

**University of Windsor
Program Development Committee**

5.3a: **Certificate in Border Management and International Trade - Appendices**

Item for: **Approval**

Additional Documents:

Aligning Course Learning Outcomes and Program Learning Outcomes (p.2)

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Aligning Course Learning Outcomes and Program Learning Outcomes

Program Learning Outcomes

1. Relate strategic approaches to navigating the border and managing imports and exports relevant to the learner’s objectives and current situations.
2. Predict the balance between the seamless integration of the border and flow of people and goods while ensuring security and safety aspects.
3. Distinguish the processes for facilitating trade from various stakeholder perspectives (professionals, entrepreneurs, small to medium enterprises, security officials, and border management).
4. Analyze international trade and global business considerations comprehensively in planning, implementation, and monitoring.
5. Actively integrate aspects of cross-border integrative trade and risk management associated with finances, international trade and business law, government regulations and policies, supply chain and logistics, market research, market entry, business management, and marketing.
6. Communicate effectively regarding key international trade and business aspects bearing in mind the breadth of stakeholders and multiple contexts (e.g. policies, laws, codes, regulations, business plans, contracts, agreements, transactions, marketing, and negotiation).
7. Survey multiple sources of information and data for decision making, taking into account the dynamic nature of this information and the corresponding need for long-term inquiry.
8. Reflect on individual learning to identify future opportunities for dynamic development in personal and professional contexts.
9. Take action to build a culture of organizational learning and model practices that promote better border management.
10. Examine cultural and ethical implications with respect to integrative trade.

Courses

1. The Global Business Environment and Intercultural Aspects of Integrative Trade
2. International Trade Law, Policy, and the Political Environment
3. Supply Chain and Border Management
4. International Business Development, Operations, and Planning
5. International Investment and Growth Strategy
6. International Trade Compliance
7. International Risk Management and Trade Finance
8. International Marketing and the Regulatory Environment

Curriculum Alignment Table

Course # and Course Learning Outcomes		Program Learning Outcomes									
		1	2	3	4	5	6	7	8	9	10
1	Identify relevant codes of conduct related to human rights, ethics, and the environment in international business contexts (e.g. case studies) and apply them towards decision-making.	*					*	*			*
	Reflect on and analyze the potential for multiple interpretations from different ethical and cultural perspectives in situational analysis, and justify business, trade, and interpersonal decision making.			*						*	*
	Communicate both orally and in writing for international audiences and trade stakeholders, with critical attention to the communication process and its role in developing sustainable international business partnerships and collaborations.						*				

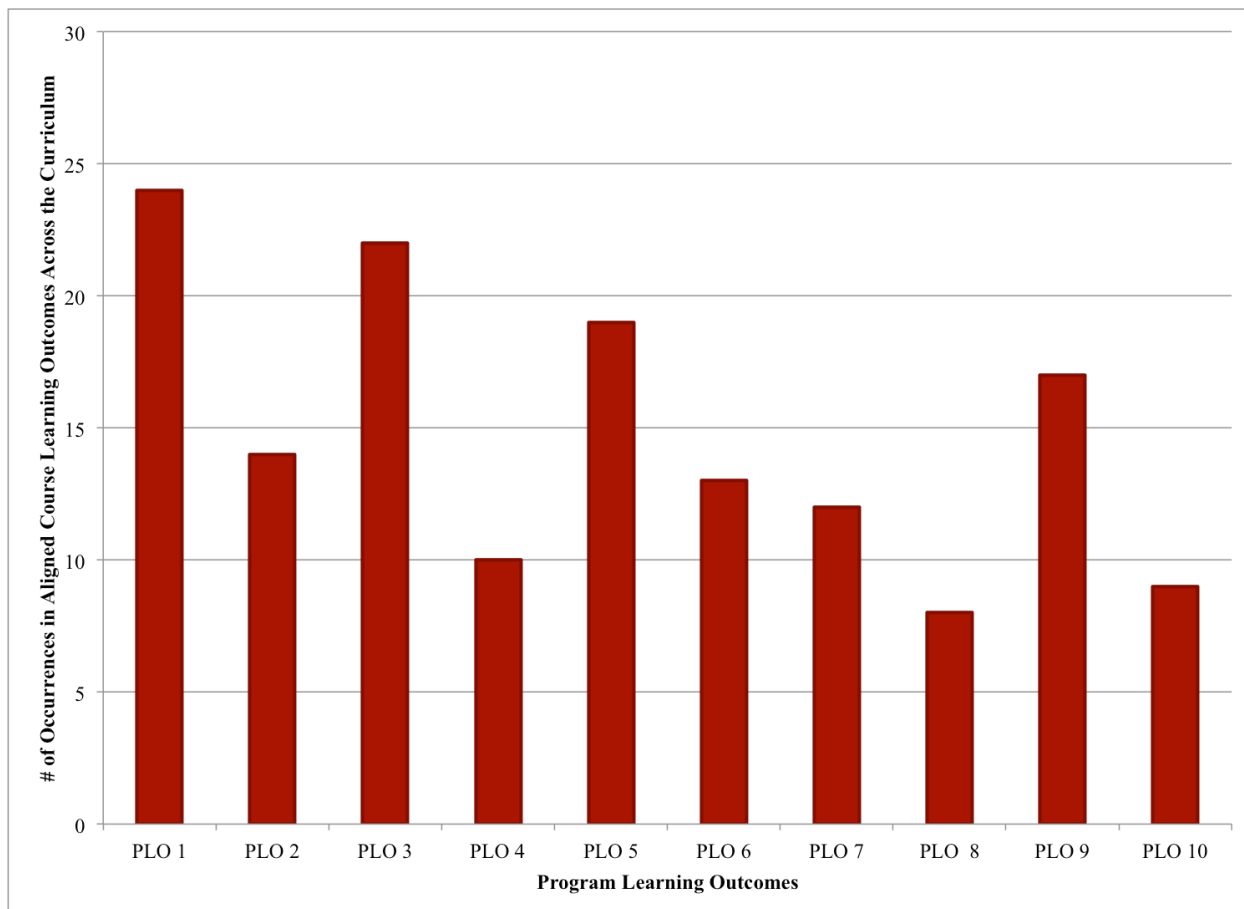
	Create and adapt international business and trade strategies, analyses, and decisions that demonstrate respect for cultural differences concerning business and trade relationships, norms, practices, and expectations.			*					*	*
	Draw relationships between aspects of international trade and global business, including finances, international trade and business law, supply chain and logistics, market research, market entry, business management, and marketing.	*	*	*		*				
	Reflect on learning about global business and intercultural aspects and correspondingly the ability to initiate change in current work practices to improve international trade and border management.							*	*	
	Discuss the aims and operating principles of global trade agreements, such as the World Trade Organization (WTO), Beyond the Border Agreement, and North American Free Trade Agreement (NAFTA), relative to their importance for international business and trade practices.			*			*			
	Question international contracts with consideration for international contract law, including: choice of law, jurisdiction, fraud, bribery, due diligence, and financial aspects.						*			*
	Draw legal comparisons and differences between global business alliances, partnerships, and joint ventures and write or analyze appropriate supporting documentation, e.g. memorandums of understanding, letters of intent, and various agreements.						*	*		
2	Relate the significance of international intellectual property law and international competition and anti-trust laws to trade rights, agreements, and disputes.						*			*
	Examine legal codes, rules, legislation, and agreements for the international sale and transportation of goods, e.g. the Vienna Sales Convention, Hamburg Rules, and Uniform Commercial Code.	*	*				*			
	Draw relationships between aspects of international trade and global business, including finances, international trade and business law, supply chain and logistics, market research, market entry, business management, and marketing.	*	*	*		*				
	Reflect on learning about international trade law and policy and correspondingly the ability to initiate change in current work practices to improve international trade and border management.							*	*	
3	Define global supply chain management and risk and apply its concepts in developing strategy, planning, implementation, documentation, and the continuous improvement thereof for various business and international trade contexts.		*		*					
	Analyze and propose procurement and sourcing processes and strategies, including outsourcing, partnerships and alliances, negotiation, and law compliance with consideration for effective and competitive international business and trade.	*		*		*				

