

04-26
App-10/20/09
Info.-11/3/09

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: LBST499 The Global Village: People, Planet and Profits

Instructor(s) of Record: Bhagat, Parimal S. and Madan Batra

Phone: 724-357-3315

Email: bhagat@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Parimal Bhagat, Associate Professor

Doctoral-degree holder (Ph.D in Marketing). Published extensively in peer-reviewed journals and presented research works in national-level and international-level academic conferences in multi-disciplinary fields.

Has taught this course face-to-face in the past.

Has been actively teaching using the distance education delivery method as well as in the discipline for several years. Has received training in Moodle, the new course management system at IUP.

Madan Batra, Professor and College-wide Internship Coordinator

Doctoral-degree holder (Ph.D in International Business). Published extensively in peer-reviewed journals and presented research works in national-level and international-level academic conferences in the areas of marketing, international business, teaching excellence, and pedagogy.

Has been actively utilizing the distance education delivery methods in online as well as traditional in-class courses for several years. Was among the first few faculty members who introduced online courses at IUP. Has created numerous student advising tools on Internet and WebCT. Has received training in Moodle, the new course management system at IUP.

2. How will each objective in the course be met using distance education technologies?

A. Identify and explain the public policy elements and social, cultural, environmental, and economic conflicts involved in key global decisions. [COMPREHENSION]

Students will use the "Resources" button (under the "Activities" block) in Moodle to links to specific websites and enable them to research and collect information on several global sustainability issues. Websites on general topics in the domain (e.g. www.SustainAbility.com) to specific topics (e.g. www.siemens.com/sustainablecities) will be provided. Students will also be provided with additional resources such as organization websites, articles, cases and videos. Next, students will submit individual discussions (all students will be able to view the post) summarizing their findings under the FORUMS tool. Each discussion will be graded.

B. Formulate global solutions from social, cultural, environmental and public policy perspectives and recommend options for resolving the underlying enterprise problems. [ANALYSIS, SYNTHESIS]

Groups will be created in Moodle under the "SETTINGS". Working as a group, students will submit a Sustainability Solutions Report based on guidelines given in the syllabus. Students will be able to submit multiple files with notes under the "Assignment" Tool in Moodle. Based on submission of their early work and subsequent instructor feedback, the student groups will have an opportunity to revise and resubmit their final work using this "Assignment" tool in Moodle and final grade assigned.

Received

OCT 16 2009

Liberal Studies

Students will use the Group Discussion (Forum) Tool to share their ideas and communicate with other group members.

- C. Demonstrate an appreciation of a worldview that extends beyond the enterprise level, and that is about creating value for the organization and society in a globally responsible manner. [APPLICATION, SYNTHESIS]

Students will be provided links to the Corporate Social Responsibility reports of a sample of enterprises (for-profit, governmental, non-governmental and community) and asked to discuss such practices for other enterprises using the Discussion (called "Forum" in Moodle) Tool.

- D. Reflect on a worldview that sees the value of new connections among people, planet and profit challenges as well as enterprise level value creation and innovation. [APPLICATION]

Students will read several articles available to them on Moodle under Module III "Key Elements of a Global Village" on the topic of creative destruction and innovation for fringe stakeholders and will submit an article critique for each under the "Assignments" (option: upload a single file) tool in Moodle. A grade for this activity will be posted.

Students will participate in online discussions using the "Forums" tool in Moodle on related topics and graded based on the quality of their participation.

- E. Demonstrate holistic, integrative and synthetic thinking in development, application, and measurement of sustainable strategies and tactics that create value for the global enterprise and society. [SYNTHESIS]

Students will take timed online exams using the "Quiz" tool and will include one or more required questions that expect a synthetic response from the student. A sample final exam question is given online for students to review and reflect on.

Student groups will submit The Sustainability Solutions Report using the "Assignment" tool; this graded assignment will also be used to assess their demonstrated ability to synthesize the topics that are global in nature.

3. How will instructor-student and student-student, if applicable, interaction take place?

Most communication will be using the learning management system in place at IUP at the time the course is delivered – WebCT or Moodle. All email communication, discussion forums, article critique review and feedback, exams and report submission will be completed online. Students will have telephone access to the instructors as needed. In-person access may be possible depending on the availability/convenience of the instructors and student.

