

A - New Course Proposal V. 7.2022 : Entry # 3214**DEAN Decision**

Approved

Date

02/13/2024

Is this course intracollegiate or intercollegiate?

Intercollegiate

DEAN Comments

Dual Dean Approval Required: Approved by Michael Oudshoorn, 2/14/2024

ACADEMIC PROGRAM Decision

Approved

Date

11/21/2023

Type the name of your committee

Study Abroad Committee

SCHOOL EPC Decision

Approved

Date

03/08/2024

SCHOOL EPC Comments

Approved by Business EPC as an elective course for Business majors.

GEC Decision

Approved

Date

03/18/2024

APIRC Decision

Approved

Date

04/19/2024

A - New Course Proposal V. 7.2022 : Entry # 3214**Begin Form****Today's Date**

01/23/2024

Your Name:

Claire McCullough

Your Email:cmccullo@highpoint.edu**Are you a Department Chair?**

Yes

By checking below, I certify that my department chair has seen and approved the new course that I am proposing.

Yes

Please select the appropriate school overseeing this proposal:

Other

Please type the name of the school(s) overseeing this proposal

This is an Integrative Course jointly taught between Engineering and Business

Which semester is this course to be taught for the first time?

Spring 2025

Information for the Registrar**Choose the department designator from the list below.**

ITG

Proposed Course Number?

3011

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Integrative: Business and Technology in Japan

A - New Course Proposal V. 7.2022 : Entry # 3214**Write the catalog description of your proposed course:**

Integrative learning builds the ability to make connections among ideas and experiences to synthesize and transfer learning to new situations across courses, fields of study, over time, and between campus and community life. Integrative learning generates internal changes in the student, signifying growth as a confident, lifelong learner. It asks students to apply their intellectual skills and to develop their individual purpose, values, and ethics. Through integrative learning, students pull together their experiences inside and outside the classroom, making connections between theory and practice.

How many credit hours will this course be?

4

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Yearly

Does your course have any prerequisites?

No

Is this new course being proposed because of a new or revised major or minor proposal?

No

Any other comments for the Registrar at this time?

None

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

None of the above

Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?

- Integrative Learning

Please provide a rationale for how your course is integrative. Please explain how you weave in different disciplines or fields of study. If your course is housed within one discipline, please explain how the epistemologies you integrate within the course

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are different from one another.

In the past 50 years, Japan has led the world in developments in important areas of business and technology. This course will combine expertise in business, economics, and engineering to investigate areas in which Japan is, or has been, a world leader, such as robotics and artificial intelligence. The class will include group projects that will help the students plan their individualized learning outcomes for the final portion of the class, which will occur in Japan.

This class will provide integration on multiple levels: US and Japan, business and engineering, classroom and experiential learning. Students will integrate all of the course materials and projects into forming individual desired/expected learning outcomes for the Japanese portion of the course, involving both business and technology, and the cultures of the US and Japan.

Will this course be team-taught?

Yes

Who will team-teach with you and which department / school do they work in?

Dr. Jerry Fox, International Business / Economics

Does this course count towards a major or a minor?

Yes

Please list the Major / Minor and if it is Required or Elective

Business Major--Elective Business Minor--Elective

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review

Rationale and evidence for new course's consistency with departmental mission:

Integrative learning, as defined in the General Education materials, requires students to "make connections among ideas and experiences to synthesize and transfer learning to new situations across courses, fields of study, over time, and between campus and community life....[and] to apply their intellectual skills and to develop their individual purpose, values, and ethics."

This ability to make connections among multiple areas (technical, ethical, social, entrepreneurial) and to combine them to make something new is the essence of engineering. Thus, we feel that this class will be highly relevant to our engineering students.

In the past 50 years, Japan has led the world in developments in important areas of business and technology. This course will allow students to explore both business and technology areas such as artificial intelligence and robotics within the context of Japanese culture, and analyze how culture and history of the country shape its business practices.

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The group research projects will give students an opportunity to have meaningful interactions with students and faculty outside of class and to acquire and apply new knowledge as needed, using appropriate learning strategies. Students will use the material in the course and the results of the group projects to plan appropriate individual learning outcomes to be accomplished in the on-site Japanese portion of the class.

Combination of an Integrative class with Global Experiences will allow students with an interest in business, technology, and Japanese culture to integrate aspects of all of these areas in a unique experiential learning framework, and to gain wider understanding than would be possible in a classroom alone.

Since this is an integrative class, and is open to all HPU students, it will also raise awareness of technical issues and advances among students from business, and from participants from the broad spectrum of majors at High Point University. We also feel that HPU students will benefit from having Integrative courses available from a variety of schools and to have faculty from all schools participate in these experiences.