	Evaluate decisions regarding manufacturing aspects, such as production and inventory, and their business and trade impacts (e.g. product design, inventory management, warehousing design, etc.).					*				*	
	Examine transportation requirements and methods for delivery, intermediaries, and returns including but not limited to: orders, export, customs, cargo insurance, etc.	*	*			*					
	Draw relationships between aspects of international trade and global business, including finances, international trade and business law, supply chain and logistics, market research, market entry, business management, and marketing.	*	*	*		*					
	Reflect on learning about global supply chain management and correspondingly the ability to initiate change in current work practices to improve international trade and border management.								*	*	
4	Interpret and summarize information and data from various international sources on key international trends in trade and incorporate them into a business plan.						*	*			
	Write an international business plan.				*	*	*				
	Assess the risk of doing business internationally.	*		*						*	
	Adapt business practices in new cultural environments.		*								*
	Develop and present a management strategy for an international venture.	*			*	*	*	*			*
	Draw relationships between aspects of international trade and global business, including finances (in particular sources of funding), international trade and business law, supply chain and logistics, market research, market entry, business management, and marketing.	*	*	*		*					
	Reflect on learning about international business, operations, and planning and correspondingly the ability to initiate change in current work practices to improve international trade and border management.								*	*	
5	Identify and analyze market entry barriers such as political, cultural, environmental, and economic.	*		*							*
	Assess a range of market entry strategies for selection relative to corporate needs, aims, and competencies, e.g. exporting, licensing, franchising, subcontracting, strategic alliances, and foreign direct investment.	*								*	
	Strategically develop alignments between a company and potential partners and embody these in negotiation processes and partnering agreements.	*		*			*			*	
	Relate the performance of international business operations to communication, motivation, conflict resolution, and exit strategies.						*			*	
	Draw relationships between aspects of international trade and global business, including finances, international trade and business law, supply chain and logistics, market research, market entry, business management, and marketing.	*	*	*		*					
	Reflect on learning about international investment and growth and correspondingly the ability to initiate change in current work practices to improve international trade									*	*

