

Abilene Approval Chart for Curriculum Changes

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

Course Number: **BUSA 423 - Social Enterprise Consulting**

or Degree Plan(s):

This application is to add BUSA 423 to the Cultural Literacy menu.

		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	T&C	AUAC/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	AUAC	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 5, 2025 18:34 CST)	Mar 5, 2025
Chair Signature	Date
Chair/Program Director Signature	Date
College Academic Council(s)	
 Arisoa Randrianasolo (Mar 7, 2025 13:14 CST)	Mar 7, 2025
Chair Signature	Date
Chair Signature	Date
Dean(s)	
 Laura Phillips	Mar 7, 2025
Signature	Date
Signature	Date
Teacher Education Council	
Signature	Date
Campus Academic Council: Abilene Undergraduate or Abilene Graduate	
Signature	Date

Provost



Mar 12, 2025

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 423: Social Enterprise Consulting
Terms offered:	Spring
Catalog description:	This project-based course is designed to give students hands-on experience dealing with a substantial issue faced by a socially-minded organization. Student teams are assigned to a specific project with a client organization under the supervision of faculty. Class includes site visit to gather information and interact

	directly with client. Prerequisite: Junior standing with instructor approval. Travel and a program fee may be required.
Course prerequisites:	Junior standing with instructor approval
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 423 is oriented toward understanding and appreciating differences in culture and working with people from different backgrounds in a professional context. In the weeks prior to spring break, BUSA 423 focuses on giving students an introduction to international business while focusing specifically on the country in which the students will work. To prepare for the travel and project, students will learn about the general and professional culture of their target country. They will also practice utilizing cross-cultural consulting and interpersonal skills. Significant time will be dedicated to recognizing and understanding the value that our cross-cultural clients bring to the information-gathering and the solution-creation processes.

During spring break, the students will work with their international clients at the client's location to better understand the scope of their project. Students will work closely with local entrepreneurs to understand the needs of the individuals and the communities involved. 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. After spring break the students will work, in conjunction with the client, to create solutions which they will present both orally and in writing.

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).

There are no course prerequisites for BUSA 423.

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>Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.</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
Outcome B1	<i>At least two of the following:</i> <i>Describe the specific effects of globalization on business operations and strategies within a chosen country.</i>

	<i>Evaluate the influence of political, economic, cultural, technical, legal, and ecological factors on business performance in a selected international market, providing case-specific examples.</i> <i>Identify and analyze two recent global events and explain their direct or indirect impact on business operations in a particular international context.</i> <i>Discuss the potential implications of these events for business strategy and decision-making.</i>
Outcome B2	At least two of the following: <i>Conduct a self-assessment to identify personal cultural biases and perspectives.</i> <i>Develop a reflective essay discussing how your cultural understanding affects your approach to international business scenarios, including a specific plan for culturally sensitive engagement.</i> <i>Research and compile an analysis of one of the following areas and present it to your classmates: cultural norms, business etiquette, legal regulations, or economic conditions relevant to your in-country experience.</i> <i>Participate in a simulation or role-play to practice preparedness for potential communication challenges in the country to which you are traveling.</i> Plus both of the assignments below: <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
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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.
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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
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.

Tracking changes for the Cultural Literacy Menu

Cultural Literacy (3 Credit Hours)

Choose 3 credit hours from the following list:

Anthropology

- ANTH 101 - Introduction to Anthropology Credit Hours: 3

Bible - Missions and Ministry

- BIBM 334 - Spiritual Formation of Children Credit Hours: 3
- BMIS 345 - Understanding Culture for Global Service Credit Hours: 3
- BMIS 371 / BMSO 371 - Religion in Global Contexts Credit Hours: 3
- BIBM 382 - Children and Family Ministry Credit Hours: 3

Business Administration

- BUSA 419 - International Business Credit Hours: 3
- BUSA 423 - Social Enterprise Consulting Credit Hours: 3
- BUSA 311 - Global Business Foundations Credit Hours: 1.5 *
- BUSA 312 - Global Business in Action Credit Hours: 1.5 *

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Communication

- COMM 345 / COMO 345 - Intercultural Communication Credit Hours: 3

Education

- EDUC 211 - Introduction to Education: Culture and Contexts Credit Hours: 3

English

- ENGL 285 - Environmental Literature Credit Hours: 3
- ENGL 373 - African American Literature Credit Hours: 3
- ENGL 470 - Multicultural Literature Credit Hours: 3

