

Abilene Approval Chart for Curriculum Changes

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

Course Number: ENTR 419: Global Entrepreneur or Degree Plan(s):

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

1. The department of Management Sciences is proposing ENTR 419: Global Entrepreneur for inclusion in the University's general education Cultural Literacy menu. The formal proposal is attached hereto.

2. The course description and course terms are being updated to reflect its new availability each fall semester, rather than being exclusively tied to a summer study abroad program. As part of this update, the following sentence will be removed from the course description:

"This course is offered exclusively through study abroad programs outside the United States and will include a focus on unique issues associated with the particular country or region being visited."

The new course description will read:

"This course examines different aspects of operating an entrepreneurial venture in other countries, including economic, political, and cultural influences. It explores both entrepreneurship within international contexts and how U.S.-based entrepreneurs launch and grow ventures across borders."

3. The department is eliminating prerequisites for ENTR 419

		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 (Apr 2, 2025 10:12 CDT)	Apr 2, 2025
Chair Signature	Date
	Apr 1, 2025
Chair/Program Director Signature	Date

College Academic Council(s)

 Arisoa Randrianasolo (Apr 7, 2025 15:21 CDT)	Apr 7, 2025
Chair Signature	Date

Chair Signature	Date
	Apr 7, 2025

Dean(s)

Signature	Date
Signature	Date

Teacher Education Council

Signature	Date
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Campus Academic Council: Abilene Undergraduate or Abilene Graduate

Signature	Date
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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

ENTR 419.01
GLOBAL ENTREPRENEUR
SYLLABUS
3 CREDIT HOURS

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

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

Contact Information for Professors

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Office Hours: Schedule with Calendly

Course Description (from ACU Course Catalog)

This course examines different aspects of operating an entrepreneurial venture in other countries, including economic, political, and cultural influences. It explores both entrepreneurship within international contexts and how U.S.-based entrepreneurs launch and grow ventures across borders.

About the Course

The course will introduce you to issues generally faced by entrepreneurs doing business outside the United States. The course will also provide you with an opportunity to explore entrepreneurship in different regions and cultures. This course will require you to work hard, both individually and in groups. Throughout this course please keep an open mind, think outside the box, re-evaluate your own views of entrepreneurship and the global environment, and intellectually challenge your peers.

Course Objectives

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

Learning Objectives	Related Assignment(s)
Explain the impact of globalization and the diverse political, economic, cultural, technical, legal and ecological environments on a variety of entrepreneurial ecosystems and ventures located around the globe	Group Reports and Presentations, Semester Journal, Case Studies
Demonstrate understanding of issues and the concepts, tools, and practices common to entrepreneurship outside of the United States.	Group Reports and Presentations, Case Studies
Demonstrate competent discourse in global, historical and cultural experiences of diverse populations	Country Research, Semester Journal, Group Reports and Presentations
Understand the interconnectedness of human experience with a posture of humility while celebrating difference	Country Research, Semester Journal, Group Reports and Presentations
Interrogate one's internal and external views and values for greater self-awareness	Semester Journal

Course Materials

Required Texts:

1. Pruthi, S., & Mitra, J. (2023). *Global Entrepreneurship & Innovation*. SAGE Publications
2. A collection of articles and case studies, primarily from Harvard Business Publishing

Additional readings, videos and/or podcasts will be provided free of charge on Canvas.

Grades and Assignments

Final grades will be determined on a percentage scale of total points at the end of the semester as follows:

- A = 90% or higher
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = below 60%

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

The primary types of assignments, descriptions and the percentage of the final grade represented by each one are included in the following table:

Assignment	Individual / Group	Percentage of Final Grade
Country Research	Individual	15%
Semester Journal	Individual	25%
Case Studies	Individual / Group	30%
Group Report and Presentation	Group	30%

Description of Assignments

The following are summaries of the graded assignments for the course. Grading rubrics and additional information on each type of assignment are available on Canvas.

Country Research (15% of Final Grade)

At the beginning of the semester, each student will select a country from within his/her team's region (see the *Group Report and Presentation* assignment below for more details) to report on throughout the semester. Each student is expected to be up-to-date on the latest news taking place in the assigned country and to regularly report updates to the class.

Semester Journal (25% of Final Grade)

Students will be expected to complete a variety of reading, writing, video and/or podcast assignments designed to examine and reflect on the complexities of today's dynamic and unfolding global entrepreneurial environment, including, but not limited to the following topics:

- Impact of globalization and changing relations with ecological conditions
- Shifts in technology
- Migration
- Cross-cultural teams

This journal assignment will culminate in students reflecting on their own worldview and culture in light of the global dimensions of entrepreneurship, including reflecting on the variety of diverse cultures examined in the course. Further information will be provided on Canvas as we progress in the course.