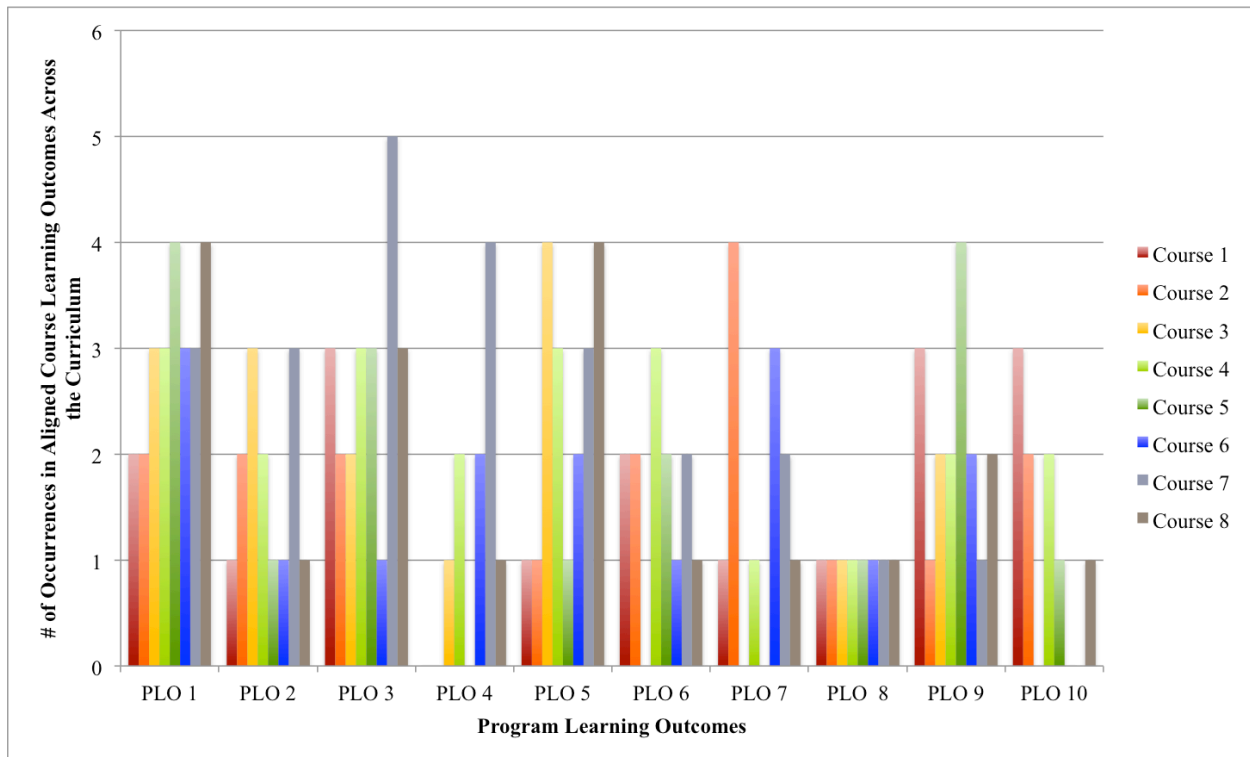
	and border management.									
6	Define research objectives for determining international trade considerations, such as business market potential and opportunities.	*			*					
	Distinguish between primary and secondary data sources and their appropriate use relative to research objectives and the research context.						*			
	Determine methods for data collection, analysis, and presentation relative to data sources, research objectives, and research context.						*	*		
	Apply the research process (including defining research objectives, selecting data sources, and determining data collection methods and analysis) towards inquiring into competitive intelligence for international trade and global business strategy.	*			*	*		*		*
	Draw relationships between aspects of international trade and global business, including finances, international trade and business law, supply chain and logistics, market research, market entry, business management, and marketing.	*	*	*		*				
	Reflect on learning about research and trade compliance and correspondingly the ability to initiate change in current work practices to improve international trade and border management.								*	*
7	Develop fundamental elements for effective financial planning in line with the four pillars of trade finance – payment facilitation, risk management, financing, and transaction information.				*	*				
	Navigate potential sources of financing to support international business growth and integrative trade.	*		*	*	*	*	*		
	Consider exchange rates and a range of pricing options (short-, medium-, and long-term) as they relate to a global business market.	*						*		
	Discuss the roles and relationships between multiple financial parties involved in international transactions, e.g. export credit agencies, private sector insurers, banks, suppliers, etc.				*			*		
	Identify sources of risk as they relate to payment, settlement, and cash flow planning and examine mitigation and management approaches for planning and monitoring.		*	*	*					
	Debate the role of technology as it relates to international trade with critical perspectives on how it can be leveraged and how it can pose risk.		*	*	*					
	Draw relationships between aspects of international trade and global business, including finances, international trade and business law, supply chain and logistics, market research, market entry, business management, and marketing.	*	*	*		*				
Reflect on learning about trade finance and risk and correspondingly the ability to initiate change in current work practices to improve international trade and border management.								*	*	
8	Explain aims and challenges for international marketing.	*				*				

Formulate decisions regarding marketing channels, modes, and promotional strategies including e-marketing, for different international trade and business purposes.	*		*						*	
Adapt marketing concepts and approaches for multiple international customers with attention to cultural, political, legal, and regulatory considerations.	*		*			*				*
Relate financial considerations to marketing decisions, e.g. pricing strategies, value proposition, payment, etc.				*	*					
Relate market research to marketing decisions.					*		*			
Draw relationships between aspects of international trade and global business, including finances, international trade and business law, supply chain and logistics, market research, market entry, business management, and marketing.	*	*	*		*					
Reflect on learning about international marketing and regulations and correspondingly the ability to initiate change in current work practices to improve international trade and border management.								*	*	

Summary of Alignment Between Course Learning Outcomes and Program Learning Outcomes



Summary of Alignment Between Course Learning Outcomes and Program Learning Outcomes – By Course



Certificate Border Management and International Trade

*FITT equivalent:
Global Business
Environment*

1. The Global Business Environment and Intercultural Aspects of Integrative Trade – The aim of this course is to provide each learner with an overview of the role of border agencies and the principles of border management. This course raises participants' awareness of the intricacies involved in the communication process with various government agencies, border officials, and business partners and equips participants with specific techniques for effective communication in a variety of business situations. Attentiveness to the ethical dimension of business in a global setting is cultivated within each learner and decision-making models for resolving ethical dilemmas are utilized. The integrative trade approach is introduced within a cross-border and international trade environment and intercultural aspects of such trade are considered. In particular, learners focus on recognizing, understanding, and respecting differences in trading practices due to cultural influences.

