

## Abilene Approval Chart for Curriculum Changes

A = Approve      I = Information Item      R = Respond in Writing

Course Number **BUSA 419-International Business** or Degree Plan(s) \_\_\_\_\_

State the requested change and reason. A memo may be attached if more space is necessary.

The department of Management Sciences is proposing BUSA 419 - International Business for inclusion in the University's general education Cultural Literacy menu. Please see the formal proposal, attached hereto.

In addition, the department of Management Sciences is eliminating prerequisites for BUSA 419.

Indicate the requested change.

|     | Change to a Course                      | Dept<br>/Sc<br>hool<br>i | Coll<br>ege | Dea<br>n | TE<br>C | UG<br>EC | AU<br>AC/<br>Grad | Prov<br>ost | Pres<br>iden<br>t |
|-----|-----------------------------------------|--------------------------|-------------|----------|---------|----------|-------------------|-------------|-------------------|
| 1.  | Title (description unchanged)           | A                        | A           | A        | I       | —        | I                 | I           | I                 |
| 2.  | Description (not affecting content)     | A                        | A           | A        | I       | —        | I                 | I           | I                 |
| 3.  | Course term(s)                          | A                        | I           | A        | I       | —        | I                 | I           | I                 |
| 4.  | Content (change of course outcomes)     | A                        | A           | A        | I       | —        | I                 | A           | I                 |
| 5.  | Number of hours (lecture, lab, contact) | A                        | A           | A        | A       | —        | A                 | A           | I                 |
| 6.  | Course number within the hundred        | A                        | A           | I        | I       | —        | I                 | I           | I                 |
| 7.  | Course number beyond the hundred        | A                        | A           | A        | A       | —        | A                 | A           | I                 |
| 8.  | Prerequisites                           | A                        | A           | A        | I       | —        | I                 | I           | I                 |
| 9.  | Course fee(s)                           | A                        | —           | A        | —       | —        | —                 | A           | I                 |
| 10. | From U to G or G to U                   | A                        | A           | A        | A       | —        | A                 | A           | I                 |
| 11. | Cross-list course                       | A                        | A           | A        | A       | —        | A                 | A           | I                 |
| 12. | Department of record                    | A                        | A           | A        | A       | —        | A                 | A           | I                 |

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|     |                                                      |   |   |   |   |   |   |   |   |
|-----|------------------------------------------------------|---|---|---|---|---|---|---|---|
| 13. | Close a course                                       | A | A | A | A | — | A | A | I |
| 14. | New course (includes combining or splitting courses) | A | A | A | A | — | A | A | I |