List all student learning outcomes for this course.

Integrative Course Required Outcomes:

1. Speak to groups using sophisticated, context-appropriate, and interesting delivery techniques (posture, gesture, eye contact, and vocal expressiveness). (Communication Skills #3)
2. Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. (Intra and Interpersonal Skills #1)
3. Address conflict directly and constructively, helping to manage or resolve it in a way that strengthens overall team cohesiveness and future effectiveness. (Intra and Interpersonal Skills #3)
4. Connect concepts, theories, and frameworks of fields of study to life experiences, drawn from a variety of contexts (e.g., family life, creative endeavors, civic participation, work experience). (Integrative Skills #1)
5. Adapt and apply skills, abilities, theories, or methodologies acquired in one situation or discipline to new situations or problems. (Integrative Skills #2)

Additional Learning Outcomes for Integrative Courses:

- AIO-1. Describe areas of business and technology in Japan and how they differ from American practices and/or accomplishments
- AIO-2. Discuss business and engineering ethical practices and consider any areas that differ
- AIO-3. Discuss how the exploration of business and technology in Japan has changed their own worldview

Global Experience Outcomes:

SELF-AWARENESS: Students will describe and analyze how their own worldview, including knowledge, norms, and value systems, is impacted by regional and/or cultural origin and can be shaped by meaningful engagement with those who have different worldviews from their own.

o CULTURAL UNDERSTANDING: Students will engage cultures with different worldviews from their own, including knowledge, norms, and value systems. Students will promote this understanding of other people and cultures through a lens of ethnography (learning from people), as opposed to ethnocentrism (contrasting people and cultures from a narrow perspective).

o SYSTEMS PERSPECTIVE: Students will consider and discuss how the ideas, norms, and values of a society are influenced over time by political, economic, social, and/or environmental systems.

o GLOBAL INTERCONNECTEDNESS: Students will analyze and explain the relationships between local, regional, national, and global environments and/or communities through an exploration of their attributes, artifacts, and interactions. Students will consider the effects of global interconnectedness in order to promote international cooperation and problem-solving.

o CULTURAL NAVIGATION: Students will demonstrate cultural self-awareness, communication skills, and the ability to navigate cross-cultural interactions. Students will be prepared to apply cultural navigation skills in new contexts, including their future careers.

Additional Course Outcomes for Global Experiences:

- AGE-1. Understand how Japanese culture shapes its approaches to technology and business
- AGE-2. Discuss areas in which Japan leads the world in aspects of business and technology

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AGE-3. Discuss how the exploration of business and technology in Japan has changed their own worldview (same as AIO-3)

AGE-4. Demonstrate an understanding and appreciation of Japanese culture

List any units or content areas that will be required for all sections of this course.

Expectations for oral and written communications

Artificial Intelligence—what is it, and how does it work?

Artificial Intelligence in Japan;

Teamwork;

Conflict resolution;

Economic worldviews of economic liberalism, neomercantilism, and economic structuralism

Role of technology transfer in Japan and the global economy;

Modes of international business and legal structures for foreign direct investment.

Ethics in Artificial Intelligence

Robotics and the technologies that make robotics possible

Robotics in Japan: industry, pets, humanoids

Stages of globalism, history of Japanese economy in the post-WWII era

Cultural environment of international business in Japan, Private enterprise and industrial policy in the Japanese economy, Unique features of the Japanese economy and business culture.

Ethics in Robotics;

Areas of Technology in which Japan excels:

Cultural preparation for visit to Japan

List any assignments, tests, or other assessments that will be required for all sections of this course.

Short writing assignments and class participation will be primarily short written assignments either submitted directly, or captured electronically in journal entries or class discussions, containing elucidation and personal reflections on class discussions of relevant course topics. This will be the means by which the directed discussions on the Japanese portion of the trip will be incorporated into the grade, with 4% of the course grade coming from these. The remaining 6% of the course grade (for a total of 10% of the total course grade) will be conducted during the HPU portion of the course.

Project 1: Artificial Intelligence in Japan Based on relevant material covered in class and class discussions, each group will choose one aspect of AI in Japan to explore, which must be approved by course professors. Students must research the technical aspects of the topic, as well as how it differs in Japan from AI in other countries, ethics related to the issue, and how it relates to Japanese culture. The work will be presented orally to the class using appropriate visual aids.

Project 2: International Business Case Study of an Industry in Japan. Based on relevant material covered in class and class discussions, each group will choose an industry in Japan to explore, which must be approved by the course professors. Students

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will research the history, successes, and challenges of that industry. This will be done within the context of the three economic worldviews of economic liberalism, neomercantilism, and economic structuralism. The work will be presented orally to the class using appropriate visual aids.