*FITT equivalent:
Legal Aspects of
International Trade*

2. International Trade Law, Policy, and the Political Environment – This course focuses on how to use the border, by discussing practical implications of cross-border trade from various stakeholders' perspectives, including government, business professionals, and entrepreneurs. This course provides learners with a contextual understanding of policy and the political environment in international trade while exploring practical implications for border users. Topics explored include existing legal mechanisms that govern international trade, including corporate law, tax law, and trade compliance practices. Emphasis is placed on understanding the risks associated with integrative trade and developing contingency strategies to protect organizations. The course engages learners on an individual basis to develop and share their authentic perspectives. Learners will benefit from an array of guest speakers from the Government of Canada, stressing the importance of the tools, access, and support needed to reach and succeed in global markets.

*FITT equivalent
Global Supply
Chain Management*

3. Supply Chain and Border Management – In this course, participants will gain an in-depth understanding of customs procedures and services offered by freight forwarders and customs brokers. This course aims to help learners manage the relationships associated with multiple directional flows of goods and services in a complex, global system. Learners increase their understanding of existing, and evolving, rules and regulations that govern international trade to ensure compliance for the international import/export of goods and services. Learners also develop technical and systems knowledge pertaining to transportation modes, distribution, and logistics.

*FITT equivalent:
International Trade
Management*

4. International Business Development, Operations, and Planning – In this course, learners gain essential knowledge and skills to expand a business internationally. Key considerations and activities for international business are explored alongside cross-border opportunities and challenges. Correspondingly, learners develop core competencies in business planning, understanding the roles of government agencies, managing strategic alliances, working with multinational workforces, and identifying different sources of funding. Relationships between funding initiatives, government policy, and an organization's objectives are examined. Course participants utilize tools to develop growth-focused business and entrepreneurial strategies that reflect a dynamic understanding of rules and regulations that govern international trade – equipping the manager/entrepreneur with the ability to tackle international business growth in accordance with trade compliance for effective and seamless flow of cross-border goods and services.

*FITT equivalent
International
Market Entry
Strategies*

5. International Investment and Growth Strategy – This course equips learners with the tools to identify and evaluate market entry options against a company's objectives and abilities. Participants learn how to perform a company strategic-needs assessment and determine potential barriers to market entry. Barriers such as regulatory, legal, political, environmental, and cultural vary by case; in turn, a custom, multi-faceted market entry strategy needs to be designed for each case, inclusive of these considerations. The role

Certificate Border Management and International Trade

of free trade agreements and foreign investment promotion are explored to enhance competition across a range of sectors. Participants learn how to identify potential international partners to help bring a company into foreign markets. Finally, participants learn how to negotiate global partnership agreements, and monitor their compliance, to ensure mutual benefit between parties.

FITT equivalent
**International Trade
Research**

6. International Trade Compliance –This course equips learners with various tools to plan, and carry out, trade research effectively and efficiently. Research addresses evolving rules and regulations that govern international trade to poise the learner with the necessary skills to inquire into, and stay abreast of, current developments and regulation. To ensure compliance related to import/export activities of goods and services and, at the same time promote an authentic international business objective, participants learn to use the market intelligence to identify the most promising foreign markets and international business opportunities.

FITT equivalent
**International
Trade Finance**

7. International Risk Management and Trade Finance –This course covers the nature and scope of international trade finance. In particular, facilitating trade payment flows across a network of relationships is addressed to ensure effective trade activities. The course topics include the provision of information for a global trade transaction, commercial and country risks that may be encountered during import-export operations, and risk management and mitigation how-to. Risk-mitigation techniques are discussed in terms of legal implications and appropriate practices and the use of these techniques. Participants develop a financial plan for a company's short-, medium- and long-term needs, including essential data considerations for cash flow analysis.

FITT equivalent
**International
Marketing**

8. International Marketing and the Regulatory Environment – This course identifies the main principles of international marketing and introduces learners to market intelligence, promotional strategies, and e-marketing in order to trade and sell products and/or services globally. Participants learn to recognize the influence of culture, politics, law, and regulatory considerations in international markets alongside building and maintaining international trade relationships with all levels of government. Participants learn why companies must adapt their products and/or services for international markets; in turn, participants prepare a promotional strategy tailored to this objective and the aforementioned considerations in an authentic context. One of the intentions of the course is for participants to develop an international marketing plan designed to assist reaching international marketing and sales goals while considering the domestic and international political contexts that the business operates in.

What is integrative trade?

Integrative trade is a framework in which the import and export of goods, information, and services related to goods are traded across country borders through value chains; this framework for trade is powered by investments, business relationships, and partnerships to develop mutually shared value for stakeholders. (*Integrative Trade Competencies, FITT and Mercer Report*)

What is integrative learning?

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher

Certificate Border Management and International Trade

education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. (*Association of American Colleges and Universities*)

Testimonials:

“International Business Development is about being globally literate. This means developing a global awareness of trends, markets, resources, networks and customers to interpret, (and) identify and exploit integrative trade opportunities. In essence, it’s the ability to integrate and strategically incorporate the knowledge areas to achieve competitive advantage,” says Albert Knab, Professor, Fanshawe College, Lawrence Kinlin School of Business.

“Entrepreneurs, small and medium-sized enterprises and large companies engaged in international business are competing in an environment where trade flows and investment flows are increasingly related; and where the production and movement of goods and services link directly to the movement of capital across borders. The need for an international investment competency has been brought sharply into focus by current market conditions,” says Alexander Malaket, CITP, President of OPUS Advisory Services International Inc.



