

*Fall 2008*

# **International Business Education**

**Outreach Initiatives for Grades K-12**



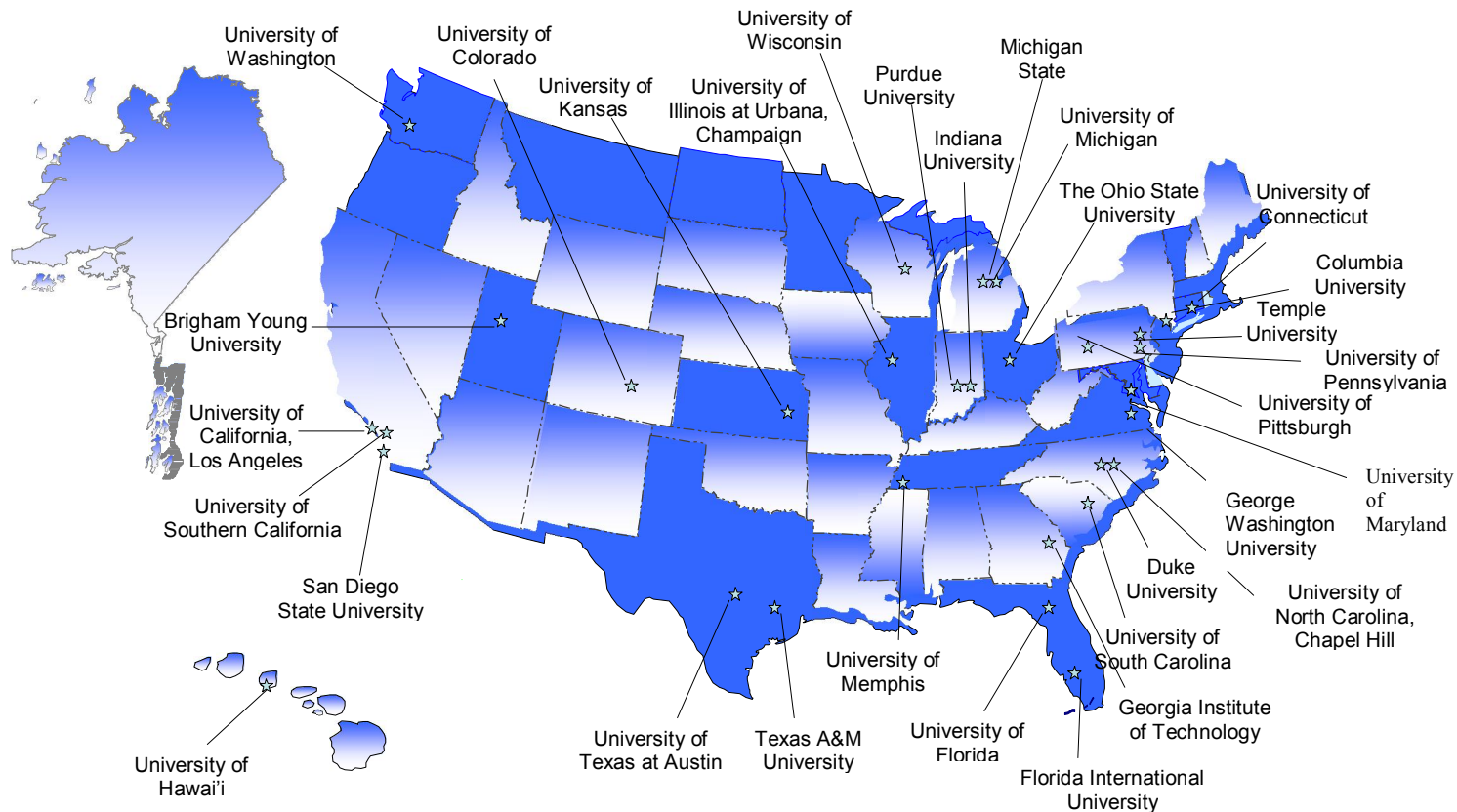
*Centers for International  
Business Education (CIBERs)*



COMPILED AND EDITED BY THE PURDUE UNIVERSITY CIBER.

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# CIBER Universities



The Centers for International Business Education and Research (CIBERs) were created under the Omnibus Trade and Competitiveness Act of 1988 to increase and promote the nation's capacity for international understanding and economic enterprise. Administered by the U.S. Department of Education under Title VI, Part B of the Higher Education Act of 1965, the CIBER program links the manpower and information need of U.S. business with the international education, language training, and research capacities of universities across the U.S. Thirty-one universities designated as CIBERs serve as regional and national resources to business, students, and academics. Together, the CIBERs form a powerful network focused on improving American competitiveness and providing comprehensive services and programs that help U.S. businesses succeed in global markets. Additional and updated information about Faculty Development Programs, Conferences, Papers, etc. can be found at <http://ciberweb.msu.edu>. Program Administrator: Susanna Easton, IEPS, U.S. Department of Education, 1990 K Street NW, Sixth Floor, Washington, D.C. 20006-8521; Phone: (202)502-7628; E-mail: [susanna.easton@ed.gov](mailto:susanna.easton@ed.gov); <http://www.ed.gov/about/offices/list/ope/iegps>

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## Introduction

The Centers for International Business Education (CIBER) Program was created under the Omnibus Trade and Competitiveness Act of 1988 to increase and promote the nation's capacity for international understanding and economic enterprise. Administered by the U.S. Department of Education (under Title VI, Part B of the Higher Education Act of 1965), the CIBER program has linked the manpower and information needs of U.S. business with the international education, language training, and research capacities of universities throughout the United States. The programmatic requirements of the legislation mandate that every Center provide a comprehensive array of services and that funded Centers will

- ◆ Be national resources for the teaching of improved business techniques, strategies, and methodologies which emphasize the international context in which business is transacted;
- ◆ Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners;
- ◆ Provide research and training in the international aspects of trade, commerce, and other fields of study;
- ◆ Provide training to students enrolled in the institution or institutions in which a center is located;
- ◆ Serve as regional resources to local businesses by offering programs and providing research designed to meet the international training needs of such businesses; and
- ◆ Serve other faculty, students, and institutions of higher education located within their region.

## Outreach Initiatives for Grades K-12

The K-12 activities of the CIBER network encompass a variety of initiatives designed to infuse international issues into pre-college educational programs. Included are a wide range of projects and programs of differing formats for elementary, middle and high school students and teachers. Projects range from the development and dissemination of broad-based curriculum guidelines and curricular materials to the development of more focused in-depth topical guides. Delivery formats include training workshops and summer institutes for students and teachers, student and academic speakers, and implementation of student-directed projects. Nearly all activities include partnerships with community organizations, local school districts, businesses, and/or state agencies.

The subject matter ranges from general themes of global interdependence to more discipline-focused activities in the arenas of foreign language, social studies, business, and economics. CIBER efforts appear to have the most extensive reach at the high school level; however, CIBERs are increasingly partnering with local middle and elementary schools, colleges of education, world affairs councils, and other organizations to extend programming reach to younger ages.

