

Abilene Approval Chart for Curriculum Changes

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

Course Number: **BUSA 312 - Global Business in Action**

or Degree Plan(s):

This application is to add BUSA 312 to the Cultural Literacy menu. NOTE: This is a new course that was approved by AUAC on March 19, 2025.

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AIAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AIAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ 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. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)	
 Phil Vardiman (Mar 26, 2025 14:10 CDT)	Mar 26, 2025
Chair Signature	Date
Chair/Program Director Signature	Date
College Academic Council(s)	
 Arisoa Randrianasolo (Mar 26, 2025 15:23 CDT)	Mar 26, 2025
Chair Signature	Date
Chair Signature	Date
Dean(s)	
	Mar 27, 2025
Signature	Date
Signature	Date
Teacher Education Council	
Signature	Date
Campus Academic Council: Abilene Undergraduate or Abilene Graduate	
Signature	Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

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 selfawareness.

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.

Subject code, course number, and title of course:	BUSA 312: Global Business in Action
Terms offered:	Summer
Catalog description:	This immersive travel course allows students to engage directly with clients in developing countries, providing consulting services across various business disciplines. Students will work collaboratively on real-world projects, applying both business and cross-cultural skills to foster sustainable growth and innovation in local businesses.
Course prerequisites:	BUSA 311 (Global Business Foundations) is a prereq

Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	none
Other general education menus on which the course appears or you are applying for:	none

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.

BUSA 312 is an on-the-ground travel course where our students will work with international clients to co-create solutions to client-generated challenges. Students will work closely with local entrepreneurs to understand the needs of the individuals and the communities involved. They will interview our clients and work in teams with our local partners. These cross-cultural exchanges form the foundation that inform the business solutions provided, and the solutions must be co-created with the clients in order to be helpful. In-country projects will not be successful without leaning into our interconnectedness and approaching the business challenges from a position of humility. It forms the essence of this experiential course and the course will not work unless it is built on a bedrock of striving to understand and appreciating cultural differences. We expect our students and our clients to learn from each other.

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).

Students must take BUSA 311 (Global Business Foundations) before participating in BUSA 312 (Global Business in Action). Without completing BUSA 311 first, the students will not have the cultural understanding and humility needed to be culturally-sensitive consultants in the second course.

Learning to effectively work with clients and organizations in other cultures is relevant to many occupations and professions as the world has become more global and there is even a change in the demographic makeup of the population of Texas, with the Hispanic/Latino group passing the white (non-Hispanic) group as a percent of the population. The percentage of Texans who are Asian (non-Hispanic) and Black (non-Hispanic) has also increased in the past 10 years.

Understanding how to work cross-culturally within an organization is a valuable skill in any profession ([USA Facts](#), [Comptroller.Texas.Gov](#))

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 selfawareness.
 - 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	Topic or Activity
<i>Outcome B1</i>	<i>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.</i>
<i>Outcome B2</i>	<i>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.</i>
<i>Outcome B3</i>	<i>Feature personal reflections which involve diverse cultural perspectives not typical of mainstream North American culture.</i>

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
<i>Outcome B1</i>	<i>After engaging with the local clients and/or team members involved in your consulting project, use a cultural framework such as Hofstede's Dimensions of Culture to analyze the similarities and differences between the local culture and your own native culture. Explain how understanding cultural similarities and differences prepares you to be a culturally sensitive business professional.</i>
<i>Outcome B2</i>	<i>Both assignments listed below:</i>

	<i>Apply international business theories to a business scenario, considering both culture and local business practices.</i> <i>Work with the client to define project objectives. Conduct research, develop actionable solutions, and present findings to the client through a final report and presentation.</i>
Outcome B3	<i>Reflect on the role that cultural sensitivity and client collaboration play in developing and implementing solutions that help the client make a long-term positive social impact within the community.</i>

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
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	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
Understand the interconnectedness of the human experience with a posture of humility.	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.
Celebrate difference among people.	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
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Interrogate one's internal and external views and values for greater selfawareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses selfexamination 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.
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BUSA 312: Global Business in Action

SYLLABUS – Summer 2025

1.5 CREDIT HOURS



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

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

Professor Contact Information

Professor: Dr. Jennifer Golden, Assistant Professor of Marketing

Phone: 325.674.2596

Email: jennifer.golden@acu.edu

Office: COBA # 267

Office hours by appointment

Professor: Dr. Sarah Easter, Associate Professor of Management

Email: sarah.easter@acu.edu

Class Dates & Location

July 22 – August 5

Turrialba, Costa Rica

Flights to be determined later

About the Course

This immersive travel course allows students to engage directly with clients in developing countries, providing consulting services across various business disciplines. Students will work collaboratively on real-world projects, applying business and cross-cultural skills to foster sustainable growth and innovation in local businesses.