May 13, 2014

Bill Anderson
Ontario Research Chair in Cross-Border Transportation Policy
Director, Cross-Border Institute
University of Windsor
401 Sunset Avenue
Windsor, Ontario, Canada N9B 3P4

Re: Letter of Support for you Proposed Certificate in Border Management and International Trade

It is my pleasure to write this letter of support for your proposed Certificate program in Border Management and International Trade. The focus of your program will serve under-resourced area of study in a most suitable location, at the border between Canada and the United States, the busiest border-crossing in North America.

Many personal testimonials coming from Windsor business community, especially start-ups, speak of the challenges in growing their business across the border. The border often represent a stumbling block small business have difficult time navigating. I find your proposal to be innovative because it addresses these needs directly. The Downtown Windsor Business Accelerator is extremely supportive of the Certificate in Border Management and International Trade initiative because it addresses these exact needs in a flexible format and also leads to a professional designation. I believe that this initiative will help develop a new economic sector that will drive job growth and economic development in our region. Given the huge infrastructure project that is being built to better connect Canada to the US, we are perfectly situated to become a major transportation centre. The Certificate in Border Management and International Trade will provide the government, as well as private enterprise, with the necessary training to make international trade more efficient.

As the Managing Director of a business incubator located on the border, I see this as an amazing opportunity to develop better systems and processes for companies from Canada to do business in the US and vice-versa. When we discuss scale with the entrepreneurs that operate out of the Accelerator, the discussion always moves to the US market, the largest consumer market in the world. I believe that many of the startups at the Accelerator may be interested in pursuing this program in the future once they scale up. The program is also incredibly flexible which I think works very well when it comes to accommodating entrepreneurs.

Given our focus on creating and accelerating successful startups, we hope to work with the Cross Border Institute to identify opportunities to drive international trade and make Windsor and the broader region a hotspot for business.

Sincerely,

A handwritten signature in black ink, appearing to read 'Arthur Barbut', is written over a light grey horizontal line.

Arthur Barbut
Managing Director, Downtown Windsor Business Accelerator
720 Ouellette Avenue
Windsor, Ontario N9A 1C2

Testimonials and Report Findings in Support of CBI Certificate

“International Business Development is about being globally literate. This means developing a global awareness of trends, markets, resources, networks and customers to interpret, (and) identify and exploit integrative trade opportunities. In essence, it’s the ability to integrate and strategically incorporate the knowledge areas to achieve competitive advantage,” says Albert Knab, Professor, Fanshawe College, Lawrence Kinlin School of Business.

“Entrepreneurs, small and medium-sized enterprises and large companies engaged in international business are competing in an environment where trade flows and investment flows are increasingly related; and where the production and movement of goods and services link directly to the movement of capital across borders. The need for an international investment competency has been brought sharply into focus by current market conditions,” says Alexander

“Talent is now widely recognized as the critical strategic resource. It is the quality of the workforce, in both developed and emerging economies, that will drive growth and prosperity,” says Julio Portalatin, President and CEO of Mercer. “Canada’s foresight in aggressively addressing the talent it requires to grow its international trade is laudable and will result in greater competitive advantage for the country and its businesses.” Malaket, CiTP, President of OPUS Advisory Services International Inc.

“The next big trend will be growing trade between large emerging markets such as Brazil and India rather than between those large emerging markets and developed markets such as Canada. As the world evolves, Canada’s international business strategy will need continuous repositioning if we hope to continue generating growing incomes and wealth for Canadians.” Said by the president and CEO of Export Develop Canada, Stephen S. Poloz.

“Integrative trade is radically reshaping how Canadian businesses conduct international trade,” says the Hon. Perrin Beatty, president and chief executive officer of The Canadian Chamber of Commerce. “FITT’s study and plan of action focus sharply on making sure existing and emerging global business workers—such as trade finance specialists, value chain managers and regulatory compliance experts—can gain the specialized knowledge, skills and abilities they need to thrive in this new world of integrative trade.”

Bill Neil, chair of the study’s national steering committee : “These key players — working together and on their own — need to act quickly if our country is to realize the full potential of international trade and we are to maintain the high standard of living we’ve come to enjoy and expect.”

Many of Canada’s greatest international trade challenges depend upon the development and delivery of effective and innovative human resource solutions.

Just as foreign policy and support for trade finance have always been important enablers of trade, success in the future will depend on the strength of Canada’s human resources for trade.

Just as foreign policy and support for trade finance have always been important enablers of trade, success in the future will depend on the strength of Canada’s human resources for trade.

There is a growing need for international trade skills in service sectors...Since service sectors represent 77% of all Canadian business establishments and 78% of employment, a strategy for extending services sector growth in international markets will be integral to sustaining Canadian economic growth.

The return on investment of an effective pan-Canadian human resource strategy for international trade can be enormous.

Every additional \$1 billion in exports creates on average 11,000 new jobs.

Business leaders that are active in international trade share (in interviews) a sense of urgency and frustration that many Canadian businesses do not participate in international markets...due to indifference to the opportunities that exist. Given the importance of trade to the Canadian economy, these leaders worry about the long-term consequences to Canada's prosperity and competitive position.

Now is the time to perform a comprehensive study of the sector's human resource challenges and FITT is the obvious leader to facilitate the study.

http://www.opus-advisory.com/zarticles/FITT_trade_labourmarket_2011_ExecSum.pdf

The primary action of education is to better prepare school leavers to meet the demands of jobs in international trade. An essential ingredient in education-based solutions is the inclusion of international trade-relevant experiences in programs of study.