The following pages detail current and planned K-12 outreach programs for most of the thirty-one CIBERs. Contact information for each CIBER is included in an index at the back of this report. This directory is available on-line through the national CIBER website: *CIBERWeb* at <http://ciberweb.msu.edu>.

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**CIBER:** Brigham Young University

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**K-12 Business Language Competition**

High school students from Salt Lake and Utah counties will be given a product to market to the Hispanic community. They will be given from 2 to 4 months to learn about the product, learn about the Hispanic market, and develop a promotion marketing plan to reach the Hispanic community. The marketing plan will describe how they will reach the target, and they will also present a creative marketing piece. Students will present their proposals to a group of Spanish speaking executives during a 1-day competition at the Marriott School of Management, BYU. All presentations and marketing materials will be done in Spanish. The two-fold goal of the competition is to (1) provide an opportunity for high schools students to apply their business and language skills outside their school environment and (2) encourage Hispanic students to utilize their language skills in a future professional career.

**CIBER:** Columbia University

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The Columbia University CIBER is collaborating with the Center for African Education at Columbia University's Teachers College to create the Teaching Africa Series. A set of regionally based monographs and workshops on four regions in Africa, the first of which will be West Africa as there is an increasing number of students from this region in New York City public schools and an absence of background and resource information to assist educators in supporting this population to educate all students in the classroom. The monograph on West Africa will serve as a guide for educators by providing them with general didactic information on the socio-cultural, political and economic contexts of West Africa and the tools to teach all of their students about this region. The target age group for this curriculum is middle to high school students. While developing this curriculum tool, the Center will consult with teachers and host pilot workshops for small groups of teachers which will enable them to interact with the contributors and evaluate the direction, content and usefulness of the contributions. This will also provide the initial opportunity for teachers to be trained to use the materials. Once the monograph reaches a publishable state, the Center will create a website to house materials and additional teaching tools, enabling them to keep materials as up-to-date as possible and making them available to teachers nationwide.

**CIBER:** Duke University

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**CIBER K-12 CONSORTIUM**

Building on the CIBER K-12 Consortium initiated by Duke CIBER during the last grant cycle, the CIBERs at Duke, UNC-Chapel Hill, San Diego, Connecticut, Memphis, Florida International, Ohio State, and Purdue will serve as a national clearinghouse of IB related educational materials geared to the K-12 classroom. Consortium members are tasked to explore innovative ideas promoting global education and language learning, particularly of the less commonly taught languages. In 2006-2010, Consortium members will meet annually or semi-annually to share best practices, teaching materials and professional development programs designed for K-12 educators. CIBERweb, hosted by MSU CIBER, will continue to be the online depository of these materials.

## **THE GLOBAL BUSINESS PREPARATORY PROGRAM**

The CIBERs at Duke University and the University of North Carolina at Chapel Hill have spearheaded the creation of this innovative summer program for North Carolina high school students. The Global Business Preparatory Program (GBPP) provides students with a hands-on introduction to the new global economic realities by providing them with internships (volunteer) in Puebla, Mexico. The internships are supplemented by intensive foreign language and cross-cultural instruction offered in a pre-departure program in Chapel Hill and throughout their time in Puebla. Participants are chosen through a competitive application process requiring them to demonstrate Spanish language proficiency. They must also attend high school in one of the North Carolina school districts that have already received the 'Global Communicators' designation, which recognizes districts for their development of K-12 foreign language program pipelines. Both the GBPP and the Global Communicators program are CIBER supported and part of the 'North Carolina in the World' initiative created by the governor of North Carolina to internationalize the education of North Carolina public school students. In its first year (2008), the GBPP received support and organizational assistance from the Center for International Understanding, The Frank Hawkins Kenan Institute of Private Enterprise, Universidad Popular Autónoma del Estado de Puebla, Mail Boxes Etc. – A UPS Company, Bojangles, The UPS Store, Pakmail, and a Steering Committee including educators and representatives from the NC business community.

**CIBER:** Florida International University

### **Workshop for K-12 Spanish Teachers, Fall 2008**

After the success of the past years, FIU CIBER will be happy to present the third K-12 Spanish for Business program. This year FIU-CIBER will take into consideration past participant's evaluations and redesigned the program as a way to welcome previous participants, as well as other school teachers from the area. Teachers will be provided with materials and practical lessons dealing with how to incorporate and develop a course in the K-12 curricula on Spanish for Business. Speakers from local companies with businesses in Spain and Latin America and professors of Spanish for Business from different Universities throughout the U.S. will be presenting and providing real class plans specially tailored to participants. The workshop will help K-12 teachers throughout the Miami Dade, Fort Lauderdale and West Palm Beach areas, as well as the rest of the U.S., develop a deep understanding of Spanish for Business thereby enhancing the importance and necessity of incorporating aspects of Spanish for Business into the standard K-12 school Spanish curricula.

### **Text Books for Teaching Language for Business for K-12**

FIU CIBER in collaboration with the Embassy of Spain, and other institutions is organizing a conference to make all text books for teaching Spanish, Portuguese and Chinese for business available to K-12 teachers. The day and a half conference will be held in Miami, spring'09. Through our partners the conference will bring editorial companies from different parts of the world to Miami to showcase the materials to K-12 teachers of all around the US. There will be travel grants available for K-12 teachers. Our language coordinator, Dr. Maida Watson, created a list of the latest editions of Spanish for Business text books available to the public. She distributed the list to all participants of the FDIB Teaching Spanish for Business in Spain. It was an immediate success. The idea is to share the materials with the K-12 academia.

*International Business (IB) Pilot Program with North Fulton Magnet High School:* This City of Atlanta public school system international business (IBP) magnet program is administered by North Atlanta High School's Center for International Studies (Dr. Fruttiger, director). Over 90 students enroll annually and the program is recognized as an international trade literacy national model. Upon completion, students receive an international business program diploma along with their high school diploma. GT CIBER participates in curriculum design with Georgia Tech faculty as curricular advisors. GT CIBER also assists in the design of a standardized web-based testing program for the IBP diploma; and fosters a Model High School International Business Program.

Other highlights of the GT CIBER/North Atlanta High School collaborative program include:

- a. An international (13th H.S., year) "baccalaureate" program with advanced teaching in less commonly spoken languages (Arabic, Chinese)
- b. Exchange of high school students from select partner countries with exchanges of one semester's duration
- c. A high school in-house sales center in which students sell art/crafts acquired on overseas trips --the experience allows them to master some basic concepts of trade, accounting and sales
- d. A High School International Studies "Summit" in which over 80 students participate (partly held on campus at Georgia Tech)
- e. Our faculty has lectured often as guests in various high school programs on international business issues
- f. We have provided curricular material in entrepreneurship, e-commerce (international dimensions) for high school instruction

We have been involved, as a CIBER, with this high school pilot program for more than eight years and are continuing and expanding the relationship.