Students will be able to email other fellow students registered for the class through the learning management system's email system. Student groups will be formed online to enable communication between students in a group. Students will be randomly assigned to groups.

The "discussion" tool will be implemented to post discussion questions on selected topics. This will take the shape of an open forum for inviting comments and discussions. The quality of the discussions will be assessed and students will receive a grade for this assignment.

4. How will student achievement be evaluated?

All submissions, test-taking and grading given below will be using Moodle.

<i>Article Critique (4)</i>	<i>200 points</i>
<i>Case Reports (2)</i>	<i>200 points</i>
<i>Sustainability Solution Report (1)</i>	<i>300 points</i>

5. How will academic honesty for tests and assignments be addressed?

Students will be advised that any or all submissions may be evaluated for plagiarism using tools such as Turnitin.com. The exams will be timed and tracked with multiple versions randomly delivered to the students. Software tools such as JavaScript will be used to disable printing and copy-and-paste options in word processors. Online discussions will require a student to submit their original post before they respond to the posts of others to ensure integrity of learning. The Sustainability Solutions Report structure that is required is idiosyncratic to this course and would not be expected to be available online from dishonest sellers.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

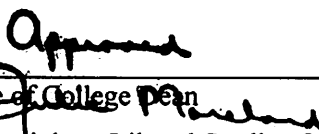


Signature of Department Designee

10/12/09

Date

Endorsed:



Signature of College Dean

10-12-09

Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative



Signature of Committee Co-Chair

10/20/09

Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

George W. Intomas

Signature of Provost

10/28/09

Date

Forward form and supporting materials to Associate Provost.

Course: LBST499

Course Title: The Global Village: People, Planet and Profits

Pre-requisites: 73 undergraduate credit hours

Course Delivery Format: Distance/Online

I. Course Description:

Sustaining people, planet and profits in a global context is essential in today's interconnected world. Sustainability means meeting the needs of today without compromising the ability of future generations to meet their needs. "Needs" broadly include an individual's needs and the needs of the society (people), the environment that nourishes him (planet) and the organizations that support and provide the need (profits). This course introduces the key elements of sustainability – environment, empowerment of the people and economics/profits – in the global context and frames the issues that emerge in an ethical and moral values perspective. Several diverse and inclusive contexts such as sustainability of indigenous cultures, ecoDesign, and Sustainable Affluence will be discussed using case studies and articles.

II. Course Outcomes:

After the course, students will be able to:

1. Identify and explain the public policy elements and social, cultural, environmental, and economic conflicts involved in key global decisions.
2. Formulate global solutions from social, cultural, environmental and public policy perspectives and recommend options for resolving the underlying enterprise problems.
3. Demonstrate an appreciation of a worldview that extends beyond the enterprise level, and that is about creating value for the organization and society in a globally responsible manner.
4. Reflect on a worldview that sees the value of new connections among people, planet and profit challenges as well as enterprise level value creation and innovation.
5. Demonstrate holistic, integrative and synthetic thinking in development, application, and measurement of sustainable strategies and tactics that create value for the global enterprise and society.

Module IV: Assessing Performance in a Global Village

- A. Perspectives on Assessing Sustainability: stakeholder perspectives; qualitative (e.g. ethnographic research) and quantitative measurement (surveys and statistical reports) techniques.
- B. The Sustainability Scorecard: synthesizing with the Balanced Scorecard.

Module V: The 21st Century Contexts of a Global Village

- A. Sustainable Business & Innovation Strategies: From Disruptive to Sustainable Innovation
 - a. Sustainable Supply Chain: Lean and Reverse
 - b. For-profit strategies and sustainability goals
- B. Sustainable Design: Balancing Resources with Usability
 - a. ecoDesign
 - b. ecoFashion
 - c. ecoArchitecture
- C. Sustainable Consumption: From Customer Lifetime Value to Societal Lifetime Value
 - a. Sustainable Affluence?
 - b. Simple living and the Sustainable Lifestyle.
- D. Sustainable Culture: The Interconnected World
 - a. protecting indigenous cultures and languages
 - b. global diversity
 - c. Cultural tourism
- E. Sustainable Development: Building for future generations
 - a. ecoCities
 - b. Tackling Poverty
 - c. Bhutan: Gross Domestic Happiness