|     |                                                                                                            | D<br>e<br>p<br>t<br>.<br>/<br>S<br>c<br>h<br>o<br>o<br>l | C<br>o<br>l<br>l<br>e<br>g<br>e | D<br>e<br>a<br>n | T<br>E<br>C | U<br>G<br>E<br>C | A<br>U<br>A<br>C<br>/<br>G<br>r<br>a<br>d | P<br>r<br>o<br>v<br>o<br>s<br>t | F<br>a<br>c<br>u<br>l<br>t<br>y | P<br>r<br>e<br>s<br>i<br>d<br>e<br>n<br>t | T<br>r<br>u<br>s<br>t<br>e<br>e<br>s |
|-----|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------|------------------|-------------|------------------|-------------------------------------------|---------------------------------|---------------------------------|-------------------------------------------|--------------------------------------|
|     | <b>Change to the University Requirements<br/>(All Campuses)</b>                                            |                                                          |                                 |                  |             |                  |                                           |                                 |                                 |                                           |                                      |
| 1.  | University Requirements — Change course outcomes of an included course <sup>2</sup>                        | A                                                        | A                               | A                | —           | A                | —                                         | A                               | —                               | A                                         | —                                    |
| 2.  | University Requirements — Add or drop a required course from the University Requirements <sup>2</sup>      | A                                                        | A                               | A                | —           | A                | —                                         | A                               | A                               | A                                         | —                                    |
| 3.  | University Requirements — Add or drop a course from a menu within the University Requirements <sup>2</sup> | A                                                        | —                               | —                | —           | A                | —                                         | A                               | —                               | A                                         | —                                    |
| 4.  | University Requirements — Change hours within a menu in the University Requirements <sup>2</sup>           | A                                                        | A                               | A                | —           | A                | —                                         | A                               | A                               | A                                         | —                                    |
|     | <b>Change to Catalog Information<br/>(for Campus)</b>                                                      |                                                          |                                 |                  |             |                  |                                           |                                 |                                 |                                           |                                      |
| 1.  | General Requirements for Bachelor's Degrees and Associate's Degrees                                        | —                                                        | —                               | —                | —           | —                | A                                         | A                               | A                               | A                                         | —                                    |
| 2.  | Policies governing academic probation and suspension                                                       | —                                                        | —                               | —                | —           | —                | A                                         | A                               | A                               | A                                         | —                                    |
| 3.  | Requirements for graduating with honors                                                                    | —                                                        | —                               | —                | —           | —                | A                                         | A                               | A                               | A                                         | —                                    |
|     | <b>Change to a Degree Plan<br/>Proposed by Faculty or College</b>                                          |                                                          |                                 |                  |             |                  |                                           |                                 |                                 |                                           |                                      |
| 5.  | Educational Program — Revise <sup>3</sup>                                                                  | A                                                        | A                               | A                | A           | —                | A                                         | A                               | —                               | A                                         | —                                    |
| 6.  | Educational Program — Adopt/change admission requirements                                                  | A                                                        | A                               | A                | A           | —                | A                                         | A                               | —                               | A                                         | —                                    |
| 7.  | Educational Program — Add <sup>3</sup>                                                                     | A                                                        | A                               | A                | A           | —                | A                                         | A                               | A                               | A                                         | I                                    |
| 8.  | Educational Program — Discontinue                                                                          | A                                                        | A                               | A                | A           | —                | A                                         | A                               | A                               | A                                         | I                                    |
| 9.  | GPA — Revise program-required GPAs                                                                         | A                                                        | A                               | A                | A           | —                | A                                         | A                               | —                               | A                                         | —                                    |
| 10. | Minor — Revise                                                                                             | A                                                        | A                               | A                | I           | —                | I                                         | I                               | —                               | I                                         | —                                    |
| 11. | Minor — Add                                                                                                | A                                                        | A                               | A                | A           | —                | A                                         | A                               | —                               | A                                         | —                                    |
| 12. | Minor — Discontinue                                                                                        | A                                                        | A                               | A                | A           | —                | A                                         | A                               | —                               | A                                         | —                                    |
| 13. | Degree — Add                                                                                               | A                                                        | A                               | A                | A           | —                | A                                         | A                               | A                               | A                                         | I                                    |
| 14. | Degree — Discontinue                                                                                       | A                                                        | A                               | A                | A           | —                | A                                         | A                               | A                               | A                                         | I                                    |
|     | <b>Change to a Degree Plan<br/>Proposed By Provost</b>                                                     |                                                          |                                 |                  |             |                  |                                           |                                 |                                 |                                           |                                      |
| 15. | Educational Program — Discontinue                                                                          | R                                                        | —                               | R                | A           | —                | A                                         | A                               | A                               | A                                         | I                                    |
| 16. | Minor — Discontinue                                                                                        | R                                                        | —                               | R                | A           | —                | A                                         | A                               | —                               | A                                         | —                                    |
| 17. | Degree — Discontinue                                                                                       | R                                                        | —                               | R                | A           | —                | A                                         | A                               | A                               | A                                         | I                                    |

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<sup>1</sup> When an academic unit does not have a  
UUAC will serve as its academic council, depending on the nature of the issue.