In particular, this report calls for education in Canada to:

- strengthen the international-trade curricula in Canadian colleges and universities and expand opportunities for students to work and study abroad;
- enhance programs that enable graduates to earn certificates and credentials in key aspects of international trade

This report provides actions that business, government and education can take—alone and together—to close Canada's workforce gaps. We at the Forum for International Trade Training pledge to work with business, government and education to set priorities, build partnerships and take action. No compelling reason exists why we in Canada should fail to close our country's gaps in international-trade workforce numbers and competencies. The solutions are here for the taking. (International Trade Workforce Strategy Report).

<https://community.fitt.ca/public/FITT%20Report%20EN%20WEB%20copy.pdf>

Recently-completed research has identified the integrative trade competencies needed for organizations to be successful in international business. This work was part of a comprehensive research conducted by Mercer, which identified major risks associated with Canada's international trade workforce and put forth the International Trade Workforce Strategy for mitigating those risks.

Although many of the same competencies are necessary to succeed both locally and globally, businesses are recognizing that there are specific competencies that are uniquely required to succeed in international trade. The emergence of integrative trade further highlights the need for a unique set of competencies that focus on the rapidly evolving global business environment.

<https://community.fitt.ca/ajaxfilemanager/uploaded/Integrative%20Trade%20Competencies%20White%20Paper%20Eng.pdf>



The Global Business Environment and Intercultural Aspects of Integrative Trade

Course Syllabus

Border Management and International Trade Certificate Program

Cross-Border Institute

<http://www1.uwindsor.ca/crossborder/>

University
of Windsor

Message From the Program Chairs

Dear Colleagues,

Welcome to this course, as part of the Border Management and International Trade Certificate Program. This program is based on aligning the needs of professionals, such as yourself, with an integrative learning approach developed with industry, government, and academia. This unique program is supported by the Cross-Border Institute's (CBI's) strategy to bring together people from diverse backgrounds in a community of action and active learning to build connections between economic development, geography, engineering, management science and political science.

You may be taking this course as part of your professional development goals, on an individual basis, or as part of the level 1 or level 2 certificates to strengthen your professional credentials. Whatever aim you choose, we are here to help you achieve it. Our program instructors share in our mission and are here to support you in achieving your learning and professional goals. Welcome to our learning community – we look forward to your participation.

Partners in Learning,

Bill Anderson, PhD
Research Chair, Cross-Border Institute
Professor, Political Science
University of Windsor

Marta Leardi-Anderson
Program Director, Cross-Border Institute
University of Windsor

Course Description

The aim of this course is to provide each learner with an overview of the role of border agencies and the principles of border management. This course raises participants' awareness of the intricacies involved in the communication process with various government agencies, border officials, and business partners and equips participants with specific techniques for effective communication in a variety of business situations. Attentiveness to the ethical dimension of business in a global setting is cultivated within each learner and decision-making models for resolving ethical dilemmas are utilized. The integrative trade approach is introduced within a cross-border and international trade environment and intercultural aspects of such trade are considered. In particular, learners focus on recognizing, understanding, and respecting differences in trading practices due to cultural influences.

Class time: Friday 5:30PM – 9:00PM, Saturday 9:00AM – 3:30PM, 4 weeks

Learning time: 4+ hours per week in addition to class time, depending on your approach to learning

Credit weight: 3.0 (9 hours per week, 36 hours total)

Format: Face-to-face, blended, and online learning

Pre-requisites: No pre-requisite courses. To enrol in this course, participants must be admitted to the Border Management and International Trade Certificate Program.

Course Learning Outcomes

Upon successful completion of this course, learners will be able to:

#	Course Learning Outcome Description
1	Identify relevant codes of conduct related to human rights, ethics, and the environment in international business contexts (e.g. case studies) and apply them towards decision-making.
2	Reflect on and analyze the potential for multiple interpretations from different ethical and cultural perspectives in situational analysis, and justify business, trade, and interpersonal decision making.
3	Communicate both orally and in writing for international audiences and trade stakeholders, with critical attention to the communication process and its role in developing sustainable international business partnerships and collaborations.
4	Create and adapt international business and trade strategies, analyses, and decisions that demonstrate awareness of, and respect for, cultural differences concerning business and trade relationships, norms, practices, and expectations.
5	Draw relationships between aspects of international trade and global business, including finances, international trade and business law, supply chain and logistics, market research, market entry, business management, and marketing.
6	Reflect on learning about global business and intercultural aspects and correspondingly the ability to initiate change in current work practices to improve international trade and border management.

The intention of this course is to guide you, and familiarize you, with many concepts and practices in border management and international trade, using interactive and discussion based teaching methods. The ultimate goal is to bring out your potential and help you to grow not only as an international trade professional but also as an individual.

Course Alignment with the University of Windsor Graduate Attributes

The UWindsor Graduate Attributes will be developed via the aligned Course Learning Outcomes:

University of Windsor Graduate Attributes A UWindsor graduate will have the ability to demonstrate:	Course Learning Outcomes
A. the acquisition, application and integration of knowledge	1, 5, 6
B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1
C. critical thinking and problem-solving skills	2, 4, 5
D. literacy and numeracy skills	3
E. responsible behaviour to self, others and society	1, 2, 4, 6
F. interpersonal and communication skills	3
G. teamwork, and personal and group leadership skills	3-4, 6
H. creativity and aesthetic appreciation	4
I. the ability and desire for continuous learning	1, 6

Course Alignment with the FITT CITP

This information is taken from <https://community.fitt.ca/certification-citp>.