*Web Page/Foreign Language Competition for Georgia High School Students:*

GT CIBER has sponsored a Web Page/Foreign Language Competition for Georgia High School Students every other year. This includes GT CIBER granting small stipends to encourage winner of the competition to spend parts of their summer overseas in intensive language programs (the awards are supplemented with funding from various overseas summer language schools). The prize for Georgia High School students is awarded following a week-long Francophonie Celebration in Atlanta. Example of one such competition for multilingual web design by high school students: <http://ciber.gatech.edu/prizes.htm>

This program started in 2000-2001 in the context of the first celebration of "Francophonie (French Speaking) World Week in Atlanta". GT Language Faculty and CIBER run the competitions. It provides an excellent model which can be replicated for other languages.

*Georgia Council on Economic Education:* GT CIBER has continued to strengthen its partnership with the *Georgia Council on Economic Education*. This partnership allows us to reach further into the school systems of Georgia and share the CIBER knowledge base with Georgia teachers. The Council's mission is to help teachers teach economics. Two thousand teachers go through Council's programs every year. CIBER is primarily concerned with the international business and economic dimension of this mission. CIBER continues teaming up with the Council in co-organizing short teacher training workshops focused on globalization and economic education; assisting in releasing select teachers for the workshops; assisting in international economic lesson planning through the use of the virtual Global Education

Clearinghouse website. Other CIBER outreach educational programs will be made available, free of charge, to Council-sponsored teachers.

**CIBER:** Michigan State University

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### **Online International Business Modules**

globalEDGE (<http://globalEDGE.msu.edu>) houses a series of modules that focus on multiple areas pertinent to international business and most modules include cases or anecdotes, a glossary of terms, quiz questions, and a list of references. Originally designed for community college use, the modules are also used in, and particularly well-suited for, the high school classroom. To see the full module series and to learn more about this project, visit <http://globaledge.msu.edu/academy/courses.asp>.

### **World Languages Day 2009**

#### **April 18, 2009**

MSU invites hundreds of high school students, teachers, administrators, and parents to campus to explore a world of languages during the fifth annual World Languages Day to be held on April 18, 2009. Free to all participants, this annual event focuses on the experiences that languages offer, and highlights the opportunities available for language study at MSU. Participants choose from dozens of sessions ranging from “Bollywood dreams: Discover India through Hindi Cinema” and “Banane! How to speak French using food vocabulary” to “The sword and Zen: An introduction to Iajutsu.” Sponsored by over 15 different campus departments and units including MSU-CIBER, this event draws students, teachers, and parents from all over Michigan. More information can be found at: <http://clear.msu.edu/wld>.

### **Summer Workshops 2009**

Every summer since 1997, MSU’s Center for Language Education and Research (CLEAR) has offered professional development workshops along with MSU-CIBER as a co-sponsor. Teachers of all levels, especially K-12, from all over the country (and internationally) have come to Michigan State University’s campus for these practical, informative and timely courses. The range of workshop topics includes both skills-based workshops and sessions on how to incorporate technology into the language classroom. Details on summer 2008 and summer 2009 offerings can be found at <http://clear.msu.edu/clear/professionaldev/summerworkshops.php>.

### **Onsite Workshops 2008-2009**

Onsite workshops bring members of CLEAR’s professional development staff to K-13+ institutions across the country with MSU-CIBER’s co-sponsorship. Workshop topics include both methodology and technology-related areas, and are tailored to the host institution’s specific needs and requests. More information about onsite workshops can be found at: <http://clear.msu.edu/clear/professionaldev/onsiteworkshops.php>.

### **Critical Incidents and Intercultural Communication in Business**

Although intercultural communication should be central to business language education because it serves as the context within which all aspects of international business take place, it is not a significant component of most business language programs. A need exists for cultural learning components for business language courses that are based on a solid foundation in intercultural communication. MSU-CIBER and MSU-CLEAR’s Introductory Business Language CD-ROM German includes videotaped interviews with American business professionals (in English) who have had significant interactions with the target culture. These interviews provide case studies based on intercultural communication theory. Following the “critical incident” framework of



Richard Brislin and colleagues, students navigate the cultural waters of business environments through activities inviting critical reflection and alternative explanations of behaviors. MSU CIBER and CLEAR have created business culture learning materials for German and are currently creating similar materials for Chinese and Japanese. These materials are at the introductory level and suitable for middle and high school level, as well as university level use.

### **Modules for Interactive Multimedia Education and Assessment**

In its third funding cycle, with the help of MSU-CIBER, CLEAR developed an online program, called MIMEA, to provide students with video clips of natural, unscripted conversations in various target languages. The clips are accompanied by transcripts, questions pertaining to the language and culture in the clip, language notes explaining any grammatical or dialectal points raised, and culture notes. MIMEA is currently available on CLEAR's website in Arabic, Chinese, German, Korean, Russian, and Vietnamese. It can be used both for independent learning and as an assessment tool, and fills a gap associated with many other forms of assessment, namely, the assessment of pragmatic and socio-cultural knowledge. Based on the success of the current MIMEA project, CLEAR will extend the project to other languages in the upcoming year. For further information visit: <http://mimea.clear.msu.edu/>.

### **Business Language Packets for High School Spanish, German, and French**

MSU-CIBER partners with CLEAR in developing and maintaining this series of packets on business-related topics that was developed for advanced high school language learners. While "business language" courses have proliferated at the college and university levels for the past 25 years, the interest in business language has not been as vigorous at the high school level. Those who teach business language in post-secondary settings have been invigorated by the natural compatibility of business-related topics with students' interests in careers and the world of work. It seems only natural, therefore, that high school students would be equally attracted to the content presented in business language classrooms. For more information, check out: <http://ciber.msu.edu/research/> or [http://clear.msu.edu/clear/store/products.php?product\\_category=print](http://clear.msu.edu/clear/store/products.php?product_category=print).

### **Language for Business and Economics: Internet Sourcebooks**

While the Internet Sourcebooks for French, German, Spanish, Japanese, and Korean were originally developed to be resource sites for students taking business French, German, Spanish, Japanese, and Korean at the University level, CLEAR and CIBER are currently promoting them for use as well with the high school business language packets described above. For more information, visit <http://clear.msu.edu/> or CLEAR's online resources site, [http://clear.msu.edu/clear/store/products.php?product\\_category=online](http://clear.msu.edu/clear/store/products.php?product_category=online) where there is also a link to the Sourcebooks.

**CIBER:**           Purdue University

Purdue CIBER K-12 activities are done in partnership with the Indiana Council for Economic Education (ICEE). Activities include international economics concepts taught within pre-service and in-service K-12 teacher education programs. General economics education programs encompass grades K-12 and most programs with a specific international focus are intended for teachers in grades 4-12.