council, the UGEC and/or

<sup>2</sup> Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

<sup>3</sup> For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Revised 8-29-22

|                                   |                                 |
|-----------------------------------|---------------------------------|
| <b>Department/School Chair(s)</b> |                                 |
| <u>Mark B</u><br>Signature        | <u>9/14/22</u><br>Approval date |
| _____<br>Signature                | _____<br>Approval date          |

|                                    |                                 |
|------------------------------------|---------------------------------|
| <b>College Academic Council(s)</b> |                                 |
| <u>Kyle Jypsen</u><br>Signature    | <u>9/14/22</u><br>Approval date |
| _____<br>Signature                 | _____<br>Approval date          |

|                                  |                                 |
|----------------------------------|---------------------------------|
| <b>Dean(s)</b>                   |                                 |
| <u>Brian Cullen</u><br>Signature | <u>9/16/22</u><br>Approval date |
| _____<br>Signature               | _____<br>Approval date          |

|                                  |                        |
|----------------------------------|------------------------|
| <b>Teacher Education Council</b> |                        |
| _____<br>Chair's signature       | _____<br>Approval date |

|                                             |                        |
|---------------------------------------------|------------------------|
| <b>University General Education Council</b> |                        |
| _____<br>Chair's signature                  | _____<br>Approval date |

|                                               |                        |
|-----------------------------------------------|------------------------|
| <b>Abilene Undergraduate Academic Council</b> |                        |
| _____<br>Chair's signature                    | _____<br>Approval date |

|                            |                        |
|----------------------------|------------------------|
| <b>Graduate Council</b>    |                        |
| _____<br>Chair's signature | _____<br>Approval date |

|                    |                        |
|--------------------|------------------------|
| <b>Provost</b>     |                        |
| _____<br>Signature | _____<br>Approval date |

|                                  |                        |
|----------------------------------|------------------------|
| <b>Faculty</b>                   |                        |
| _____<br>Chair of Faculty Senate | _____<br>Approval date |

|                    |                        |
|--------------------|------------------------|
| <b>President</b>   |                        |
| _____<br>Signature | _____<br>Approval date |

ACU COLLEGE OF BUSINESS ADMINISTRATION  
COURSE SYLLABUS  
BUSA 419: INTERNATIONAL BUSINESS



**ACU Mission:** To educate students for Christian service and leadership throughout the world.

**ACU Promise:** To be a vibrant, innovative, Christ-centered community that engages students in authentic spiritual and intellectual growth, equipping them to make a real difference in the world.

**ACU Diversity Statement:** We affirm that every person is created in the image of God. We affirm that all people are of inestimable value. We affirm our commitment to the participation of all persons in the life and mission of the university. Because we believe that all are one in Christ, we affirm that the university exists to do Kingdom work, including addressing the ongoing impact of racial, sexist, and social injustices.

**COBA Vision:** We inspire, equip, and connect Christian business and technology professionals to honor God and bless the world. This will result in a college of business and technology with distinctive programs and lifelong relationships.

**COBA Mission:** To educate business and technology professionals for Christian service and leadership throughout the world.

**COBA Values:** As a Christian college of business and technology, we call our members to:

- Faith and vocation
- Learning and innovation
- Students and relationships
- Excellence and impact

**Course Description:** We live in a complex, global world in which business is increasingly done internationally. BUSA 419 provides an overview of these global environments of business as well as an introduction to the managerial challenges unique to the operation and management of the multinational corporation (MNC). We will work to understand the larger cultural, political, legal and economic, environments faced by MNCs as well as small and medium sized enterprises located around the globe. We also focus on how businesses operate in these environments, considering such issues as strategy formulation and implementation, and market entry. The last section of the course deals with the managerial challenges involved in international issues about functions such as Marketing and Human Resources Management.

**Contribution of Course to Overall Business Perspective:** The goal of this course is to help you increase and develop your global awareness to more effectively participate in and manage international business operations. Understanding international business environments and operations will not only help you to become a more global employee/leader/employer but also will aid you with your long-term career aspiration in this increasingly interconnected world.

**Contribution of Course to the Development of Communication Skills:** The ability to organize and express ideas in a professional manner is critical to organizational effectiveness. The assessments for this course will require the solid use of both oral and written communication. All written work should be completed to professional standards of neatness and format.

