Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information

Course Number and Title: INTBUS 220: Go Global: You and the World Economy

Type of Foundational Studies Course – (Choose One):
[x] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
   Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[x] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. INTBUS 220 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Social Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

INTBUS 220: 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 as 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.’ This course helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

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Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

INTBUS 220: Go Global: You and the World Economy: 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 reader software 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.

Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
Boise State University  
Foundational Studies Course  
Spring 2014  

Course Number and Title: INTBUS 220: Go Global: You and the World Economy  

Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 11 Criteria</th>
<th>Foundation ULO 11 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to...</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 11.1: Understanding of individuals as members of a particular culture and/or community</td>
<td>Demonstrates an understanding that members of different cultures and/or communities see, interpret, and experience the world differently</td>
<td>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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| ULO 11.2: Understanding of historical and/or cultural forces | Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions  
  
  Analyzes the world views and/or philosophical assumptions of a given source  
  
  Draws connections between diverse perspectives | Students will gain an in-depth overview of the broad historical and 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. | 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. |
| ULO 11.3: Reasoning, inquiry, and problem-solving | * Demonstrates an understanding of the theoretical framework that is behind various approaches to education  
  
  Analyzes own and others’ assumptions and evaluates the relevance of contexts  
  
  Uses information and analysis to capture the critical elements of the discussion | 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 an 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. |
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<td>ULO 11.4: Responsibility, personal reflection</td>
<td>Consistently demonstrates, through personal reflection, a complex understanding of the importance of active, meaningful participation in a community</td>
<td>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.</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>
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5-16-2013

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<th>Foundational Studies Program Director Signature</th>
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