Activities are primarily ongoing as part of the regular, yearly programming of the Indiana Council for Economic Education (ICEE) and are an important component of the 2006-2010 CIBER K-12 outreach agenda. Programs focus on general topics of economics education, and

events take place regularly on subjects related to international economics as part of for-credit as well as non-credit graduate programs. Each summer, with support from Purdue CIBER, the ICEE sponsors intensive, three-hour graduate-credit workshops for K-12 teachers that cover a variety of economic concepts and teaching methods. Workshops include sessions in which local business, labor, and agricultural leaders serve as respondents or speakers. These graduate credit programs take place at eleven University Centers – all part of the ICEE network – throughout Indiana. Among these, CIBER funds a graduate credit in-service teacher workshop that focuses entirely on international economics.

Purdue CIBER's primary role is to provide funding for ICEE programs. However, CIBER sometimes also provides speakers for specific programs, when appropriate. Funding supports teacher training in economics/international economics as well as curriculum materials designed for K-12 teachers and students. These have been developed by the National Council on Economic Education (NCEE), parent organization of the ICEE, as well as by the ICEE and the Indiana Department of Education (IDOE).

Teacher-tested economics curriculum materials with an international focus as listed below provide teachers with specific lessons that they can use with their students. In keeping with ICEE/NCEE philosophy, these creative curriculum materials are non-partisan, focusing on the basics of economics and giving middle and high school students the intellectual tools to make rational economic and public policy decisions: *Trading Around the World* (ICEE); *Indiana in the World* (IDOE, ICEE, CIBER); *Focus: International Economics* (NCEE); *Focus: Economics Systems* (NCEE); *Economies in Transition* (NCEE); and *EconEd Link* (web-based lessons – see [www.ncee.net](http://www.ncee.net)). In 2007, ICEE revised and updated the popular and very effective *Trading Around the World* publication for middle school students. The newest addition to this growing list of excellent materials is the 2006 NCEE curriculum: *Focus: Globalization*. This very relevant -and needed - publication will be distributed in dedicated teacher-training problems on this critical topic. ICEE also developed a new *Entrepreneurship* poster to introduce Indiana students and teachers to the basic steps in developing a business. In entrepreneurship training programs, especially at the high school level, there is usually an emphasis on getting fledgling entrepreneurs to consider international as well as domestic markets.

ICEE continues to develop elementary curriculum products, such as *Half-Pint Economics* and *Pint-Size Economics*. In addition, ICEE continues to place books with an international focus on its popular KidsEcon Posters web site ([www.kidseconposters.com](http://www.kidseconposters.com) - click on Literature Connection) that provide lessons to teachers with specific economics-focused questions they can ask their students. Examples of books include *The World is a Supermarket*, which stresses international specialization and interdependence, *Follow an Ice Cream Cone Around the World*, which explains how the ingredients for ice cream come from many different countries, and *Tools*, a book for primary students which shows how people in different countries use many kinds of tools to produce goods and services.

**CIBER:** \_\_\_\_\_ The Ohio State University

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### **Creating Global Graduates**

Business undergraduates from around the Globe will participate in the 5<sup>th</sup> annual CIBER Case Challenge in October 2008. Hosted by OSU CIBER, the business case challenge is organized by Fisher undergraduate students in coordination with faculty and staff.

In 2007, a group of high school seniors from Columbus' Academic Acceleration Academy served as honorary judges during the first round. The student judges selected three teams to advance to the final round and submitted their recommendations to the official judges. The OSU CIBER will expand this outreach to include more inner-city and local high schools to participate in the 2008-2009 CIBER Case Challenge. Participation in the Challenge will expose these high school students to the cross-cultural awareness in the business environment needed to make Ohio citizens more globally competitive.



#### Career and Technical Schools IB Certificate Program for H.S. Students

In partnership with the Eastland-Fairfield Career and Technical Schools (EFCTS) of Franklin County, located at Gahanna Lincoln High School in Gahanna, Ohio, the OSU CIBER is working in an advisory board member capacity with the director of the EFCTS-IB Certificate program. High School students from throughout eastern Franklin County who are interested in the International Business Certificate program commit two years to this unique opportunity for them to study international trade, marketing, and business management practices from a global perspective. In each year, the program focuses on the business, cultural, and language aspects of a given region. The curriculum is combined with guest speakers, field trips, and professional mentorship to help students understand global cultures and the effect they have on the world economy. The coursework is integrated with business-related writing, reading, communication, and conversational Japanese. They also visit with Japanese owned companies in Columbus (or their Ohio clients and customers) and study various aspects of the Japanese culture and history which have business or professional implications. As part of the program, some students travel to Japan where they are hosted by a Japanese family, job shadow, and connect with Japanese High School counterparts.

**CIBER:** San Diego State University

#### International Economic Summit Program

SDSU CIBER, in partnership with the *Federal Reserve Bank of San Francisco*, continues to expand the outreach efforts to high school economic teachers throughout our region. The International Economic Summit (IES) program is a standards-based curriculum designed to help high school students understand the benefits of trade as well as explore the controversies associated with globalization. This annual project provides specialized training twice a year for high school economic teachers and assists them in helping students acquire basic world economic concepts within the framework of international trade. This ten week curriculum culminates with an international trade simulation day that takes place on the San Diego State University campus. The all-day simulation brings together about four hundred high school students and challenges the student teams to achieve the goals of their assigned country's strategic plan.

**CIBER:** Temple University

[Virtual Language and Linguistic Center](#): This virtual language and linguistic center is sponsored by Temple CIBER and provides resources for K-16 teachers in the region on local resources and networking opportunities through listservs as well as national resources for teaching business

languages and faculty development opportunities. Prominent researchers from across the nation present on specific topics of interest to the greater Philadelphia region's K-12 teachers as well as Temple University's language and linguistics faculty. Faculty development workshop topics include business language pedagogy, critical pedagogy, technology for language teaching, the use of film and media in language teaching, and assessment of bilingual children's phonology. <http://www.sbm.temple.edu/tlc/guest.html>

Temple University World Languages Day: Temple World Languages Day is a program developed in 2000 to celebrate National World Language Month. Designed and hosted by Temple CIBER, and co-sponsored by Penn CIBER and Temple University Foreign Language Departments, the intent of the program is to reinforce the values and opportunities that come with language learning at the university level and to promote understanding through communication among peoples and cultures.

Geared toward junior and senior high school language students and teachers, sessions cover topics such as Developing Language Skills through Study Abroad, Leveraging Career Development with Foreign Language, and Innovative Uses of Technology in the Language Classroom. Participants have an opportunity to observe mini-language classes taught by Temple language faculty. The program attracts 300 high school students and their foreign language teachers annually.

All program topics are developed from a student-centered approach. Temple undergraduate students serve as hosts and present wherever possible, giving high school students an "inside look" at university programs, faculty, and activities.

