

Abilene Approval Chart for Curriculum Changes

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

Course Number MGMT 423 or Degree Plan(s) _____

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

See attached documents for this new course proposal.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
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
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

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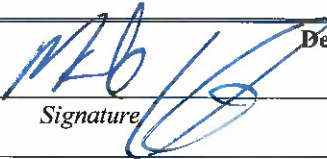
	Change to the University Requirements (All Campuses)	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	—	A	—	A	—	A	—
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	—	A	—	A	A	A	—
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	—	—	—	A	—	A	—	A	—
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	—	A	—	A	A	A	—
	Change to Catalog Information (for Campus)										
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	—
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	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 ³	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
	Change to a Degree Plan Proposed By Provost										
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

¹ When an academic unit does not have a council, the UGEC and/or AUAC will serve as its academic council, depending on the nature of the issue.

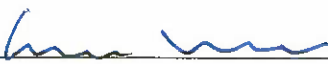
² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS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

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.

Revised 8-29-22

Department/School Chair(s)	
 Signature	1-19-23 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
Kyle Jippens Signature	10/20/2022 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	1/20/2023 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

University General Education Council	
_____ Chair's signature	_____ Approval date

Abilene Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of Faculty Senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Schedule Type definitions for Section I-13.

Traditional Lecture	Traditionally formatted course that may include a variety of teaching methods.
Traditional Lab	Usually affiliated with lecture course. Provides application of knowledge and learning experiences related to lecture content.
Traditional Lecture/Lab	Traditionally formatted course that may include a variety of teaching methods, and for which a lab experience is included and graded with the lecture portion of the course. One grade for both.
Experiential Learning	Application of knowledge or a learning experience not typically connected to a lecture course, examples include PEAC, theatre workshop, field experience, practicum, internship and active research courses.
Seminar	Course in which a topic is discussed by a teacher and a small group of students. Examples include colloquia and workshops.
Studio	Application of knowledge or a learning experience that combines lecture, active learning and discussion among the teacher and students in a studio environment. Examples include art, design and music.
Thesis	Required course for students working on graduate thesis.
Dissertation	Required course for students working on doctoral dissertation.

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	MGMT 423
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Sarah Easter & Laura Phillips
2	Course Instructor	Sarah Easter & Laura Phillips
3	Course Title	Social Enterprise Consulting
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	College of Business Administration
6	Department or School	Management Sciences
7	Number of Credit Hours	3 credit hours
8a.	Number of contact hours – lecture	2
8b.	Number of contact hours – lab/activity	1
9	Is the course for a fixed or variable number of credit hours?	fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3 credit hours
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☒ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	10 (due to travel logistics)
17	Catalog Description (50 words or less)	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. Travel and a program fee may be required.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Junior standing with instructor approval (students must apply and be accepted into the class)
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	No
22b	Will the course be offered in spring terms?	Yes
22c	Will the course be offered in summer terms?	No
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Our hope is that Social Enterprise Consulting can be offered as a standalone course beginning Spring 2024
24	Is this course required for a degree/s?	☒ No ☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be	☒ No

	retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: MGMT 440 Spring 2019 - 8 Spring 2020 – 10 Spring 2022 – 10
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course will be offered as an upper-level elective that all business majors are able to take. It is also open to majors from other disciplines as an elective.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Even as experiential learning has been well established as an important pedagogy and sustainability is a prevalent topic in both research and practice, this is the first course to be offered in the College of Business explicitly dedicated to consulting for a socially-minded organization.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

All business majors are welcome to apply; also open to majors across campus. Since this class is focused on providing high quality consulting deliverables for a real client, students must have junior standing with a minimum 3.25 GPA (students must apply and be accepted into the class)

2. State the overarching course goal(s) in performance terms.

The overarching goal is to offer students hands-on experience dealing with a real and substantial issue or challenge faced by a socially-minded organization, including: defining the issues, identifying salient facts and analyzing the situation; gathering client information through on-site visits and data-based research; and preparing and presenting a final report to the client organization.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Analyze and synthesize information to develop sound recommendations to client based upon data driven process	Class contribution, team presentations, team project, individual written assignments
2	Demonstrate ability to deliver client solutions that are on time and meet client needs	Client team project and presentation
3	Tolerate ambiguity and work cohesively with team	Class contribution, peer evaluations
4	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
5	Understand cultural values of different culture and demonstrates ability to communicate across intercultural differences	Class contribution, individual written assignments, team presentations

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

All necessary readings will be provided by the professors via the Canvas platform

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.