The entirety of this class consists of a consulting project with a cross-cultural client. As followers of Christ, we recognize that all people are created by God, so to do this work well, we must appreciate the culture of our client and do our best to understand that culture. We will work to co-create solutions with our clients so that they are able to help us provide business solutions appropriate for their business, their family, and their cultural context. An appreciation for the God-given value of our clients and their environment is necessary for us to help them most effectively..

The course will give students hands-on experience dealing with a real and substantial issue or challenge faced by a socially-minded organization. Student teams are assigned to a specific under the supervision of faculty. Student teams define the issues, identify salient facts and analyze the situation.

This course will be interactive and highly applied in nature; it will require you to work hard, both individually and in groups. High performance in this course requires participation and preparation in all aspects of the course. Throughout this course, please keep an open mind, think outside the box, and intellectually challenge your peers.

Learning Objectives

Learning Objective	Related Assignment(s)
Apply international business concepts to real-life decisions faced by organizations, incorporating differences in culture and local business practices. <i>Maps to Cultural Literacy LO B2</i>	Class discussions, Assignments Example: Apply international business theories to a business scenario, considering both culture and local business practices.
Assess your Christian worldview and culture in the context of global business and explain how your Christian worldview and cultural understanding impact your approach to "helping" in an international context. <i>Maps to Cultural Literacy LO B3.</i>	Class discussions, Assignments Example: Reflect on the role that cultural sensitivity and client collaboration play in developing and implementing solutions that help the client make a long-term positive social impact within the community.
Recommend culturally appropriate solutions to your client. <i>Maps to Cultural Literacy LOs B2 & B3</i>	Written paper & Oral presentation Example: Work with the client to define project objectives. Conduct research, develop actionable solutions, and present findings to the client through a final report and presentation.

Course Work, Grades, and Assignments

Course Work: All necessary readings will be provided by the professors via the Canvas platform.

Grades: 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.

In order to receive a passing grade, students must submit all proper documentation requested to facilitate travel by the communicated deadlines. Ultimately, it is each student's responsibility to ensure that documents are completed and received by the deadlines provided.

Assignments: Class assignments and the percentage of the final grade represented by each assignment are listed below. Detailed descriptions of the assignments are included on Canvas.

Assignment	Percent of final grade
Miscellaneous assignments	15%
Final deliverables (both written documents and oral presentations)	60%
Participation and professionalism	25%

Attendance, Constructive Engagement, Class Conduct

Attendance: Since this course takes place internationally, you are expected to participate in all in-country experiences in order to receive academic credit. If you are seriously ill or otherwise unable to attend all events, please work with us to create alternative arrangements.

Tardies: Since this class is preparing you to be a business consultant, you should engage in professional behavior, including coming to class on time. Habitual tardiness will adversely impact the Participation and Professionalism portion of your grade.

Constructive Engagement: Beyond mere attendance, constructive engagement is the practice of actively engaging with your professors, classmates and any class guests 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?

Class Conduct: You are expected to abide by the following as a part of participating in this team-oriented course:

- Be present at and on time for all scheduled events and ready to take notes
- Be courteous towards your teammates, your professors, your clients, and any other people with whom you interact during the trip.
- Be dressed in appropriate attire (as communicated by your professors) for all project related activities

Late Work

Given the nature of the course, no late work will be accepted. If you have any concerns about meeting assignment deadlines, please contact us as soon as possible.

Course Schedule

This schedule is subject to change. A more detailed class schedule will be provided prior to departure, but will continue to change throughout the trip. Please prepare to be flexible.

Week	Day	Topics
July 22	Tuesday	Fly to San Jose, Costa Rica Stay at hotel close to SJO airport
July 23	Wednesday	Team meetings at hotel in Alajuela
July 24	Thursday	Travel to Turrialba Stay at CATIE (university)
July 25 – August 3		Complete consulting project
August 4	Monday	Return to Alajuela Stay at hotel close to SJO airport
August 5	Tuesday	Fly to USA

Academic Accommodations

If you have a documented disability and want to request academic accommodations, contact the ACU Student Disability Services Office (a part of Alpha Academic Services). To receive accommodations must be registered with Disability Services and complete a specific request for individual classes. Call 325.674.2667 for an appointment with the Director of Disability Services. Here is a [link to ACU's website accessibility statement](#).

Title IX

Here is a [link to ACU's Title IX information](#) with links to the Title IX policy and information on how to get help or report an incident.

Academic Integrity Policy

We support ACU's Academic Integrity Policy and process located at: <https://acu.edu/office-of-the-provost/academic-integrity-process/>

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 grade reduction for the course
- A failing grade for the course
- Dismissal from the university