The World Languages Day program was the recipient of the *Bringing the World to Pennsylvania Award* in 2006 by the Pennsylvania Council for International Education.

<http://www.sbm.temple.edu/tlc/world.html>

Global-Ready Graduates Conference Series: A major goal of Temple CIBER is the preparation of global-ready graduates. An inescapable corollary of such a goal is organizational re-design: preparing agile, creative, inter-culturally competent people is extremely difficult in schools and colleges whose designs embody the assumptions of 19th century mass-production. Consequently, Temple CIBER, with the assistance of DeSales University, will organize a series of conferences around the concepts of the globally-competent graduate and the globally-competent institution, involving leaders of school districts, Intermediate Units, colleges and universities, business, and government in eastern Pennsylvania.

The participants will develop working definitions of global competence essential for individuals and for educational institutions to succeed in a flat world of globalized innovation and international, intercultural supply chains and other strategic relationships. Further, the participants will discuss the systematic re-engineering of K-12 and postsecondary curricula and pedagogy consistent with the aforementioned definitions and global requirements. Finally, using Bill Gates' recent speech on the irrelevance of the American high school to the emerging world as a guide, they will critique the School Code of Pennsylvania of 1948 as amended and federal educational policy to identify provisions that retard innovation that supports global competence.

The goal of these discussions is to create a model of a systemic, vertically-integrated set of K-grad school programs and strategies designed to produce global-ready graduates. The outcomes will be both structural and programmatic: (1) an ongoing regional network of educators,

leavened with appropriate representatives from government and business, and (2) a major foundation proposal for system redesign.

PaCIE (Pennsylvania Council for International Education): For over 30 years, the Pennsylvania Council for International Education (PaCIE) has worked to strengthen international education in the Commonwealth of Pennsylvania. Established in 1969 by a group of Pennsylvania colleges and universities in order to advocate for international education and to support collaborative projects, PaCIE has also provided important professional development and networking opportunities to college and university faculty, administrators and students. Membership was extended in 2004 to K-12 teachers and administrators involved in international education, and PaCIE actively promotes linkages between K-12 and tertiary institutions.

As one of the four founding universities, Temple is represented by rotating membership on the PaCIE Board of Directors. This position is currently held by Temple CIBER Assistant Director, Gloria Angel.

PaCIE established the “Bringing the World to Pennsylvania Award” to give support and visibility to international/multi-cultural collaborative projects between K-12 and higher education institutions in the State of Pennsylvania. Through this award program, PaCIE will promote such programs and activities at all levels of education in the state of Pennsylvania. The recognition of such programs is intended to encourage educators and administrators to offer similar programs in their own school districts and communities, to build partnerships among educational institutions and to demonstrate to state officials the energy and creativity that is available to further the international interests of the state.

<http://www.pacie.org/>

**CIBER:** Texas A&M University

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**SCHOLASTIC ASSISTANCE IN GLOBAL EDUCATION (SAGE):** The Scholastic Assistance in Global Education (SAGE) program is conducted by the Texas A&M University CIBER to advance the economic, geographic, political, and cultural knowledge of teachers and their students—helping them understand the great challenge that globalization poses to this nation. SAGE provides K-12 teachers with knowledge, skills, and teaching materials to help prepare their students for living and working in a global economy and a world that is becoming increasingly technologically and culturally integrated.

The SAGE web site, <http://sage.tamu.edu>, was created to assist both students and teachers by providing access to a wide variety of information. The web site provides curriculum development and guides focusing on economics, social studies, and global cultures as well as screened links to other educational sources on the web.

The Texas A&M University CIBER has provided administrative and financial support for the SAGE Program since it began in 1990. SAGE is a service provided to the educational community by the Mays Business School at Texas A&M University. The TAMU CIBER works in partnership with the Texas A&M College of Education and the International Center in the Bush Presidential Library Complex.

SAGE is needed because of the overwhelming evidence that many Americans are not well informed about the great challenges facing this country as a result of powerful new economic, technological, and geopolitical challenges stemming from the rapidly increasing degree of

integration between the U.S. economy and the world economy. Many of America's classroom teachers are not properly prepared to teach about global affairs.

SAGE is designed specifically to address this problem. The International Awareness outreach component of the SAGE program alerts teachers that assistance is available and will advance their awareness that the international components of the curriculum are vitally important to their students. The Training and Materials component of SAGE—made readily available via the Internet—provides assistance in the form of concise, targeted, and interesting learning modules and classroom-ready teaching materials. Having easy access to these knowledge modules and internationally oriented educational materials and resources available on the SAGE web site prepares K-12 social studies teachers to teach the international component of their classes. The SAGE web site makes it possible to reach beyond the educational limitations of textbooks and other traditional educational material. Using SAGE does not require any additional expenditure by the local school district or by the teachers. In addition to the information directly accessible on the web site, SAGE identifies other web sites that are educationally sound and provides links to these sites according to grade level, types of courses, and educational standards. The fact that the educational material on the SAGE web site is free to anyone with access to the Internet should make it very popular among school district administrators as well as teachers and students.

**TEXAS A&M INTERNATIONAL CENTER OPPORTUNITIES FOR K-12 TEACHERS AND STUDENTS:**

The Texas A&M CIBER collaborates with the International Center in providing the World Room Educational Programs at the George Bush Presidential Library Complex on the Texas A&M University campus. The mission of the World Room Programs is to be a primary resource for reliable, timely information on international subjects, including geography, current world affairs, global science and technology related issues, cultural awareness, international leadership, and world history. The World Room provides K-12 teachers with workshops on current international topics in order to promote better global understanding. Teaching resources such as lesson plans and Internet resources are available on this Web site, <http://worldroom.tamu.edu>. 2007-2008 workshops: “China Today: Facing 21st Century Challenges, Nov. 29-30, 2007; “European Union Workshop on Global Issues, Jan. 24-25, 2008; Student Conference on Global Issues, April 17, 2008; “India: A Changing World, May 9, 2008; “Making History Come Alive: Documentary Development”, July 22-24, 2008.

The World Room Fellows Program, for 3rd, 6th, 9th, and 10th graders, promotes better global understanding by introducing students to different cultures and international issues through interactive activities. Pre-service teachers have the opportunity to acquire hands-on teaching experience by delivering the World Room Signature Programs to local school classes. Participants must commit to delivering at least four World Room Signature Programs over the course of nine months. World Room Fellows not only gain experience in a classroom environment, but also learn how to infuse cultural diversity into their chosen field of teaching.

The World Scholar Challenge Project for Students in grades 6-12 provides opportunities for students anywhere in the state to participate by completing the activities posted on the web site. Choosing from the suggested themes [The Weight of Numbers, Economic Networks and Exchange, Uses and Abuses of Power, The Haves and Have-Nots, Finding Identity, Spiritual Life and Moral Codes, Science, Technology, and the Environment] the students develop a comprehensive unit of investigation. The investigation can relate to history, geography, economics, philosophy, literature or government and must include at least four of the six

continents in the study. Challenge projects can be class projects, group projects or individual projects.

