CURRICULUM CHANGE REQUEST
International Business Programs
October 29, 2013
Meredith A. Black – Ext. 63004

Catalog Statement:

1. **INTBUS 220 GO GLOBAL: YOU AND THE WORLD ECONOMY (3-0-3)(DLS).** Students will gain an intermediate level of understanding of international trade and business practices, as well as the historical influences of culture and ethics within the context of the global business environment. This course will promote greater awareness of the world as a community in which we all participate and are responsible.

**Foundational Studies Course:**

**Syllabus Statement:**

Boise State’s Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. INTBUS220 Go Global: You and the World Economy satisfies 3 credits of the Foundation Program’s Disciplinary Lens – Social Science (DLS) requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 11(Social Sciences) Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and systems.

INTBUS Go Global: You and the World Economy is designed to encourage students to understand ‘business beyond borders’ as related to different cultures, religions, languages, legal and economic systems, and financial institutions. This disciplinary lens offering will provide a broad view of the key functional areas of business (e.g. marketing, finance, management, economics) as they relate to the global business environment. Further, it will familiarize students with key international organizations and institutions such at the World Trade Organization, International Monetary Fund, and World Bank. Further, the course will require personal reflection and emphasize corporate responsibility through course materials on ethics and sustainability as well as engage students in the course as ‘global citizens.’

The following **Course Design Table** covers the four ULO 11 objectives as related to the course:

**INTBUS 220, Go Global: You and the World Economy**

<table>
<thead>
<tr>
<th>ULO</th>
<th>Course Leaning Outcomes</th>
<th>Assessment Method</th>
<th>Pedagogy</th>
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<tbody>
<tr>
<td>11.1</td>
<td><strong>Understanding of Individuals as Members of a Particular culture and/or community:</strong> Students will acquire the tools necessary to gain an understanding of a broad range of major global cultural areas and the opportunity to identify the key elements to take into account when dealing with individuals within those cultures, including specifics on religious differences, business practices and ethic and common courtesies that need to be taken into consideration.</td>
<td>In-class exams and assignments. A uniform set of questions assessing learning outcomes will be administered across all sections and the end of each semester. These are targeted assess the course learning outcomes specified. Results can be compared to national norms and will inform potential changes in pedagogy and course content.</td>
<td>In Class or online lectures, discussions, and exercises aimed at reinforcing and assessing the specified learning outcomes.</td>
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<tr>
<td>11.2</td>
<td><strong>Understanding of historical and/or cultural forces:</strong> Students will gain an in-depth overview of the broad historical and</td>
<td>In-class exams and assignments. A uniform set of questions assessing learning outcomes will be administered across all sections</td>
<td>In Class or online lectures, discussions, and exercises aimed at reinforcing and assessing the specified learning outcomes.</td>
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geographic factors that influenced the development of the major cultural areas around the world as these areas emerged, interacted with, and were influenced by, one another.

and the end of each semester. These are targeted assess the course learning outcomes specified. Results can be compared to national norms and will inform potential changes in pedagogy and course content.

| 11.3 | Reasoning, inquiry and problem-solving: Students will be required to identify key potential international business opportunities, employ the tools learned in the class to examine the best means to engage in business with particular countries or regions and address and identify and resolve the potential problems that might be encountered in carrying out these business transactions. | In-class exams and assignments. A uniform set of questions assessing learning outcomes will be administered across all sections and the end of each semester. These are targeted assess the course learning outcomes specified. Results can be compared to national norms and will inform potential changes in pedagogy and course content. | In Class or online lectures, discussions, and exercises aimed at reinforcing and assessing the specified learning outcomes. |

| 11.4 | Responsibility, personal reflection: Students will be accountable for selecting and implementing their respective assignments and participating as members of diverse teams within the class. Class discussions and presentations will be key factors in this process as the use of proper oral and written communications skills. A key aim of the course is to have students reflect upon ‘global citizenship’ and their role as global citizens within the business context. | In-class exams and assignments. A uniform set of questions assessing learning outcomes will be administered across all sections and the end of each semester. These are targeted assess the course learning outcomes specified. Results can be compared to national norms and will inform potential changes in pedagogy and course content. | In Class or online lectures, discussions, and exercises aimed at reinforcing and assessing the specified learning outcomes. |

**Design for accessibility:**

All posted pdf reading assignments will be checked for readability by a screen reader. (The department will ask Academic Technologies to help with a review of these electronic materials.) Whenever available, videos chosen for use in the course will be those that have been close-captioned by the content producer to provide access to students with hearing impairment. PowerPoint presentations used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. We will add textual descriptions accessible by screen readers to images used on the course web site. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

Online sections will include narrated lectures combining PowerPoint presentations with the instructor’s voice. Instructors will be encouraged to provide PowerPoint files with a textual transcript of the lecture in the notes section of each slide. Images used in the Blackboard site will have appropriate textual descriptions that can be read by screen reader software. In all sections, students will be able to submit assignments in a variety of formats, including written papers and podcasts. Extra time on tests and other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

**Justification for FSP category: DLS**

Through this and other curriculum changes, the IB Program continues to serve COBE in this function and meets the following interdependent objectives: maintain the IB curriculum in line with national standards; increase enrollment, retention, and timely graduation of IB majors by ensuring it is a manageable degree;
enhance the IB curriculum through the integration of alternative minors, and create a comprehensive gateway course open to all students to allow them to develop a global mindset and international knowledge early on in their academic career.

IB220 will serve as the foundational course for all other IB offerings and be offered as an open, DLS course across campus. This disciplinary lens offering is will provide a broad view of the key functional areas of business (e.g., marketing, finance, management, economics) as they relate to the global business environment. It will provide students with an understanding of ‘business beyond borders’ as related to different cultures, religions, languages, legal and economic systems, and financial institutions. Further, it will familiar students with key international organizations and institutions such as the World Trade Organization, International Monetary Fund, and World Bank. The course will also incorporate and emphasize elements on ethics and sustainability as well as engage the students as ‘global citizens.’