

**Articulating Curricula
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Articulating Curricula for Exchange of Students and Other Forms of Cooperation

Submitted July 31, 1995 by

Tony McKittrick, Director of International Education, Australian Catholic University

In my analysis of the 48 respondents to the business curriculum survey I confined myself to a study of undergraduate business studies programs.

I sought to identify the key issues involved in the establishment of exchange programs for undergraduate students. I found that there were six of them.

- core units/majors
- academic year
- level of admissions/prerequisites
- internships/community service
- period of candidature/length of course
- language of instruction

1. Core Units

As a result of my analysis, I determined that there were ten core areas of studies in the 40 odd business courses listed in the survey:

Mathematics	Accounting	Economics
Management	Statistics	Organization Theory
Computing/Information Systems	Marketing	Business Ethics

With the exception of Business Ethics, which I will discuss in more detail later, most of the institutions in the survey had core units in these above areas making it fairly simple, in theory, for a student to move from his/her home institution to another to undertake studies under an exchange program.

2. Academic Year

In order to run a successful exchange program it would be necessary to match, in some way, the academic years from one institution to another.

Owing to the difference in the seasons between the Northern and Southern Hemispheres, there is a mismatch in academic years. For example, in Australia, first semester begins around the end of February and ends around mid June, Second semester starts in early July and finishes at the end of November. Such differences, although not insurmountable, need to be taken into account.

3. Level of Admission/Prerequisites

Prospective exchange students need to be advised of the prerequisites or prior learning needed

to undertake particular units as part of exchange programs. Statements have to be prepared by faculty providing information on the levels of knowledge assumed for units that might be undertaken by exchange students.

4. Internships/Community Service

In view of the fact that my own university has a compulsory internship unit in the business studies degree, I was interested to know whether or not any of the other institutions had similar programs. As a specific question about internships was not asked it was difficult to come to a satisfactory conclusion. This needs to be followed up in any subsequent survey because an exchange program involving an internship would be an attractive alternative to undertaking formal courses particularly for those students who wanted to undertake exchange programs outside of the normal academic term.

5. Period of Candidature/Length of Course

Account needs to be taken of the fact that the length of undergraduate courses varies from one country to another. In Australia the length is three years, in the USA it is four years and in Latin America it is five years. This needs to be kept in mind when trying to match up the year of study of exchange students at institutions from different countries and is related to the prerequisite issue mentioned above.

6. Language of Instruction

It is important to publish the language of instruction for units that might be attractive to exchange students. Unless a student is undertaking a special studies program, which includes intensive work in a foreign language, the expectation will be that an exchange course will be available in the exchange students native language.

Workshop on Curriculum
submitted by Jesus Contreras
August 1, 1995

Remarks on curriculum

Introduction

The analysis of the curricula of all Institutions included in the booklet is complex due to the diversity, and the special characteristics in each country and regions. However it is possible to establish some problems and common areas, and view some alternatives to solve them.

What I see is that all Institutions share the same Christian ideals, but it is not clear what is the function or contribution of the Business Schools in the Jesuit context. I do not see a student's outcome profile well defined.

Common Areas

Even though there are not the same names and probably the same contents, I identify the following common areas in undergraduate programs:

- Math and statistics
- Economics
- Accounting
- Marketing
- Finance
- Organizational Theory
- Management
- Computer
- Ethics

There are wide diversities in the MBA programs and at the same time it could be flexible to make joint programs.

Problems

In order to make easy the students exchange programs, it is necessary to have in mind the next problems:

- Accreditation
- Endurance
- Internship (Not all the institutions provide this)
- Pre-requirement for each course
- Restrictions on language and culture
- Cost and Fees

Alternative Solutions

1. Due to the vast information, it is necessary to have a database to be distributed to all the institutions.
2. It is convenient to establish what or which could be the function of the business schools in a Jesuit education institution.
3. Exchange could be classified either in temporary or permanent terms.
4. Due to the fact that academic systems differ in various areas, it is necessary to establish a form of a matrix of these systems to elaborate compatibility and the necessary adaptations.
5. It is important to establish some policies about the fees, students should be paying the sum of fees according to his/her local standards if its temporary.
6. Each institution should decide whether a candidate is accepted or not depending upon the candidate's qualifications and requirements for the course.
7. For the constraint of language and culture it is possible to open a new area in the curriculum.

Catholic University of Central Africa
Submitted by Philippe Dubin, S.J.

Curriculum Task Force

We are a very young faculty (and University), four years old. In September we will give the first "maitrise" ("Maitrise" in economic management , maitrise in "Social Science").

We have now three programmes:

1. Two years course in Business Management (Diploma)
2. Fours years course in Business and Economics (License and Maitrise)
3. Four years course in Social Sciences (License and Maitrise)

In October 1996 we will open a new campus in the centre of Yaourde. We will have new programmes: advanced accountancy (eventually till the diploma of chartered accountant). Post-maitrise course (specialization in business administration for small enterprises, specialization in development projects).

For us, as young faculty, the objectives of this exchange of curricula are:

1. To know what is done elsewhere in order to launch our new programmes and improve the existing ones.
2. To know what management and management education is in different cultures (Africa has still to find its own way).
3. To look for the possibility to send our students abroad after three or four years of faculty ("license" or "maitrise"), in an MBA programme, including the problems of scholarship.
4. Eventually to receive students from abroad.

Articulating Curricula for Exchange of Students and other Forms of Cooperation

Submitted by Fernando Pereira Laverde

Pontificia Universidad Javeriana

Facultad of Business Administration and Economic Sciences

To articulate an exchange program, it is necessary to state the special formation offered by the Jesuit University in its Business Administration Programs.