**BRAZOS VALLEY WORLDFEST:** Texas A&M and its many community planning partners began working on activities for the U.S. Department of Education International Education Week in 2005. As a result the third annual Brazos Valley Worldfest will be held November 22, 2008. The Brazos Valley Worldfest celebrates international awareness by offering cultural displays, demonstrations, international cuisine, performances, children’s crafts, educational competition, vendors with items from around the world, international arts and crafts tent, international story telling, and the “Document Your Culture Video Booth”. This even is free and open to the public.

The Worldfest Education Competition challenges students and adults in the region to share their culture through digital stories and posters. In addition, culture groups or individuals visit area school classrooms and schools during International Education Week.

**CIBER:** University of California at Los Angeles

#### K-12 High School Economics Institute

During the summer of 2008, UCLA CIBER and UCLA History-Geography Project, along with the UCLA Asia Institute and UCLA Center for European and Eurasian Studies, collaborate to offer new and experienced economics teachers a two week institute reviewing major economic concepts, discussion of the international economic issues referenced in the History-Social Sciences Standards, and time to share curricular approaches for use in the classroom. This year’s theme is “Monks, Merchants, and Millworkers – Connecting Europe and Asia in World History.” Focusing on trade, exploration and the impact of industrialization and imperialism from the 6th century to the end of the 19th century, the institute will explore the connections between Europe and Asia and look at economic issues in the World History standards.

#### Global Arts K-12 Project

In collaboration with the Los Angeles Unified School District (LAUSD), UCLA CIBER is proud to offer a new and innovative pilot program with three elementary schools in the greater Los Angeles area. This program, entitled “The Global Arts Project” looks at the issue of globalization through the lens of the arts. Lessons in art and architecture will be used to illustrate ideas related to globalization, such as trade, resource allocation, and the concept of the neighborhood. In addition, a global arts workshop is developed to be offered to K-12 teachers in the Los Angeles area.

**CIBER:** University of Colorado at Denver

#### **Denver Center for International Studies**

The CU CIBER is working with the Denver Center for International Studies (DCIS) to develop joint initiatives for 6-12 grade students being served by DCIS. DCIS is a foreign language magnet school serving Denver Public School District, where students have the opportunity to become fluent in Russian, Chinese, French, Spanish, Japanese and/or Italian, and graduate with a diploma in international studies. In academic year 2008-2009, CU CIBER will send one DCIS language faculty member to a faculty development program in business languages, host an

international business speaker to address the DCIS student body, and work on articulation arrangements for these students to enter foreign language and international business related programs at the University of Colorado Denver.

### **Model United Nations Program**

The CU CIBER partners with Colorado's Model United National High School Program. During the 2008-2009 academic year, CU CIBER will host an international business lecture for this group of students. The topic will be identified by the host high school.

### **The Challenge of a Rising China and US-China Relations**

The CU CIBER will partner with the University of Denver to host a May 2009 conference for area students, academicians, government employees and business people relative to competition and collaboration in Asia Pacific. CU CIBER will offer to support the attendance of ten high school faculty members and/or students.

### **JASC Japan Cup**

The CU CIBER will partner with the Japan America Society of Colorado and the Colorado Japanese Language Education Association to co-sponsor the 2<sup>nd</sup> Annual JASC Japan Cup in spring 2009. This is a competition to test teams of high school and college students from the Rocky Mountain Region in their knowledge of Japanese language and culture.

**CIBER:** University of Connecticut

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The University of Connecticut CIBER has completely revised their K-12 resource guides which were originally prepared in 2002-2003. The three books are titled:

1. The Global Economy: International Trade, Global Institutions, and Multinational Corporations.
2. Economic Development in the Global Economy: A Resource Guide.
3. The Developed Countries and the Promise of Globalization.

These books are now available on CDs. We plan to distribute the set of 3 CDs to all the high schools in Connecticut. Anyone interested in receiving a set of these CDs at no cost may contact:

Kelly Aceto, Associate Director  
Center for International Business Education and Research (CIBER)  
University of Connecticut, School of Business  
2100 Hillside Road Unit 1041, Storrs, CT 06269-1041  
(860) 486-5458

In addition, the UConn CIBER has been working with the World Affairs Council of Connecticut's Education Committee to bring awareness of global business among K-12 teachers and administrators. The group has prepared a whitepaper on the subject that is planned to be submitted to the Department of Education, State of Connecticut, School Superintendents in Connecticut, and other organizations and individuals. Our CIBER Director Subhash C. Jain served as a chair of the group. Anyone interested in receiving a copy of the whitepaper, please contact Kelly Aceto at the UConn CIBER.



The Euro: Seven-Year Assessment of Its Global Impact

October 21, 2008

Urbana, IL

This symposium will provide an informed discussion of the Euro's valuation and its impact on the dollar, US trade, business and the global finance and economy to the UI community, the local business community and schools. Special curricula will be available for K-12 teachers.

A New Green Revolution?: Meeting Global Food and Energy Demands

March 4-6, 2009

Urbana, IL

Experts from academia and industry will explore the latest trends in food and energy demands, entertain a debate on food vs. food vs. fiber, and examine the impact on farmers and consumers. Other topics include access and water rights, global climate change and agriculture, and trends in agricultural research. A special workshop for K-12 teacher will be offered at the conclusion of the conference.

International Summer Institute

July 13-17, 2009

Urbana, Illinois

Co-sponsored with the University of Illinois area studies centers, this week-long institute features speakers from all world areas, roundtable discussions, hands-on computer labs and special luncheon presentations. The topic changes each year addressing crucial world issues as governments around the world, international trade and globalization, and educational systems worldwide. Continuing education units, as well as graduate credit, are available for this course.

The CIBERs at Duke University and the University of North Carolina at Chapel Hill have spearheaded the creation of this innovative summer program for North Carolina high school students. The Global Business Preparatory Program (GBPP) provides students with a hands-on introduction to the new global economic realities by providing them with internships (volunteer) in Puebla, Mexico. The internships are supplemented by intensive foreign language and cross-cultural instruction offered in a pre-departure program in Chapel Hill and throughout their time in Puebla. Participants are chosen through a competitive application process requiring them to demonstrate Spanish language proficiency. They must also attend high school in one of the North Carolina school districts that have already received the 'Global Communicators' designation, which recognizes districts for their development of K-12 foreign language program pipelines. Both the GBPP and the Global Communicators program are CIBER supported and part of the 'North Carolina in the World' initiative created by the governor of North Carolina to internationalize the education of North Carolina public school students. In its first year (2008), the GBPP received support and organizational assistance from the Center for International Understanding, The Frank Hawkins Kenan Institute of Private Enterprise, Universidad Popular Autónoma del Estado de Puebla, Mail Boxes Etc. – A UPS Company, Bojangles, The UPS Store, Pakmail, and a Steering Committee including educators and representatives from the NC business community.