**Contribution of Course to Christian Service and Leadership:** This course seeks to inform your perspective of the dynamic world of global business, instill an appreciation for other cultures, and spark a desire to seek and serve others throughout the world.

**Contribution of Course to Diversity, Equity, and Inclusion:** International organizations have an important role in their work with communities, nonprofits, and government institutions that can contribute to equality and social justice around the world.

**Course Format:** This course is designed to offer you an interactive learning environment in which you will engage with your professor and your classmates to do things you cannot do on your own, such as reinforcing and discussing material from your textbook, broadening your understanding of international business topics through new material from the latest research in the field, articulating and relating your insights and experience to course content and applying and experiencing course content first-hand through in-class activities and case discussions.

In order to get the most out of this class, I provide the below guidelines for individual and team in class contributions:

- Complete readings *before* class and use those readings as a basis for your active participation during in-class activities and discussions. Developmental, theory-based comments are valuable for moving the discussion forward.
- Ask questions that *add* to your understanding of the course material as well as the knowledge base of your classmates. Encourage your classmates to get involved. Avoid repeating what has already been said.
- Be considerate – come to class on time and do not leave early. Do not interrupt or engage in private conversations while others are speaking.
- To limit distractions for your peers and to facilitate active learning, this course has a policy of no web/email/texting during class.
- Have an opinion and respect others' rights to hold opinions and beliefs that are different from your own, recognizing that there are many ways to view the material
- Allow everyone the chance to talk. If you have much to say, try to hold back so that your peers might have an opportunity to participate. If you are hesitant, look for opportunities to contribute.

#### **Required Course Materials:**

Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2021). *International business: Environments and operations* (17<sup>th</sup> Edition). New York: Pearson.

All other necessary readings will be provided by the professor via the Canvas platform

#### **Learning Outcomes:**

The primary learning outcomes of this course are listed below along with the assignments used to assess your achievement of each objective

| Outcomes                                                                                                                                                                             | Related Assignment(s)                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Explain the impact of globalization and the diverse political, economic, cultural, technical, legal, and ecological environments on a variety of businesses located around the globe | Individual reading/writing assignments, Team presentations |

|                                                                                                                                                                       |                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Integrate and effectively apply theoretical concepts in the realm of international business to real-life complex decisions faced by global organizations and managers | Individual and team contributions to the course, Individual reading/writing assignments, Team presentations            |
| Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations                                                                | Individual reading/writing assignments, Team presentations                                                             |
| Understand the interconnectedness of human experience with a posture of humility while celebrating difference                                                         | Individual and team contributions to the course, Individual reading/writing assignments, Team presentations            |
| Interrogate one's internal and external views and values for greater self-awareness                                                                                   | Individual and team contributions to the course, Individual reading/writing assignments, Final reflection presentation |

### Course Assessment & Grading:

| Assignments                                     | Individual/Group | % of final grade | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------|------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual and Team Contributions to the Course | Individual       | 15%              | <p>Our time together in class is value added for synthesizing and applying course content, learning from your classmates' input and engaging in activities and exercises that you are not able to do on your own. Attendance will be recorded for every class to help provide accountability.</p> <p>At the beginning of the semester, each student will select a country from within his/her team's region to report on throughout the semester. You are expected to be up-to-date on the latest news taking place in your country and to regularly report updates to the class. The quantity and quality of your in-class contributions will also factor into this overall score.</p> <p>As well, there will be regular activities/class preparation assignments that will factor into this portion of your grade that will be explained in class as we progress through the semester. <u>This means that simply showing up to class is not sufficient to qualify for full participation.</u></p> <p>A peer assessment will also be conducted at the conclusion the team presentations.</p> |