Foreign Language

- GER 111 - Elementary German I Credit Hours: 3
- SPAN 111 - Elementary Spanish I Credit Hours: 3
- SPAN 112 - Elementary Spanish II Credit Hours: 3
- SPAN 301 - Advanced Communication Credit Hours: 3

Geography

- GEOG 235 - World Geography Credit Hours: 3
- GEOG 354 - Cultural Geography Credit Hours: 3

Global Healthcare

- PHP 308 - Global Healthcare Credit Hours: 3
- NURS 308 - Global Healthcare Credit Hours: 3

History and Global Studies

- GLST 120 - Introduction to Global Issues Credit Hours: 3
- GLST 212 - Introduction to Great Britain Credit Hours: 3
- GLST 214 - Global Studies: People and Culture of Germany and Europe Credit Hours: 3
- GLST 217 - South America Southern Cone: History and Culture Credit Hours: 3
- HIST 117 - Civilization I Credit Hours: 3
- HIST 131 - World History: Cultures and Connections since 1400 Credit Hours: 3
- HIST 221 - American History I Credit Hours: 3
- HIST 222 - American History II Credit Hours: 3

- HIST 250 - Introduction to Gender and Multicultural Studies in the US Credit Hours: 3
- HIST 270 - Introduction to Latin American Studies Credit Hours: 3
- HIST 275 - Introduction to Africana Studies Credit Hours: 3
- HIST 329 - African American History from African Origins to the U.S. Civil War and Reconstruction Credit Hours: 3
- HIST 330 - African American History from Emancipation to Civil Rights Credit Hours: 3
- HIST 332 - The Early Modern Atlantic World Credit Hours: 3
- HIST 334 - Historical Perspectives on Gender and Sexualities Credit Hours: 3

Music

MUSM 131 - Music in World Cultures Credit Hours: 2 **
 MUSM 230 - Survey of Music in Western Culture Credit Hours: 3
 MUSM 232 - Survey of Popular Music Credit Hours: 3
 MUSM 233 - Survey of World Music Credit Hours: 3
 MUSM 234 - The Arts and History in Nineteenth-Century Europe Credit Hours: 3

*Must take both BUSA 311 and BUSA 312 to fulfill the 3-hour requirement

**Class is only 2 credit hours and will not satisfy the requirement without an additional Cultural Literacy credit hour.

BUSA 423: SOCIAL ENTERPRISE CONSULTING
SYLLABUS – SPRING 2025 3 CREDIT HOURS
WEDNESDAYS 3:00 – 4:50 COBA 316

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

Professor Contact Information

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About the Course

This project-based course is designed to provide hands-on experience dealing with a substantial issue or challenge faced by a socially-minded organization.

The first half of the course equips students with essential consulting skills, cultural insights, and international business knowledge. Topics include effective consulting practices, understanding local contexts, and navigating challenges in developing countries, ensuring students are well-prepared to make a positive impact.

The travel portion of this 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. For the last half of the course, student teams will be assigned to a specific project under the supervision of faculty. Student teams will define the issues, identify salient facts and analyze the situation, making recommendations to the clients at the end of the semester.

As followers of Christ, we recognize that all people are created by God. Part of the work involved in this class focuses on understanding and appreciating various cultures along with fostering an understanding that there are many good ways to approach business, life, family, etc. and that we have much to learn about life, business, and our Christian faith from people in different cultures.

This course is interactive and highly applied in nature requiring hard work, both individually and in groups. High performance in this course requires participation and preparation in all aspects of the course, including class sessions and assignments prior to departure.

Client Organizations and Nature of Specific Project

WEARSOS is a social enterprise whose mission is to “empower women in rural Costa Rica by providing training and income opportunities through the production of upcycled goods.” They are currently focusing primarily on upcycled leather products and are an active participant of the Southwest Airlines Repurpose with Purpose program. As a part of that program, WEARSOS receives used leather from the seats of Southwest planes that are being refurbished.

Lynne Corvaglia and Chris Riquelme are the founders and owners of WEARSOS and are our clients for this project. Lynne and Chris have teamed with a local artisan to design accessories using a combination of repurposed Southwest Airlines leather (all of which is blue) and pineapple leather (which adds color variety to the products). They are considering several projects for us including an analysis of their pricing structure, HR issues, and overall sales strategy.