Case Studies (30% of Final Grade)

You will also complete case studies focused on entrepreneurial ventures situated in a variety of geographic regions and cultures and identify how underlying values, ideologies, and perspectives of each situated context shape a venture's practices.

Group Report and Presentation (30% of Final Grade)

Students will be assigned to groups that will research the history, culture, economy and entrepreneurial ecosystem of an assigned country / region. Teams will prepare a summary written report as well as a substantive presentation. Further information will be provided on Canvas as we progress in the course.

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 call our office directly at (325) 674-2667 or email alpha@acu.edu.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Business Administration, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link.

Anti-Harassment Policy

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking

that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

Other Policies

Minimum Course Grade

- If you are majoring or minoring in business, you must earn a course grade of “C” or higher.

Attendance

- You may miss up to two face-to-face sessions without penalty.
- University-sponsored absences (e.g., band, athletics, COVID-19 quarantine) will be excused. Documentation may be requested.
- Five percentage points will be deducted from your final grade for every absence beyond the three.

Late Work Policy

- Assignments will not be accepted late.
- If an assignment is due at the beginning of class, it is considered late if it is submitted after the beginning of class. For example, if an assignment is due at the start of class (e.g., 1:30) it would be considered late if a student arrived to class late (e.g., 2:00) and submitted the assignment.

Dropping the Course

- To drop our course you must complete required paperwork with your advisor. You cannot reuse class hours in block tuition if you drop after the first week of the semester.

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.

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

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

Cultural Literacy Description

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

Instructions

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

Subject code, course number, and title of course:	ENTR 419: Global Entrepreneur
Terms offered:	Fall
Catalog description:	This course examines different aspects of operating an entrepreneurial venture in other countries, including economic, political, and cultural influences.
Course prerequisites:	Currently in the catalog: • Junior standing

	• GPA of 2.5 or higher • Acceptance into related study abroad program. As part of this proposal, all prerequisites have been removed.
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	N/A
Other general education menus on which the course appears or you are applying for:	N/A

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.

Global Entrepreneurship examines the challenges and opportunities entrepreneurs face in a rapidly changing international landscape. This course explores how political, economic, cultural, technological, legal, and ecological factors shape entrepreneurial ventures across borders, from multinational startups to grassroots enterprises. Students will engage with diverse perspectives on global markets, innovation, and ethical decision-making, fostering a deeper understanding of how cultural values and worldviews influence entrepreneurial success. By critically assessing their own assumptions and beliefs, students will cultivate a global mindset that embraces diversity, promotes cross-cultural collaboration, and encourages responsible, faith-informed entrepreneurship in an interconnected world.

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 prerequisites for this course.

This course explores entrepreneurship through a global lens, focusing on how culture and economic systems influence entrepreneurial thinking and behavior around the world. Case studies and examples cover multiple industries and

regions, showing how entrepreneurship applies across disciplines and locations. Rather than preparing students for a specific career path, the course develops broad skills such as opportunity recognition, adaptability, and ethical decision-making. The emphasis is on cultivating a mindset and global awareness rather than vocational training.

Relevant Outcomes

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

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
 - Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
 - Through measurable assessments, compare the cultural perspectives of another culture with those of a student’s own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.

- Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
- Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
- Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
- Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
- Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self- awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age

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

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

Outcome	Topic or Activity
Outcome B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	● Demonstrate how social and historical contexts shape a community's worldview or cultural commitments ● 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
Outcome B2: Understand the interconnectedness of the human experience with a posture of humility.	● 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.)

Outcome B3: Interrogate one's internal and external views and values for greater self-awareness.	Feature personal reflections which involve diverse cultural perspectives not typical of mainstream North American culture
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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: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Individual case study assignments - students will examine case studies focused on entrepreneurial ventures situated in a variety of different geographic regions and cultures and identify how underlying values, ideologies and perspectives of each situated context shape a venture's practices
Outcome B2: Understand the interconnectedness of the human experience with a posture of humility.	- Individual written assignments - students will be given a series of assignments to examine and reflect on the complexities of today's dynamic and unfolding global entrepreneurial environment, including, but not limited to the following topics: - Impact of globalization - Changing relations with ecological conditions - Shifts in technology - Migration - Cross-cultural teams
Outcome B3: Interrogate one's internal and external views and values for greater self-awareness.	Semester journal - students will reflect on on their own worldview and culture in light of the global dimensions of entrepreneurship, including reflecting on the variety of diverse cultures examined in the course

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

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