|                                        |            |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------|------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual reading/writing assignments | Individual | 40% | <p>You will be expected to complete a variety of reading/writing/video/podcast assignments designed to examine and reflect on the complexities of today's dynamic and unfolding global work environment, including, but not limited to the following topics: impact of globalization and changing relations with ecological conditions, shifts in technology, migration, and cross-cultural teams.</p> <p>You will also complete case studies as we progress through the course focused on organizations situated in a variety of different geographic regions and cultures and identify how underlying values, ideologies, and perspectives of each situated context shape an organization's practices.</p> |
| Team activities/presentations          | Team       | 30% | You will be assigned to a group that you will be expected to work with on various assignments through this class. Further information will be provided as we progress in the course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Final Reflection Presentation          | Individual | 15% | Students will reflect on their own worldview and culture in light of the global dimensions of business, including reflecting on the variety of diverse cultures examined in the course. Further information will be provided as we progress in the course                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

#### **Final Grade Calculation:**

All grades will be given on a 100-point scale. Final grades will be determined as follows: A = 90 or higher; B = 80 – 89; C = 70 – 79; D = 60 – 69; F = below 60.

| Range of Points | Final Letter Grade |
|-----------------|--------------------|
| 90% - 100%      | A                  |
| 80% - 89%       | B                  |
| 70% - 79%       | C                  |
| 60% - 69%       | D                  |
| Below 59%       | F                  |

#### **University Policies:**

**ADA Compliance Policy:** Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in



which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email [alpha@acu.edu](mailto:alpha@acu.edu) or call their office directly at 325-674-2667

**Academic Integrity Policy:** We support ACU's Academic Integrity Policy located at: <http://www.acu.edu/academics/provost/documents/academic-integrity-policy.pdf>

This important policy offers examples of academic infractions and a process for assigning consequences and voicing appeals. Ignorance of this policy is never an excuse. Individual instructors will define course specific definitions, however, in general you should avoid:

- Plagiarism: Copying or even paraphrasing words or ideas from another source (including current or past students) without giving adequate credit.
- Lying: Inventing data or sources or making false attributions about the origin of material or offering a deceptive reason for an absence or delay in the completion of academic work.
- Cheating: Facilitating or participating in any process that circumvents the intent of any exam, test, quiz, paper, or assignment.

Any dishonest act observed or reported will be investigated and if proven, be reported in administrative offices and records, and may be subject to any or all of the following outcomes:

- A zero for the assigned work
- A reduction of one letter grade for the course
- A failing grade for the course
- Dismissal from the university

**Anti-Harassment Policy:** As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#)

#### **Course Policies:**

**Assignments are due on the date scheduled:** As in the business world, work has to be received on time to matter. To be fair to all the students who submit on time, if you are late on an assignment, your grade on that assignment will be reduced by 10% for each day it is late.

**Attendance, Participation and Constructive Engagement:** This is an active class, so you will learn new things in class that are not in the readings, and in turn, your participation will also help your classmates learn. For this reason, participating in class is an important part of the learning process in this course. Your course grade may be lowered up to 10% if you frequently miss class, are repeatedly tardy, if you are physically present but mentally absent, if you are rude, disruptive, or generally disagreeable, or if you violate the technology policy.

Not be confused with attendance, constructive engagement is the practice of actively engaging with your professors and classmates, as well as with the client organization during the in-country visit, with thoughtful contributions.

Below are elements we will consider in evaluating *constructive engagement*:

- Are you a good listener?

- Do your comments show evidence of thorough analysis?
- Do you help to ask constructive questions of other students that help to deepen everyone's understanding?
- Are you willing to share ideas and information in a collegial fashion?
- Do your comments build on earlier comments to advance the discussion or are you merely repeating earlier comments that do not fit into the current discussion?
- Do your comments incorporate concepts presented in readings and earlier discussions?
- Do you make your points succinctly?