Eliecer Vargas is an Economist at CATIE University, our home base for the trip. He and his wife Janice work with “Micro-micro enterprises” (his term), guiding them over a 4-month period from basic business concept to launch-ready business plan. Several of these entrepreneurs will be our clients; we will work with them in Costa Rica, build recommendations after we return to Abilene, and present our findings to them in April.

Course Objectives

Week	Global Business Topics
1	Why go global?
2	Impact of history on the current business environment in the target country
3	International marketing
4	The role of government in international business
5	Entrepreneurial climate
6	Regionalization
7	Finance
8	Bringing it all together & final trip prep

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

Objective	Related Assignment(s)
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Analyze and synthesize information to develop sound recommendations to client based upon data driven process	Class contribution, team presentations, team project, individual written assignments
Demonstrate ability to deliver client solutions that are on time and meet client needs	Client team project and presentation
Tolerate ambiguity and work cohesively with team	Class contribution, peer evaluations
Develop an understanding about a Theology of Biblical Stewardship in relation to the Mission of God for others and the rest of creation	Class contribution, individual written assignments
Understand cultural values of different culture and demonstrates ability to communicate across intercultural differences	Class contribution, individual written assignments, team presentations

Cultural Literacy Learning Objectives

Outcome	Topic or Activity	Assessment Artifact
B1	<i>Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.</i>	Class contribution, individual written assignments
B2	<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>	Class contribution, individual or team presentations, role playing scenarios, individual written assignments
B3	<i>Feature personal reflections which involve diverse cultural perspectives not typical of mainstream North American culture.</i>	Class contribution, individual written assignments

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.

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	Individual / Group	Percentage of Final Grade
Individual assignments	Individual	30%
Participation and professionalism	Individual	15%
Group assignments	Team	15%
Final project (client presentation, final deliverables)	Team	40%

Attendance Policy, Constructive Engagement, Citizenship and Preparedness

Attendance: Given the nature of this course, *you must attend all pre-trip classes and in-country experiences to receive academic credit.* If you are seriously ill or otherwise unable to attend all events, please work with us to create alternative arrangements.

Separate from attendance, constructive engagement is the practice of actively interacting with your professors and classmates, as well as with the client organization during the in-country visit, with thoughtful contributions.

Constructive engagement includes supportive activities such as:

- Active listening and constructive questioning
- Comments showing thorough analysis, building on previous discussion rather than simply repeating ideas
- Sharing of resources and ideas to help advance the project as a whole
- Making your points succinctly.

Citizenship & Professionalism deal with attitudes, behaviors and demeanor. Examples include:

- Being present and on time for all scheduled events
- Showing courtesy and respect towards all project participants (team members and clients)
- Wearing appropriate attire (as communicated by your professors) for all project related activities, and culturally appropriate attire during non-work time
- Demonstrating the values and ideals of ACU's College of Business Administration.

Preparedness – To receive course credit, students must submit all travel documentation by the communicated deadlines. Each individual is responsible for ensuring that documentation is completed and submitted by the deadlines.

Late Work

Given the nature of the course, no late work will be accepted for the primary deliverables. 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 the first week of class and a more detailed itinerary for the portion of the trip outside of the U.S. will be provided closer to departure. **It is your responsibility** to access Canvas and check due dates for assignments.

Date	Topics	Assignment(s)
Pre-trip class sessions (8 sessions) Wednesdays, 3:00 – 4:50 pm	Topics to be addressed during pre-trip class sessions: ● Introduction to consulting ● Serving in God's work ● Cultural context ● Entrepreneurial climate ● Understanding and reaching target markets ● Basic concepts in marketing research	Individual and team background assignments and reflections; class contributions
March 8 - 15, 2025	Costa Rica Trip	TBD
Post-country weekly class sessions (7 sessions) Final deliverable due during finals week	Topics addressed in final project: ● tbd	Team project and presentation; class contributions; final reflection; peer evaluations

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 you 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.

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.
- Using AI or similar resources: AI and similar tools can provide tremendous help as you refine and improve your work. However, the wholesale creation of work (e.g. AI gives you a full or partial draft and you edit and submit it) is a violation of university policy. Do your own work, then use these tools to clean it up and enhance it.

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