What is FITT and CITP? FITT is the Forum for International Trade Training, a non-profit organization established in 1992 by industry and the Government of Canada as part of Canada's sector council initiative. FITT develops international business programs, sets competency standards, designs

the certification and accreditation programs for the Certified International Trade Professional (CITP/FIBP) designation, and generally ensures continuing professional development in the practice of international trade.

This FITT CITP Certification attributes will be developed via the aligned Course Learning Outcomes:

FITT CITP Certification Courses	Course Learning Outcomes
<p>1. Global Business Environment https://community.fitt.ca/global-business</p> <p>What you'll learn in this course:</p> <ul style="list-style-type: none"> The current and future global business environment from both a national and global perspective, covering topics such as a code of conduct for international trade professionals, human rights, ethical practices, diversity in the workplace and the natural environment. How cultural aspects of business affects international trade so you can learn to build strong, lasting global business relationships. The key elements of the international business process to help you prepare to go global. How to initiate a strategic plan to incorporate the key elements of the international business process, including market research, market entry, financing, legal aspects, logistics, documentation and transportation. How e-marketing and e-commerce have shaped, and continue to shape, the world of business, and how you can implement them into your international business plan. 	<p>1, 2</p> <p>2, 3, 4</p> <p>5</p> <p>4, 5</p> <p>3, 5</p>
<p>2. International Trade Finance https://community.fitt.ca/international-trade-finance</p>	5
<p>3. International Marketing https://community.fitt.ca/international-marketing</p>	5
<p>4. Global Supply Chain Management https://community.fitt.ca/global-supply-chain</p>	5
<p>5. International Market Entry Strategies https://community.fitt.ca/international-market-entry</p>	5
<p>6. International Trade Research https://community.fitt.ca/international-trade-research</p>	5
<p>7. Legal Aspects of International Trade https://community.fitt.ca/law-international-business</p>	5
<p>8. International Trade Management https://community.fitt.ca/international-trade-management</p>	5

Assessment Methods

The course grade will be evaluated as follows:

Method of Assessment	% of Final Grade	Due Dates	Related Learning Outcomes
Pre-assessment	10 %	Click here to enter a date.	1-6
Portfolio assessment	50 %	Click here to enter a date.	1-6
Peer assessment	15 %	Click here to enter a date.	1-6
Post-assessment, reflection, and self-assessment	25 %	Click here to enter a date.	1-6

The assessments in the course will be graded based on the following rubric.

Learning Outcome	Emerging	Developing	Developed	Exceptional
1	Some of the appropriate codes and documentation are identified with global business and international trade consideration Application is justified with sufficient explanation	Some of the appropriate codes and documentation are identified with global business and international trade consideration Application is justified with sufficient explanation	Appropriate codes and documentation are identified with global business and international trade consideration Application is justified with a clear explanation and sound decision making	Appropriate codes and documentation are applied to a range of global business and international trade considerations Application is evaluated and debated towards sound decision making
2	An interpretation of ethical and cultural consideration is identified in the context of international business and trade	An interpretation of ethical and cultural consideration is created in the context of international business and trade	Multiple ethical and cultural considerations are demonstrated in rich contexts of international business and trade	Multiple ethical and cultural considerations are demonstrated in rich contexts and situational analyses regarding international business and trade
3	Communication regarding international trade and global business matters is clear in writing, orally, or through e-modes of communication	Communication regarding international trade and global business matters is clear and succinct in writing, orally, and/or e-modes of communication with recognition of establishing collaboration and partnerships	Communication regarding international trade and global business matters is clear, succinct, and strategic in writing, orally, and/or e-modes of communication with concern for establishing collaboration and partnerships	Communication regarding international trade and global business matters is clear, succinct, and strategic in writing, orally, and in e-modes of communication with a sound awareness of, and concern for, the communication process in partnerships and collaboration
4	Culture and cultural differences are considered in the context of global business and international trade	Culture and cultural differences are considered in decisions and strategies regarding global business and international trade	Concern for cultural differences and respect for cultures is reflected in decisions and strategies regarding global business and international trade	A deep respect for cultures and cultural differences is reflected on in decisions and strategies regarding global business and international trade
5	High-level relationships between different aspects of global business and international trade are drawn	Multiple high-level relationships between different aspects of global business and international trade are drawn	Multiple high-level relationships between different aspects of global business and international trade are drawn with detail or strategic aims	Multiple high-level relationships between different aspects of global business and international trade are drawn dynamically, contextually, and with detail
6	Personal learning about the global	Personal learning about the global	Personal learning about the global	Personal learning about the global

	business environment and intercultural aspects are reflected on	business and intercultural aspects are reflected on with ideas to change current work practices	business and intercultural aspects are reflected on with ideas and plans to change current work practices	business and intercultural aspects are reflected on with depth and with ideas and plans to change current work practices
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Grading

The course will be graded on a pass/fail basis based on each learner’s assessment performance, in line with the assessment rubric(s). An average assessment level of “Developed” across the assessments (not including the pre-assessment) is required to receive a “pass” grade in the course.

Assessment Intent

Pre-assessment

The purpose of the pre-assessment is to understand each your existing and preliminary understanding of the course learning outcomes when you enter the course

Portfolio assessment

The purpose of the portfolio assessment is to encourage you to build a portfolio of evidence of your learning relative to the course learning outcomes and certificate program learning outcomes, which will help you to communicate and reflect on your learning both within the context of the course and certificate program as well as professionally beyond the context of the University into other practitioner contexts.