# Application for Cultural Literacy Menu

## Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

## Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

## Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

|                                                          |                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject code, course number, and title of course:</b> | BUSA – International Business                                                                                                                                                                                                                                                                        |
| <b>Terms offered:</b>                                    | Fall, Spring, Summer                                                                                                                                                                                                                                                                                 |
| <b>Catalog description:</b>                              | Examines the enterprise as it functions in and relates to the international environment. It begins with the history and theory of international trade, studies each business discipline in a global setting, and ends with a section on trends and strategies employed by major global corporations. |
| <b>Course prerequisites:</b>                             | Currently in the catalog: FIN 310, MGMT 330, MKTG 320<br>As part of this proposal, the Management Sciences department voted to eliminate all prerequisites.                                                                                                                                          |

|                                                                                                                      |  |
|----------------------------------------------------------------------------------------------------------------------|--|
| <b>Cross-listed courses:</b><br>*Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses. |  |
| <b>Other general education menus on which the course appears or you are applying for:</b>                            |  |

## Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

International Business is concerned with understanding the complexities of globalization and the impact of diverse political, economic, cultural, technological, legal, and ecological environments on a variety of businesses, both multinational organizations as well as small and medium sized enterprises. Through this exploration of the global dimensions of business, students will examine their own internal and external views and values to develop a greater self-awareness and understanding of their own Christian worldview and culture, encouraging a humble posture that celebrates diversity.

## Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

Following elimination of prerequisites by the Management Sciences department, none.

## Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
  - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.).
  - Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
  - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
  - Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.

- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
  - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
  - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
  - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
  - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
  - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
  - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
  - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
  - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
  - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
  - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
  - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace

- Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
- Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.



|                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome B1:<br>Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.     | <ul style="list-style-type: none"> <li>• Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.</li> <li>• Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.</li> </ul> |
| Outcome B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference. | <ul style="list-style-type: none"> <li>• Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).</li> </ul>                           |
| Outcome B3: Interrogate one's internal and external views and values for greater self-awareness.                           | <ul style="list-style-type: none"> <li>• Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.</li> </ul>                                                                                                                                                                                                     |

## Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

| Area to Be Assessed                                                                                                           | Assessment Artifact                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome B1 -<br>Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.       | Individual case study assignments – students will examine case studies focused on organizations situated in a variety of different geographic regions and cultures and identify how underlying values, ideologies and perspectives of each situated context shape an organization's practices                                                                                                                                                |
| Outcome B2 -<br>Understand the interconnectedness of human experience with a posture of humility while celebrating difference | <ul style="list-style-type: none"> <li>• Individual written assignments – students will be given a series of assignments to examine and reflect on the complexities of today's dynamic and unfolding global work environment, including, but not limited to the following topics:</li> <li>• impact of globalization and changing relations with ecological conditions, shifts in technology, migration, and cross-cultural teams</li> </ul> |

|                                                                                                               |                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome B3 -<br>Interrogate one's<br>internal and external<br>views and values for<br>greater self-awareness. | Final individual presentation – students will reflect on their own worldview and culture in light of the global dimensions of business, including reflecting on the variety of diverse cultures examined in the course |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Please use the following rubric to perform assessment each year.

### Student Learning Outcome B1

| Students will be able to:                                                                                      | Shortcomings                                                                                                  | Meets Expectations                                | Points of Excellence                                                                                                             |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.</b> | Shows little to no understanding of two or more of the areas of different experiences of diverse populations. | Conversant in experiences of diverse populations. | Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations. |

### Student Learning Outcome B2

| Students will be able to:                                                                    | Shortcomings                                                                                           | Meets Expectations                                                                                                                         | Points of Excellence                                                                                                                           |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Understand the interconnectedness of the human experience with a posture of humility.</b> | Shows little to no understanding about connections among people and/or expresses cultural superiority. | Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others. | Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences. |
| <b>Celebrate difference among people.</b>                                                    | Unable to express value in the differences among individuals and/or cultures.                          | Able to express value in the differences among individuals and/or cultures.                                                                | Expresses persuasive advocacy for valuing human difference.                                                                                    |

### Student Learning Outcome B3

| Students will be able to:                                                                   | Shortcomings                                                                                                         | Meets Expectations                                                                                                                                | Points of Excellence                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Interrogate one's internal and external views and values for greater self-awareness.</b> | Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it. | Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective. | Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth. |