Master Course Syllabus

Course Discipline and Number: BUAD 217   **Year: 2024-2025**

Course Title: Fundamentals of Exporting   **Credit Hours: 3**

I. Course Description:
This course introduces the basic principles, practices, and issues related to exporting from the United States to various markets throughout the world. Practical aspects and concerns of exporting are emphasized. Prerequisites: BUAD 111; ENGL 101. 3 cr. (3 lec.) Spring Semester

II. Additional Course Information:

1.	*Fundamentals of Exporting* is a required course in the International Business A.S. program.
2.	Instructors of in-person sections are strongly encouraged to use the College's Learning Management System (Brightspace) to post all assignments.
3.	Students need to possess basic computer skills, including word processing and web browsing for research
4.	This course fulfills the SUNY GEN ED Critical Thinking and Reasoning Competency

III. Student Learning Outcomes
Upon successful completion of this course, students will be able to:

1.	Explain the various activities and tools required in exporting.
2.	Demonstrate understanding of the various cost factors, regulations, and compliance requirements needed to successfully export by including them in a marketing plan.
3.	Demonstrate understanding of export and logistics terminology, ask pertinent questions, and negotiate more effectively in business transactions.
4.	Incorporate successful strategic opportunities in exporting, including ecommerce, in a marketing plan.
5.	Explain the pricing, financing, and payment methods in exporting.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs - N/A

Complete this section for "service" courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **International Business A.S.**

PLO 1. Communicate information effectively in a business setting.
> **Course SLO:**
> 3. Demonstrate understanding of export and logistics terminology, ask pertinent questions, and negotiate more effectively in business transactions.

PLO 2. Locate, evaluate, and apply business information to solve problems and reach conclusions.
> **Course SLOs:**
> 2. Demonstrate understanding of the various cost factors, regulations, and compliance requirements needed to successfully export by including them in a marketing plan.
> 4. Incorporate successful strategic opportunities in exporting, including ecommerce, in a marketing plan.

SUNY General Education Competencies

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☒ CRITICAL THINKING & REASONING- Students will:
    a. clearly articulate an issue or problem;
    b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
    c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

> **Course SLO:**
> 4. Incorporate successful strategic opportunities in exporting, including ecommerce, in a marketing plan.

☐ INFORMATION LITERACY - Students will:
    a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☐ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **- N/A**
For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1.	Launching a Profitable Transaction
2.	Selling With e-Commerce
3.	Setting Up an Import/Export Business
4.	20 Keys to Exporting Successfully
5.	Marketing Internationally
6.	How to Write a Marketing Plan

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Learning Assessments	30 – 50%
2. Research Assignment	5 – 25%
3. Exporting Marketing Plan	35 – 50%
4. Class Participation	0 – 15%

VII. Texts – ☐ Required   ☒ Recommended   ☐ Used for more than one course (list courses)
High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

	OER
1. *Import/Export: How to Take Your Business Across Borders*. Dr. Carl A. Nelson. 4th ed., 2009. McGraw-Hill Publishers. ISBN-13: 978-0071482554	☐

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Power Points created by TC3 faculty to enhance learning experience.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified
Electronic: Microsoft Teams videos of various lectures provided by TC3 faculty.
Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.