Peer assessment

The purpose of the peer assessment is to utilize your own skills, beliefs, and knowledge with respect to the course and program learning outcomes in relationship to other learners’ skills, beliefs, and knowledge, to further develop your ability to evaluate your learning (a high-level of learning in Bloom’s taxonomy) and engage in responsibility and accountability for community learning.

Post-assessment, reflection, and self-assessment

The purpose of the reflection and self-assessment is to develop and encourage your meta-cognitive awareness relative to the course learning outcomes and from course-to-course relative to program learning outcomes. The post-assessment also helps to draw a comparison between the pre- and post- assessment, which helps the instructor and program to be evaluated for its effectiveness.

Assessment Considerations

The pace of the course is designed to build on your strengths and abilities while addressing the areas needing improvement. As the course instructor, I will aim to achieve this by providing you with timely and formative feedback. Throughout the course I may also ask you for feedback on my teaching, which will assist me in understanding your perspective better and also enable me to make appropriate adjustments to improve your learning experience.

Late or missed assignments, reports, or projects

If you are experiencing difficulty meeting a deadline, I encourage you to contact me as soon as possible to discuss the situation in advance of the deadline.

Calculators

There are no calculator restrictions for this course.

Other electronic devices aside from calculators

Electronic devices aside from calculators are **not** permitted during tests and quizzes.

The Student Evaluation of Teaching (SET)

The SET will be administered in the course during the last day of the course.

General Class Expectations and Responsibilities

Attendance and punctuality

Attendance in class is critical to your success. This course utilizes active learning methods, which means that your class participation is fundamental to your learning.

Respect for others and their beliefs

It is my goal to create a learning environment with our class where people feel free to express their beliefs, and in turn, be receptive to listening to and respecting the beliefs of others.

Accommodation for religious reasons

Please discuss any learning accommodations regarding religion with me as soon as possible at the beginning of the course. The University of Windsor and our learning environment respect religious diversity.

Accommodation for learners with disabilities

Please discuss any learning accommodations regarding disabilities with me as soon as possible at the beginning of the course. The University of Windsor and our learning environment aim to create a comfortable and productive learning environment for everyone.

Communication

I encourage you to utilize office hours to meet with me if you would like to discuss any questions, concerns, etc. If these hours are inconvenient for you, I will work with you to find a more suitable time to meet. I will respond to your emails on a timely basis, within 24 hours. Only emails sent from an @uwindsor.ca address will be responded to. I expect that emails will be professional and sent with courtesy -- including an informative subject line, appropriate salutation, and respectful tone.

Group work

Groups are encouraged to develop ground rules, identify roles and responsibilities, set timelines, and set mutual expectations for communication for the group.

Academic integrity

It is expected that everyone in this class, learners and the instructor, will conduct themselves in an ethical and professional manner. Cheating and plagiarism are forms of dishonesty that challenge our ability to build mutual trust and respect, which are fundamental to our ability to learn together. Please consider your responsibilities to yourself and your colleagues in this

class. More information on academic integrity, including the definition of plagiarism, can be found in the University of Windsor Bylaw 31: Student Affairs and Integrity, which is on the course CLEW website. Additional information on the use of Turnitin plagiarism-detection software in this course, including the University of Windsor policy, can also be found on the course CLEW website.

Services Available to Learners/Students at the University of Windsor

The following services are also available to learners/students:

- Student disability services: <http://www.uwindsor.ca/disability>
- Skills to enhance personal success (S.T.E.P.S): <http://www.uwindsor.ca/lifeline/steps-skills-to-enhance-personal-success>
- Student counseling centre: <http://www.uwindsor.ca/scc>
- Academic advising centre: <http://www.uwindsor.ca/advising/>

Course and Instructor/Professor Details

Class information

- Class
 - Location: Room XXXX, Essex Hall, University of Windsor
 - Time: Friday 5:30PM – 9:00PM, Saturday 9:00AM – 3:30PM
- Additional, approximate study hours: 4+ hours/week in addition to class

Resources

- Course CLEW site
 - <https://clew.uwindsor.ca/portal>
 - To log in to the CLEW site, enter your UWin ID and password into the appropriate boxes and click the log in button. This will bring you to your My Workspace page. If you have difficulty logging in, contact the Help Desk at helpdesk@uwindsor.a or by phone at extension 4440.
 - Click on the course number at the top. This will bring you to the course home page.
- Primary text
 - "Global Business Environment," Forum for International Trade Training (FITT), 2013
 - "International Business: The Challenges of Globalization" by John Wild, Kenneth Wild, and Halia M. Valladares Montemayor, Toronto: Pearson, 2015, pp. 1-389.
- Additional resources
 - Additional resource information, such as recommended readings...
- Web resources
 - Keywords: international trade; global ethics; global business culture; ...
 - Organizations: Forum for International Trade Training ...

Instructor information

- Name: Name
- Office: Room XXX, Cross-Border Institute, Essex Hall, University of Windsor
- Office Hours: Thurs. 1:30 – 4:30PM (3hrs/week) (and by appointment)
- Office Phone Number: 519-253-3000 x.Extension
- Email: uwinID@uwindsor.ca (24hr response time Mon.-Fri.)
- Snailmail box: Cross-Border Institute, Essex Hall, University of Windsor
- Website: <http://www1.uwindsor.ca/crossborder/>

Policies

The following University of Windsor by-laws and policies can be found on the course CLEW website: Academic Integrity and Code of Conduct; Missed Exams and Late Assignments; Registration, Adding and Dropping Courses; Student Evaluation of Teaching (SET); and Turnitin plagiarism-detection service. It is each learner's responsibility to know, clearly understand, and abide by each of these policies. If you have any questions or concerns regarding these policies please contact me to discuss them.