4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

MGMT 423: SOCIAL ENTERPRISE CONSULTING
SYLLABUS
3 CREDIT HOURS



Student requirements: Junior standing with a minimum 3.25 GPA (students must apply and be accepted into the class)

Professor Contact Information

Professor: Dr. Laura Phillips
Associate Professor of Management
Phone: 325.668.2624
Email: laura.phillips@acu.edu
Office: COBA # 279 (while in Abilene)
Office Hours: By appointment

Professor: Dr. Sarah Easter
Associate Professor of Management
Phone: 325-674-3773
Email: sarah.easter@acu.edu
Office: COBA # 281 (while in Abilene)
Office Hours: By appointment

Course Description

This project-based course is designed to 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 management project with a client organization under the supervision of faculty. Student teams define the issues, identify salient facts and analyze the situation. In a series of classroom meetings, students work to understand the organizational and situational background of the specific project. Then, they will travel overseas during spring break, gathering information through on-site visits and data-based research, after which they will prepare and present a final report to the client organization.

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

Contribution to Christian Service and Leadership

We'll explore how consulting for international, socially minded organizations connects with international development, missions, stewardship and Christian faith

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 Materials

All necessary readings will be provided by the professors via the Canvas platform

Learning Objectives

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

Objective	Related Assignment(s)
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

Grades and Assignments

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.

While we are happy to discuss any grade that you receive, please note that you must wait **48 hours** before talking with us about your grade on a particular assignment.

Class assignments and the percentage of the final grade represented by each assignment are listed below. Detailed descriptions of the assignments will be available online.

Assignment	Individual / Group	Percentage of Final Grade
Individual background assignments and reflections, peer evaluation	Individual	30%
Team work, constructive engagement, citizenship & professionalism, preparedness	Individual	15%
Team presentations on country/organizational background	Team	15%
Team 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 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.

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?

Citizenship & Professionalism are concerned with attitudes, behaviors and demeanor. You are expected to abide by the following as a part of participating in this project-based course:

- Be present at and on time for all scheduled events and ready to take notes
- Be courteous towards all consulting project participants
- Be dressed in appropriate attire (as communicated by your professors) for all project related activities as well as culturally appropriate during down times
- Overall, you should behave in a manner fitting of a representative of ACU's College of Business

Preparedness – 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 individual's responsibility to ensure that documents are completed and received by the Griggs Center, including but is not limited to passport information.

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 spring break. It is your responsibility to access Canvas and check due dates for various assignments.

Date	Topic	Assignment(s)
Pre-trip class sessions, meetings once a week (1.45 hours each) (8 sessions)	Topics to be addressed during pre-trip class sessions: • Introduction to consulting • Serving in God's work • Cultural context • Entrepreneurial climate	Individual background assignments and reflections; team presentations; class contributions

	• Client's industry and its competitive landscape • Overview of business topics directly pertaining to the given project focus (e.g., creating business plans, compiling/analyzing market research, conducting a target assessment)	
Spring Break Travel Week	Travel to gather information directly related to the project	Various site visits; advance team project; class contributions
Post-country weekly class sessions (1.45 hours each) Final deliverable due the last week of classes	Completion of consulting project and presentation to the client	Team project and presentation; class contributions; final reflection; peer evaluations

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 or call their office directly at 325-674-2667

COBA Honor Code

Objective

COBA faculty, staff and students will strive to proclaim in their lives competence, character and community. In joining COBA, students, faculty, and staff covenant to abide by the following ethical principles.