Module VI: Designing a Sustainable Global Village

- A. Sustainable Global Partnerships: Organizing for success
 - a. Integrating the sustainability goals of businesses, NGO's, governments, consumers and other individuals

Summary of Grading:

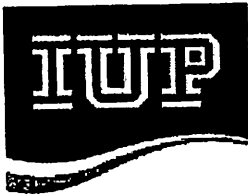
Article Critique (4)	200 points
Case Reports (2)	200 points
Sustainability Solution Report (1)	300 points
Midterm and Final	200 points
Online Participation	100 points
	<hr/>
	1000 points

Grading scheme:

91 and above	A
81-90	B
71-80	C
61-70	D
60 and below	F

VI. Course Participation Policy

Students are required to participate online continually throughout the duration of the course. Each online assignment or evaluation task is accompanied by a strict deadline and no credit will be given for late or non-participation. All participation will be on the Moodle Learning Management Platform. However, you may contact me in person if you are on campus or by phone.



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Switch role to... Turn editing on

People

- Participants

Activities

- Assignments
- Forums
- Quizzes
- Resources

Search Forums

Advanced search

Administration

- Turn editing on
- Settings
- Grades
- Outcomes
- Groups
- Backup
- Restore
- Import
- Reports
- Questions
- Files
- Profile

My courses

- bhagat Development Experimental
- bhagat Development LBST499 Global Village
- bhagat Development LBST499 The Global Village Converted
- bhagat Development

Topic outline

LBST499 The Global Village:
People, Planet and Profits

**The Global Village:
People, Planet and Profits**

- Technical Support
- Anonymous Feedback on the Course
- Syllabus
- News forum

- Introduction to the role of senior synthesis in your curriculum.**
 - Presentation 1: Introduction
- I. Global Village**
 - A. Understanding the interconnectedness of the people, planet and profits in the globalization era.**
 - B. Defining the term and scope of Sustainability: Ethical, Social, Cultural, Environmental and Economic Dimensions.**
 - C. Foundations of Sustainability in the Global Environment.**
 - Articles:**
 - A Natural Resource Based View of the Firm, HART S.L, Academy of Management Review, 1995.pdf
 - Global Sustainability and the

Calendar

September 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Events Key

- Global
- Course
- Group
- User

Upcoming Events

- Drop/Add Ends
Sunday, 6 September
- Labor Day: No Classes
Monday, 7 September

Go to calendar...
New Event...

Recent Activity


Activity since Sunday, 30 August 2009, 12:48 PM
Full report of recent activity...

Course updates:

- Updated Resource:
Presentation 7: Sustainable Living.pptx
- Updated Assignment:
Case Report 1

success of enterprises

Articles:

 Does it pay to be green_Hart
S.L. Business strategy and the
Environment, 1996.pdf

**PLANET: Reducing
Environmental Impact while
Leveraging Resource Use.**

Articles

 Engaging fringe stakeholders
for competitive imagination, HART
S.L. Academy of Managment
Executive, 2004.pdf

 People: Sustaining indigenous
culture and language


 MIDTERM EXAM

5 IV. Assessing Performance in a Global Village 


**A. Perspectives on Assessing
Sustainability: stakeholder
perspectives; qualitative (e.g.
ethnographic research) and
quantitative measurement
(surveys and statistical reports)
techniques**

**B. The Sustainability Scorecard:
synthesizing with the Balanced
Scorecard**

Articles:

 Corporate Social
Responsibility, Customer
Satisfaction, and Market Value, Lui
Xueming, Journal of Marketing,
2006.pdf

Presentations

 Presentation 6: Measuring
Sustainability.pptx)

6 V. The 21st Century Contexts of a Global Village 

**A. Sustainable Business &
Innovation Strategies: From
Disruptive to Sustainable
Innovation**

**a) Sustainable Supply Chain:
Lean and Reverse**


**b) For-profit strategies and
sustainability goals**

B. Sustainable Design: Balancing

b) Servant Leadership principles

c) Flows in a Global Sustainability Network

Articles:

 A Multi-faceted approach to Evaluating a Network of Partnerships on a Social Marketing Project, Bhagat P., MOPAN06.ppt

