the support of our proposed curriculum change. Avoiding misunderstandings is clearly in the best interests of our students, especially when several things are in flux. I confirm that Economics supports your plan to reduce the number of upper level economics courses required of International Business and Finance majors.
Regards,
Cindy Clement, Ph.D
Director of Undergraduate Studies, Economics
Tydings 3018, 301 405 3257
clement@econ.umd.edu
www.econ.umd.edu