### **High School Edition of Knowledge@Wharton**

Knowledge@Wharton is the Internet-based research and business analysis journal of the Wharton School of the University of Pennsylvania. Knowledge@Wharton provides free educational content to a rapidly growing subscriber base of business executives, students, government and military leaders, journalists, etc. Knowledge@Wharton has evolved from a single website into a network of sites providing cutting-edge educational material to more than 1 million registered users in 200 countries in four languages: English, Spanish, Portuguese and Chinese.

Now, Wharton plans to create and market a free, Internet-based service to distribute business/educational content to high school students, teachers and parents. The project is currently called the High School Knowledge@Wharton. This online journal will publish 7-10 articles on topics such as finance, entrepreneurship, leadership, and other business issues. Articles in the sections targeted at teachers and parents will be published every two weeks, while those aimed at high-school students may have a more frequent publishing schedule. In addition to articles, High School Knowledge@Wharton will disseminate business insights through podcasts and other content customized for the mobile platform. At this point, the prototype has been built and shown to several focus groups of high school educators and students. Penn Lauder CIBER has provided some initial seed money for the project, and additional funding is being sought to launch the project.

The goal is to aggressively build High School Knowledge@Wharton into a global network that is published in four languages – English, Spanish, Portuguese and Chinese – over three years. The outreach to high schools and pre-college summer programs will reinforce and further Wharton and the Penn Lauder CIBER’s shared goal of creating access by planting the seed of aspiration in talented students who otherwise may not have been exposed to the idea of business education.

### **Summer Institute for Language Educators and Certificate Program**

Each summer in June, Penn Lauder CIBER conducts an intensive, week-long workshop on Teaching Language for Business Communication. The workshop includes instruction on business fundamentals, the latest methodology in second-language acquisition and curriculum design, and hands-on practice designing curriculum for language instruction that combines these. Pennsylvania K-12 educators are able to earn Act 48 (continuing education) credit. Through an alliance between Penn’s Graduate School of Education and Wharton’s Programs for Working Professionals, educators can also enroll in a Dual Certificate Program in Teaching Language for Business Communication, a program for teachers of world languages and other professional educators that is designed to prepare them for teaching courses in business language as well as to administer language programs.

### **Academic WorldQuest**

In cooperation with the World Affairs Council of Pittsburgh, the International Business Center (IBC: the University of Pittsburgh CIBER) co-hosts Academic WorldQuest, an international knowledge competition for high school students. In this event, teams of students from regional high schools compete in a knowledge-based game that includes questions focusing on international affairs, current events, geography, world history, the global economy, and more

general knowledge about the world. Winners from the Pittsburgh regional competition go on to compete in the national competition in Washington D.C. In 2008, 44 teams or 176 students participated. Participating teams travel from as far away as 70 miles outside Pittsburgh.

### **International Business Mentors and Marketing Plan Competition**

The IBC participates in a joint project with the Pittsburgh Area Cultural Communications Alliance (CCA), a partnership of the Western Pennsylvania Modern Languages Association with Bayer and Heinz corporations. A University of Pittsburgh undergraduate business mentor is teamed with a Bayer or Heinz employee mentor. These individuals are matched with a regional high school. The University of Pittsburgh mentors visit the high school's foreign language classes and make presentations on language and cultural awareness for business. The high school students form groups to compete in a marketing plan competition for an international market assessment of a product. In the competition, groups produce plans that are assessed by the language faculty and mentors in the high schools. The winning group from each high school makes a presentation to company executives who determine an overall winner. The program now involves over 25 regional high schools and is expanding to include more high schools and additional company sponsors.

### **Support for High School Language Teachers Attendance at CIBER Workshops**

The IBC sponsors local high school teachers to attend workshops at other CIBERs, such as the Foreign Language Summer Institute with the University of Pennsylvania CIBER and the Lessons from the MBA Classroom at the Ohio State CIBER.

**CIBER:** University of Southern California

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### **International Economic Summit (IES) for High School Teachers and Students**

The CIBER at the University of Southern California continues to work with the Federal Reserve Bank of San Francisco (FRBSF) in partnership with the USC Law School to deepen and expand the International Economic Summit (IES) program, an innovative experiential learning program for high school economics teachers and their students on international trade and its role in development. A world trade simulation, IES is designed to help high school students understand the potential benefits of trade and explore the controversies associated with globalization and provides them with an opportunity to acquire basic economic concepts within the framework of international trade.

The project provides students with an opportunity to acquire basic economic concepts within the framework of international trade. Working in small groups for an eight-to-ten week period, student teams take on the role of economic advisors for an assigned country, culminating in a day-long regional summit that engages over 350 high school students and 19 schools from 13 Southern California school districts. CIBER is supporting the FRBSF's efforts to establish an IES model that will provide additional teacher training as well as school-site support for the curriculum's culminating summit simulation. In 2008, the growing network of teachers trained in the International Economic Summit (IES) will more than double as a result of 16 new teacher trainings scheduled throughout the Twelfth District of the Federal Reserve. The FRBSF estimates that 320 new teachers will join the existing 150 veteran teachers involved in the IES project, impacting over 25,000 students.

### **Center for Active Learning in International Studies (CALIS) High School Case Teaching**

The USC Center for Active Learning in International Studies (CALIS) continues its collaborative work with its teacher leaders and with Los Angeles Unified School District curriculum staff

through its Teaching International Trade Cases in High Schools. Seven to ten partner high school teachers will be involved in curriculum review and development of materials that will be implemented and demonstrated at strategic events. The specific topics for these conference sessions, trainings, and the district guide build on CALIS' target themes, which are already in various stages of development: international political economy, the changing nature of security, and identity across the political spectrum. CALIS has focused on the development of high school case teaching so as to provide accessible and provocative cases to students so that they can better identify, analyze, and respond to complex issues.

Case teaching builds business skills of problem-solving, negotiation, and decision-making. USC faculty advisors will oversee development of international trade cases that will be part of a workshop for teachers who partner with our Teaching International Relations Program (TIRP). As part of TIRP sessions at local high schools, teachers will mentor undergraduates who will teach cases to high school students. Teachers and CALIS staff will review high school students' work in order to assess gains for students. CALIS staff will review reports required from TIRP undergraduates to assess gains to their own learning. Trade cases will be added to the Center's online database of classroom cases. With the CALIS's increasing activity at national conferences, the database is serves as an exceptional resource to teachers who want to pursue case teaching and the use of new analytical tools.

**CIBER:** University of Texas at Austin

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### **Hemispheres Workshops**

UT's Hemispheres Summer Teachers' Workshops are collaborative efforts of four UT National Resource Centers (the Theresa Lozano Long Institute of Latin American Studies, the Center for Middle Eastern Studies, the Center for Russian, Eastern European and Eurasian Studies, and the South Asia Institute) and the University of Texas CIBER. These four-day outreach events lead K-12 social studies, geography and language teachers on an exploration of themes in language teaching and area studies.