Project 3: Robotics in Japan Based on relevant material covered in class and class discussions, each group will choose one aspect of robotics in Japan to explore, which must be approved by course professors. Students must research the technical aspects of the topic, as well as how it differs in Japan from robotics in other countries, ethics related to the issue, and how it relates to Japanese culture. The work will be presented orally to the class using appropriate visual aids.

Project 4: Japanese Culture and Business In this project, students will research elements of how business practices in Japan are shaped by, and informed by, Japanese culture. Each group must select a specific aspect of Japanese business practice to explore, which must be approved by the course professors. Students must discuss how this has been influenced by political, economic, social and/or environmental systems in Japan. They will compare this to some similar aspect in American business, and discuss how cultural differences shape the outcomes. The work will be presented orally to the class using appropriate visual aids.

Individual Learning Outcomes: Based on all course material, including that planned for the Japanese portion of the course, each student will develop individual desired/expected learning outcomes from the on-site two-week portion of the course. These must include elements of both business and technology, at least one Integrative learning outcome and one Global Experiences learning outcome, and the relation of the personal learning outcomes to the Integrative and Global Experiences must be clearly shown. The outcomes will be presented to the class orally and provided to the professors in a written document, and must be achievable by the end of the two-week Japanese experience. These learning outcomes will form the basis of the final paper.

Final Paper: In this paper, students will evaluate and analyze the accomplishment of their approved individual learning outcomes in the Japanese portion, evaluating to what extent they have achieved their individual learning outcomes and discussing any differences between what they had expected to achieve in the Japanese portion of the class and what they accomplished. Students will also reflect on what they have learned over the course of the semester in terms of business, technology, and US and Japanese cultures, with observation and discussion of cultural differences in the disciplines and in Japan and the US, and how this experience has affected their own worldviews. While there is no minimum length for this paper, it is expected that in order to cover all of the required materials, the paper will be in the range of 7-10 pages, single-spaced. This paper is directly related to the Japanese portion of the trip, as informed by the study conducted before travel, at HPU.

List any readings or other materials that will be required for all sections of this course.

NA

Due to the rapidly-changing nature of technology, readings must constantly be updated to remain relevant.

List any course policies that will be required for all sections of this course.

This course is also a Global Experience course, and will include two weeks in Japan after the end of the spring semester. That experience must thus be incorporated into a proportional number of contact hours, and into the grade for the course.

The grade in the course will consist of

- Short writing assignments and class participation—10%
o 6 % will be from the US portion of the class and 4% from the Japanese portion
- Project 1: Group Project on Artificial Intelligence in Japan—15%
- Project 2: Group Project on Business Case Study of an Industry in Japan—15%
- Project 3: Group Project on Robotics in Japan—15%
- Project 4: Group Project on Japanese Culture and Business 15%
- Individual Learning Outcomes—10%

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- Final Paper—20%

Contingency plan for students unable to travel to Japan:

The travel portion of this trip is critical to the optimal completion of learning outcomes for this course, and students should not register for this course unless they intend to make the trip. However, given Covid and other health and family issues, it is necessary to provide a means for students who are unexpectedly prevented from travel to complete the course. In that case, the student will work with the course professors to recast the individual learning outcomes in such a way that a research paper, of commensurate difficulty in terms of time and effort expended for those traveling, will enable them to be met. This paper will count 20% of the grade, as for the other students. The 4% of the grade, which will be done for others as short writing assignments and participation on the Japanese trip, will be replaced by an oral presentation with appropriate visual aids on the same topic as the final paper. This presentation will be recorded and posted by viewing by class participants.

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

Our class has a major component at HPU during the school year, with that part of the course providing 40 hours of course coverage, so the travel portion must include a minimum of ten such hours. Contact hours in the Global Experience portion are analogous to class hours; and the activities surrounding them, to work, research, and study outside of class. The example trip as shown on the sample syllabus includes 16 contact hours, including both hands-on experiences and facilitated discussions tying these experiences to course goals and student learning outcomes.

The major experiences and focused class discussions in the two weeks in Japan will be supplemented by informal cultural experiences such as shopping, visiting Japanese gardens, and exploring Japanese food and how it is made.

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

This course has both an on-campus experience and a 2-week experience in Japan in May. Thus it is considered a Global Experience course. It was approved by the Study Abroad Committee on November 21, 2023.

Sample Syllabus

- [Integrative-proposal-business-engineering-2023-final-draft-as-submitted-to-APIRC-1-23-2024.pdf](#)