

Appendix A: BUSA 312

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 form is for the development of a new 1.5 hour course, BUSA 312: Global Business in Action. All of the supporting materials will accompany this application.

		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	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 (Jan 27, 2025 13:35 CST)

Jan 27, 2025

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)


Arisoa Randrianasolo (Feb 2, 2025 14:37 CST)

Feb 2, 2025

Chair Signature

Date

Chair Signature

Date

Dean(s)



Feb 3, 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

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	BUSA 312
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Laura Phillips
B	Course Instructor	Jennifer Golden, Sarah Easter
C	Course Title	Global Business in Action
D	Course Abbreviation for Banner if title is more than 30 characters	Global Bus Costa Rica
E	College	COBA - Business Administration ▾
F	Department or School	MGTS - Management Sciences ▾
G	Number of Credit Hours	1.5 ▾
G1	Number of Lecture Contact Hours	1.5 ▾
G2	Number of Lab Contact Hours	0 ▾
H	Is the course for a fixed or variable number of credit hours?	Fixed ▾ If variable, explain rationale:
I	Is the course repeatable for additional credit?	Yes ▾ The course can be repeated if a student chooses to go to a different location. The first year the course will be offered in both Costa Rica and Ghana. Other locations may be offered in different years.
J	Maximum total number of credit hours a student can earn for this course	4.5
K	Course Schedule Type	Experiential Learning (EL) ▾ See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	1.5 ▾
M	Grading Mode	Standard ▾

N	Maximum Enrollment	15
O	Catalog Description (50 words or less)	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.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	BUSA 311
Q	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)	N/A
R	If the course is cross-listed, specify the subject code and course number of the other course	N/A
S	Does this course require any additional student course fees?	No ▾ If yes, attach a completed course fee form . There will be a program fee associated with the course travel costs but the amount will vary by location, length of trip, etc. The program fee will be administered by either the College of Business Administration, the Study Abroad office, or the Halbert Center.
T1	Will the course be offered in fall terms?	No ▾
T2	Will the course be offered in spring terms?	No ▾
T3	Will the course be offered in summer terms?	Yes, every year ▾
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Summer 2026

V	Is this course required for a program(s)?	No ▾ If yes, submit a separate completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No ▾ If yes, provide rationale:
X	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 ▾ If yes, provide course ID, term, and enrollment:
Y	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.</i>	BUSA 423

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.
 - a. This course, when combined with BUSA 311: Global Business Foundations, will be included as an option in the International Courses menu within the Business Foundations core.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
 - a. Historically, we have had a full-semester social enterprise consulting course that includes a trip/project prep portion, a travel portion, and a project completion portion. For the summer classes, we wanted to split the previous model into a spring preparation course that includes all students participating in a summer societal impact project and a separate project-based course that happens at the location of the client(s). This course application is for the project-based course that will take place during the students' travel to the international client(s).
 - b. Currently, it is difficult for finance and accounting majors to participate in the summer societal impact courses/trips because they do not need an upper level marketing or management course. The proposed structure of the combined spring prep course and summer experiential course would allow this combination of two 1.5-hour classes to fulfill the 3-hour international course required for all business majors.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
 - i. This course is intended for undergraduate students who have an interest in utilizing their business skills to make a positive impact on society, specifically helping to increase access to educational and/or economic opportunities. Students must complete a study abroad application and be accepted into the course. Different programs may have varying requirements for application.
2. State the overarching course goal(s) in performance terms.
 - i. The course is interactive in nature and will require students to work hard, both individually and in groups. The course will involve completion of a consulting project for an international client. Students pursuing a degree from the College of Business Administration must earn a grade of "C" or better in the course.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Example Assignments for Measurement
1	Integrate and effectively apply theoretical concepts in the realm of international business to complex real-life decisions faced by organizations and managers in an international context, taking into account 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.
2	Develop a better understanding of your own Christian worldview and culture in light of the global dimensions of business and be able to articulate 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.
3	Satisfactorily complete a project for an international 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.

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

A. N/A

4. Supporting Documentation

Required of all applications		
1	Approval Chart for Curriculum Changes	See attachment A
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.	See attachment B
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.	See attachment C
Attach if applicable		
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.	See attachment D
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).	N/A
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.	N/A
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.	N/A
9	Justification — Attach any documents to which you refer in Section 2B.	N/A

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)
Integrate and effectively apply theoretical concepts in the realm of international business to complex real-life decisions faced by organizations and managers in an international context, taking into account 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.
Develop a better understanding of your own Christian worldview and culture in light of the global dimensions of business and be able to articulate 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.
Satisfactorily complete a project for an international 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

Abilene Christian University Library

MEMORANDUM

Date: December 5, 2024
To: Dr. Laura Phillips
From: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for BUSA 312 – Global Business in Action

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Mark McCallon (mccallonm@acu.edu), Librarian Liaison for COBA, if additional resources are needed for the course. Thank you for letting us examine the course proposal

Attachment D Content Overlap

The content in this course overlaps with content in BUSA 423: Social Enterprise Consulting. The overlap is intentional as each involves a business-related project that takes place in a location outside of Abilene. They are dissimilar in that the overall scope of the classes is vastly different.

BUSA 423 is a full-semester consulting class in which the students consult for an international client. The students spend the first half of the semester in the classroom learning the foundations of international business, how to be a consultant, how to be culturally sensitive and aware when working in a different culture, as well as specifics about their particular project. The group travels to the client over Spring Break and then spends the second half of the semester completing their project and presenting their results to the client.

BUSA 312 (this new course) is equivalent to the second half of BUSA 423 (the travel and project completion portion). For BUSA 312 the travel and project completion portion occurs during the summer, while the prep work (BUSA 311) takes place during the second half of the spring semester. To accommodate this course format, we needed to create separate courses for the spring prep portion and the summer project portion.



November 22, 2024

Abilene Christian University
Associate Professor
Department of Management Sciences
Mabee Business Building (MBB) 279
(325) 674-2037
lcp05a@acu.edu

Re: Global Business in Action (BUSA 312)

Dear Dr. Phillips,

Thank you for submitting Global Business in Action (BUSA 312) for to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can help in the design and facilitation of this course. Sincerely,

Dr. Scott E. Hamm,

Assistant Director, Adams Center