### **Business Language Online Materials**

The Business Language Executive Video Clips are an online resource created by the University of Texas at Austin, which are available for use by K-12 language programs. They include more than 1,150 video clips of interviews with speakers in Latin America, Brazil, Spain, Germany, Turkey, China, and Japan. 242 professionals discuss cultural issues in their native language. Transcriptions of the interviews in the native language are available on the site, and they are also translated into English. These materials are free and available to the public on the Internet for user-friendly, convenient classroom use.

**CIBER:** University of Washington

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The University of Washington CIBER plans two major K-12 initiatives for the 2008-2009 academic year:

### **Global Business Case Competition – High School Outreach Project**

As part of the annual undergraduate international case competition, the University of Washington CIBER has developed a new cross-cultural and business education partnership with the Seattle Public Schools chapter of the Academy of Finance (AOF). In 2008, we worked with over 125 students at Ballard High School, Franklin High School, and Chief Sealth High School,

many of them from underrepresented populations. For 2009 we anticipate involving even more students and schools. Foster School of Business undergraduates serve as mentors to high school teams during a two-month academic program which culminates with an inter-school case competition at the end of the school year. Additionally, the high school students come to the University of Washington campus to meet with the international university participants of our case competition. These two groups of students – U.S. high school students and international university undergraduates – spend time together learning about cross cultural differences, sharing presentation tips, and experiencing the benefits of case competitions and business education.

### World Languages Day

Each spring, the University of Washington hosts 1400 junior and senior high school students from around the State of Washington for World Languages Day. The University of Washington CIBER is a co-sponsor of the program. The program's purpose is to expose future university students to the value and excitement of learning another language. Students have an opportunity to select from more than 75 sessions and to visit 1<sup>st</sup> year language classes and the language learning center. Undergraduate students from the Certificate of International Studies in Business program volunteer to lead at least one session each year focused on global business.

### **CIBER:** University of Wisconsin

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In a continued effort to integrate issues of international trade and economics into Wisconsin's primary and secondary educational system, the Wisconsin CIBER provides a range of globally focused programs and opportunities for K-12 students, educators and administrators. The state has been recognized as a pioneer in K-12 global education for its model academic standards for international education and foreign language education, global linkages and programs that help educators and students gain direct international experience, and its state-level international education curriculum specialist. The University of Wisconsin CIBER leverages its resources to help further advance K-12 internationalization in the state through innovative courses, workshops and conference for educators and programs for students.

In collaboration with Economics *Wisconsin*, a private, non-profit organization which promotes economics education among K-12 teachers, CIBER sponsors teacher-training workshops on topics including: Teaching the Ethical Foundations of Economics, The Wide World of Trade, Trading Around the World, FOCUS: Globalization, Economics and the Environment. The Wisconsin CIBER also provides scholarships to help offset expenses for teachers to enroll in globally focused online graduate courses on international economics topics. A sampling of recent and upcoming course topics includes: The Global Economy, Energy and the Economy, Transitions to Market Economies, and Environmental Economics.

The Wisconsin CIBER will also continue to co-sponsor the annual International Education Conference at the University of Wisconsin-Madison. This conference is designed for the professional development of elementary and secondary teachers to learn about and explore the integration of international concepts and issues into the K-12 curriculum. Notable workshops and sessions from recent years include: Learning & Teaching about China in the Classroom; Taking a Trip to China into the Classroom; Developing Curriculum with a Focus on Global Connections and Comparisons; About the U.N.; What American Teachers Need to Know about Iraq, Israel, and the Middle Eastern World; Introducing the European Union to the Classroom; and Bringing Global Health Issues Back into the Classroom.

During the summer months the Wisconsin CIBER will support the participation of K-12 teachers in the Global Studies Summer Institute (GSSI) at the University of Wisconsin-Milwaukee. This program is a three-day program for K-12 educators focused on contemporary global issues and their practical applications for the classroom. GSSI features informative presentations by global educators, university experts, and international affairs practitioners, and provides a forum for exchanging ideas and experiences integrating global education across the curriculum. Teaching applications across curricular areas and grade levels are integrated throughout the program.

Though the CIBER focuses on educator programs and curriculum development, the Center also sponsors the Wisconsin Economics Challenge, a high-school competition involving international economics, current events and economic policy. In addition to answering written questions individually and in groups, student teams participate in a face-to-face oral competition. Successful students then advance to a regional and national competition.

## ***CENTERS FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH***

### **Brigham Young University**

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610 TNRB  
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Provo, UT 84602-3143  
(801) 422-6495  
<http://www.marriottschool.byu.edu/ciber>

### **Duke University**

Center for International Business Education and Research  
The Fuqua School of Business  
Duke University  
Box 90120  
Durham, NC 27708-0120  
(919) 660-7832  
<http://faculty.fuqua.duke.edu/ciber/index.html>

### **Georgia Institute of Technology**

Center for International Business Education and Research  
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Georgia Institute of Technology  
800 W. Peachtree Street, NW  
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<http://www.ciber.gatech.edu>

### **Indiana University**

Center for International Business Education and Research  
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1309 East 10<sup>th</sup> Street  
Bloomington, IN 47405-1701  
(812) 855-1716  
<http://www.kelley.iu.edu/CIBER/>

### **Purdue University**

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(765) 496-6779  
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### **San Diego State University**

Center for International Business Education and Research  
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### **Florida International University**

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### **George Washington University**

GW-CIBER  
Duques Hall, Suite 450  
2201 G Street, NW  
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### **Michigan State University**

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### **The Ohio State University**

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[www.fox.temple.edu/ciber](http://www.fox.temple.edu/ciber)

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**University of North Carolina at Chapel Hill**

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**University of South Carolina**

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## ***CIBERWeb***

<http://ciberweb.msu.edu/>

**Information on K-12 and other CIBER activities is available online and updated periodically through the national CIBER website: *CIBERWeb* at <http://ciberweb.msu.edu/>.**

The Michigan State University Center for International Business Education and Research (CIBER) maintains *CIBERWeb*. *CIBERWeb* incorporates information from the 31 CIBERs in the United States on a variety of topics such as

### **Legislation**

- \*Business & International Education Programs

### **National Impact**

- \*Outreach initiatives
- \*Homeland Security
- \*Leading Edge Programs

### **Success Stories**

### **Research**

- \*Publications
- \*Online resources

### **Language Programs**

- \*Foreign Language Development

### **Business Outreach**

- \*Conferences
- \*Publications

### **Faculty Development**

- \*Domestic
- \*Abroad

### **Academic Programs**

- \*Program Development programs

### **Study Abroad**

- \*Internships
- \*International study programs

Individual CIBER school websites may be found on *CIBERWeb* by clicking on "institutions" and can be contacted for additional information about their programs.

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