Competence

To lead and serve well requires competence. And to become competent requires diligence and hard work. We owe it to all who have prepared the way and who will follow in our footsteps, to be good stewards of opportunities and resources. Thus, in all you do: set priorities, seek excellence and

professionalism in your work, satisfy requirements, and take responsibility for your learning and performance. You cannot build competence if you lie, cheat, steal, or tolerate those who do.

Character

A reputation of good character is built slowly through testing, yet can be destroyed in an instant by compromise or careless work, just as it can through injustice. Guard your character; it is worth more than a grade or promotion. “A good name is more desirable than great riches; to be esteemed is better than silver or gold” (Proverbs 22:1). You cannot build character if you lie, cheat, steal, or tolerate those who do.

Community

A spirit of fellowship and mutual encouragement holds each community member accountable. Accountability leads to a healthy community through adequate preparations for the tasks at hand, respectful truthfulness in all situations, and adding value to the tasks at hand. As a community, we must hold each other accountable to the principles of competence, character, and community. You cannot build community if you lie, cheat, steal, or tolerate those who do.

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 professors, one of our 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](#).

9-21-22

Dr. Sarah Easter
Mabee Business Building 281
674-3773
sge02a@acu.edu

Re: Review of MGMT 423: Social Enterprise Consulting

Dear Dr. Easter,

Thank you for the submission of MGMT 423: Social Enterprise Consulting. I reviewed the syllabus based on the [ACU Syllabus Guidelines](#). I find the syllabus meeting university requirements and recommendations.

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference which will be read by your department chair and members of the council, who may also have questions or comments of their own.

Thank you for allowing the Adams Center team to review your course application. We would love to work with you on your syllabus, as well as the design, development, or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely,

A handwritten signature in cursive script that reads "Amy Boone".

Abilene Christian University Library

M E M O R A N D U M

Date: September 29, 2022
To: Dr. Sarah Easter
From: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application MGMT 423 – Social Enterprise Consulting

After reviewing the course development template, the library can adequately support the course. Please contact Mark McCallon, Librarian Liaison for the College of Business Administration, if additional resources are needed for the course. Also, I would urge you to consider making time in the class session to have Dr. McCallon provide a session on library resources that could be helpful to the students in the class and partner with the Library to consider additional resources that could be helpful to the students as they are working with the client. Thank you for letting us review the course application.

# of days		Spring 2023 budget pp	Spring 2023 budget
	Transportation		
	Airfare taxes/fees	850	10200
	Hotel Aeropuerto/Turrialba/Hotel Aeropuerto		1000
4	Taxis to town (for dinners)		80
	Transport to Love Field (mileage)-professors		120
	Parking at Love Field-professors		80
	Lodging		
1	San Jose arrival day--Hotel Aeropuerto (booking.com)	60	720
1	San Jose departure--Hotel Aeropuerto (booking.com)	50	600
	Hotel Aeropuerto extra people upcharge		
5	CATIE/Casa Bambú (students)	35	1750
5	CATIE/ hotel (professor)	45	225
5	CATIE/ hotel (professor)	45	225
	Meals		
5	Breakfasts--CATIE cafeteria	5	300
4	Lunches--CATIE cafeteria	5	240
4	Dinners on own--cash to travelers	10	480
3	Group lunches	12	432
3	Group dinners	15	540
	Professor travel meals	40	80
	PROJECT RELATED EXPENSES		
	Miscellaneous transportation in Turrialba		350
	ACTIVITIES		500
	Miscellaneous		
	Travel Insurance	50	600
	Gifts for RETUS women/bus driver/CATIE helpers		100
	Gifts for Mandy and US people		50
	Coffees at CATIE and tips for RETUS events		100
	Laundry		20
	International fees		1000
	Total expenses		19792
	Total per student		1979
	Estimated students	10	
	Estimated travelers	12	
	Estimated program fee	750	
	Number of days at CATIE	6	
	VAT multiplier	1.13	

Source of funds:

* COBA study abroad scholarships

* Student program fees (NOTE: Students who have COBA experiential program vouchers can apply them to this program fee)

* In the past, Southwest Airlines has covered the cost of our flights. While we do not know if they will continue to sponsor our course in the future, we will continue to apply for their support.