- 8 Anonymous Feedback**
- 9 Articles Critiques / Reports**
 - Article Critique 1
 - Article Critique 2
 - Article Critique 3
 - Article Critique 4
 - Case Report 1
 - Sustainability Solution Report (Group Assignment)
 - Take-home Exam question
 - Sustainability Presentation

 [Moodle Docs for this page](#)

You are logged in as Parimal Bhagat (Logout)

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5 The Great Leap Downward

The case for developing technologies for the BoP

Birth of BoP

- Globalization critics
 - Imperialism: corporate, cultural
 - Top of the pyramid focus
 - Catalyst for sustainability practices
- Problem with "aid and philanthropy"
- BoP strategies: ... to serve the needs of the poor in a way that is culturally appropriate, environmentally sustainable, and profitable.
- Emerging middle class and the convenience of incremental innovation
- Low-income markets: thriving community of small enterprises, barter exchanges, sustainable livelihoods activities, and subsistence farming.

The Challenge

- Connecting the informal and formal economies in a productive and mutually beneficial partnership.
- Commercialization of small-scale, distributed technologies
- Disruptive innovations need change in corporate culture, structure and organizational behavior
- Disruptive innovations need change in consumer behavior and benefits may not be obvious at first to traditional customers

LUTW: Electrical power for the masses

- High infrastructural costs
- Distributed generation using solar, wind, fuel cells, and microturbines.
- Currently, candles, kerosene and batteries used @ \$10 per kwh.
- Grid-connected electricity @ 10c per kwh (subsidized by governments)
- Solar @ \$1 per kwh
- Rural lighting system using solar, LED lighting array, battery, wiring and controls @ \$50 ea.

Monsanto and GM foods

- Commodity crops for the top of the pyramid
- Stakeholders perceive no benefits but only risks
- Fear of corporate imperialism: control of world food supply by few
- Lower costs (economic), enhance pest resistance (less use of pesticide) and productivity (higher supply), conserve water (famine-prone regions) and soil (for terrain not rich in nutrients), increase nutritional value (for poor and when animal protein not easily available)

Good, Bad or Ugly?

- Tata and the Nano
- NAFTA, the Maquiladoras, population displacement, cultural disruptions and crime.
- Q: agree or disagree: "... Companies will need to manage these new opportunities independently from their mainstream incumbent businesses."
 - Xerox and PARC
 - AT&T and Bell Labs
 - GM and Saturn



Info Results Preview Edit

Preview MIDTERM EXAM



Time Remaining
0:24:21

Students will see this quiz in a secure window

Note: This quiz is not currently available to your students

Page: 1 2 (Next)

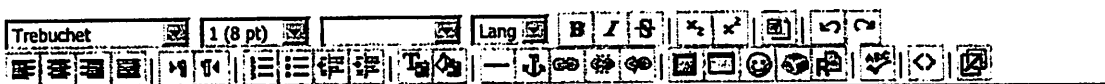
1

Marks: 1

1. What is the Sustainable Value Portfolio? Elaborate on a strategy that would be appropriate for ANY ONE of the following enterprises if their focus was on external stakeholders for tomorrow? Assess intended or expected impact of your strategy.

- a. The Holocaust Museum
- b. Proctor & Gamble
- c. World Bank
- d. PNC Bank.

Answer:

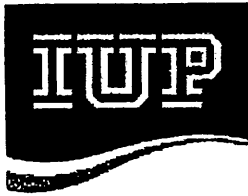


Path:



Save without submitting Submit all and finish

Page: 1 2 (Next)



moodle.iup.edu ► bhagat-dev-LBST499-converted ► Forums ► Editing Forum

Adding a new Forum to topic 4

General

Forum name*

Forum type

Forum introduction*

Trebuchet 3 (12 pt) Normal Lang B I S x₂ x²

One major criticism of rapid globalization is that this process disenfranchises certain populations and benefits only a select few who already have abundant economic resources. This process also results in a loss of cultural identity and language among certain people groups. Discuss the impact of globalization on

Path: body



Force everyone to be subscribed?

Read tracking for this forum?

Maximum attachment size

Grade

Aggregate type

Grade

Restrict ratings to posts with dates in this range:

From

To