At the Javeriana University - Cali we define the "Javeriana Profile" for our students from our mission. The identifying statements:

- Form in Democracy and Participation
- Create an Attitude that respond to the Catholic concept of Enterprise, deep respect to the dignity of the person.
- Promote the social development special through NGO, creating the need to evaluate the impact of their future decisions on the less favored persons, searching social justice
- Define a hierarchy of values with respect to the life, the environment, the family, citizenship, responsibility and honesty.
- Stimulate a dynamic and continuous search of excellence, according to the magis concept of Saint Ignatius of Loyola.

Interested in the following programs

- Competitiveness Centers Network
- Multinational Network of Centers that Offers Consulting on Competitiveness
- Develop Joint MBA with Strength on International Business, Competitiveness, International Marketing
- Students and Professors Exchanges

Comments on Curriculum For Third World Forum

**Submitted by:
John Burbridge**

The following comments represent my perspective on the graduate curriculum at Jesuit Business Schools:

1. From the material presented there appears to be a lack of Jesuit Identity associated with the curriculum at many institutions. At the undergraduate level, approximately 40% of the institutions offer ethics courses. At the graduate level, it is even less.
2. The reason for this lack of identity has been driven in the past by the need to meet either accreditation or governmental requirements.
3. Some of these pressures are now being alleviated. Accreditation bodies are now stating the need for mission-driven curricula. It is also going to be important to have learning objectives associated with the institutional mission. Future articulation agreements may be restricted to institutions with common missions.
4. Based on the talks given at the Third World Forum, the following subjects should be considered for inclusion in graduate curriculum:
 - a. Real World Service
 - b. Ethics and Social Responsibility
 - c. Cross Cultural Comparisons of Values and the Meaning of the Enterprise
 - d. Organizational Change
 - e. Communal Discernment
 - f. Leadership

Articulating Curricula for Exchange of Students and Other Forms of Cooperation

E. Julia J.L. Salvat - Universitat Ramon Llull Barcelona
IABDDJI, Yogyakarta, 31st July 1995

1. Curricula and number of associates.

Curricula book is very useful, but there are some universities missing. Perhaps we could ask them if they want to participate or not with their curricula.

2. Exchange of Students

In the European Union we work according to the SOCRATES program which consists of:

- a. The Universities (institutions) wish to participate in this program
- b. There is a list of subjects and its credits which is common to all institutions. We could call it the "official list".
- c. Exchange is made by means of a trilateral agreement:
 - University "of origin" of the students
 - University "receiving" the students
 - The studentThe three parts must sign the agreement document.
- d. The degree is granted by the University "of origin" of the student and takes into account and agrees with the qualifications given to the student by the "receiving" University.
- e. The student pays his fees to the University "of origin."
- f. The University "receiving" is committed to look for accommodation to the student. Accommodation expenses are paid by the student.
- g. This interchange is based on equal number of students sent by each of the universities and received by the other.

We are quite happy with this type of exchange, and we propose it to your consideration, because "it works."

3. Forms of Cooperation

We propose:

- a. Exchange of students. First step.
Short term: undergraduate and graduate
Medium term: executive of university
- b. Exchange of Professors. Second step. We consider that this point is fundamental to "improve the quality of our teaching."
- c. Joint research programs. Third Step. We are convinced that university is equivalent to research. A university without research is a low school.
- d. We, of course, are prepared to collaborate and cooperate with all projects that can improve the IABDDJI.

**SUMMARY OF WORKSHOPS ON
ARTICULATING CURRICULA FOR EXCHANGE OF STUDENTS
AND OTHER FORMS OF COOPERATION
AMONG IABDDJI BUSINESS SCHOOLS
SUBMITTED AUGUST 1, 1995**

In order to articulate our curricula, it is necessary that we reaffirm our goal to prepare aspiring men and women for managerial and leadership positions, in the context of the fastly emerging global economy and cultural diversity, with the necessary knowledge, skills, attitudes and Christian values to serve others in justice and faith

We strive to be innovative, learning institutions inspired and driven by a commitment to Catholic spirituality and social thought. We believe that institutional development and success are base upon participation, satisfaction and growth of constituents.

It is our endeavor to have graduates imbibed with higher ordered human and Christian values, including:

1. Truth, justice, faith, and humanism
2. Compassion for and service to the disadvantaged
3. Growth and satisfaction of co-workers
4. Integrity and organizational commitment
5. Organizational efficiency and effectiveness

Action Plan: 1995-1999

1. Readminister the curricula survey with a view to developing a more comprehensive database that contains concise and easily understood information and is technologically accessible to all member institutions. Additional information that should be collected includes:
 - Mission of business programs
 - Outcomes desired
 - Requirement for students internships and service
2. In order to encourage curricula innovation and exchange among IABDDJI business schools, constitute a Curricula Task Force whose purpose will be to encourage collaborative research and to foster other development activities.
3. Based upon available articulation documents, develop a model one and take steps for encouraging "twinning" arrangements between IABDDJI business schools from the developed and developing countries.
4. Encourage formation of regional IABDDJI business school forums - such as Asian, African, Latin American, etc. - to discuss curricular issues and other areas of mutual interest.
5. Develop a clearing house for student, faculty, case and program material exchange from where member institutions can seek information and draw supporting materials.
6. Support to the extent possible visits of institutional leaders and/or faculty.
7. Encourage regular regional development workshops for deans/directors, particularly addressed to new deans/directors.
8. Exchange newsletters, journals, books and other relevant materials.
9. Promote the exchange of information on alumni and supporters among IABDDJI business schools and where appropriate, encourage the formation of alumni and other advisory boards.