



FIN 4010 International Managerial Finance

Fall 2011

Class Location: AIU Mexico City Campus

Class Time: Fridays 6 to 9 pm

Room 105

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Grading: Letter

Units: 3

I. Rationale:

The international financial environment, international capital and money markets and financial operations of the multinational enterprise. *Prerequisite: FIN 3010*

This course defines the difference between a domestic and an international company and the possible returns and risks of selling and investing internationally. Each country is unique, has local regulations and institutional practices, faces exchange rate risk that can be managed with financial instruments to hedge this risk, has local and international competitors, faces political risks and has a different cost of capital.

The course assumes that the student is familiar with accounting, but will review a good number of concepts and theories by means of their application to case studies.

This course is part of a program that recognizes that the growing economic interdependence between nations has created an acute awareness of the need for international course offerings. The program addresses this growing worldwide demand for graduates with greater managerial capability in transnational business and economics.

Alliant's Mission Statement

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.



Alliant is committed to excellence in four areas:

1. Education for Professional Practice

Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.

2. Scholarship

Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.

3. Multicultural and International Competence

Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries; by increasing the number of professionals working in underserved areas; and by understanding and responding to the needs of diverse communities.

4. Community Engagement

Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.



CALENDAR FALL 2011

FALL SEMESTER 2011

Aug. 1 Monday: Last day to register for Fall Semester without paying a late fee

Aug. 22-27 Monday – Saturday: New student orientation -- Attendance is mandatory for new students

Aug. 29 Monday: Instruction begins for Fall Semester [full-term (16-week) and Session 1 (8-week) courses]

Sept. 13 Tuesday: Add/Drop Deadline for Fall Semester full-term courses. Last day to drop a full-term course for 100% refund

Friday, September 16-- Mexican Independence Holiday—NO CLASSES

Sept. 23 Friday: Last day to withdraw from Fall Semester Session 1 courses in good standing

Oct. 21 Friday: Last day to withdraw from Fall Semester full-term courses in good standing

Oct. 22 Saturday: *Alliant Makes A Difference Day*

Oct. 23 Sunday: Last day of Fall Session 1 courses

Oct. 24 Monday: Instruction begins for Fall Semester Session 2 (8-week) courses

Wednesday, NOVEMBER 2 –Día de los Muertos Holiday—NO CLASSES

Nov. 4 Friday: Fall Semester Session 1 grades due to Registrar's Office

Nov. 18 Friday: Last day to withdraw from Fall Semester Session 2 courses in good standing. Fall Semester Session 1 grades available on-line

Monday, November 21 --Mexican Revolution Holiday—NO CLASSES

Nov. 28 Monday: Registration for Spring Semester begins

Dec. 11 Sunday: Last day of Fall Semester full-term courses

Dec. 12-18 Monday – Sunday: Final Examinations; make up classes (in case of holidays, etc.); semester-end activities

Dec. 18 Sunday: Last day of Fall Semester Session 2 courses

Dec. 26 Monday: Last day to register for Spring Semester without paying a late fee

Jan. 6 Friday: Fall Semester full-term and Session 2 grades due to Registrar's Office

Jan. 13 Friday: Fall Semester grades available on-line

ALLIANT INTERNATIONAL UNIVERSITY—MEXICO CITY 2012

SPRING SEMESTER 2012

Jan. 17 -20 Tuesday – Friday: New student orientation/Attendance is mandatory for new students

Jan. 23 Monday: Instruction begins for Spring Semester [full-term (16-week) and Session 1 (8-week) courses]

Feb. 6 Monday: Add/Drop Deadline for Spring Semester full-term courses. Last day to add or drop a full-term course without late fee. Last day to drop a full-term course for 100% refund



II. Course Description, Purpose, Student Learning Outcomes and Assessment:

A. Course Description

The International Managerial Finance course provides senior-level business students with an opportunity to apply the theories and concepts learned through their program of study. Participants will work individually and as members of small teams, to investigate a current business situation and to produce a comprehensive, professionally crafted demonstration project (i.e. case study, case report, business plan or portfolio). The class final project will allow students to demonstrate their capability to investigate and understand the in-depth intricacies of complex business issues. Students will create a technically astute situational report and accompanying set of recommendations appropriate for stakeholder consumption.

B. Purpose of the Course

Students will have the opportunity to review, question, and integrate knowledge to make the best international finance decisions. Also, they will be able to practice and develop key business skills, and create holistic solutions to problems facing businesses and civil society organizations.

C. Learning Outcomes:

The generic learning outcomes for the undergraduate degree in business are:

1. **Concepts** – Demonstrate an understanding of business history, contexts, concepts, actors, and ideas
2. **Multiculturalism and Global Diversity** – Demonstrate appreciation for multiculturalism and global diversity
3. **Critical analysis** – Demonstrate competent analytical and critical thinking
4. **Collaborative Problem-Solving and Communication** – Demonstrate ability to understand others and problem-solve in a collaborative manner, and demonstrate competence in oral and written communication as it relates to business

In addition, upon successful completion of this particular course, students will be able to:

- apply the theories and concepts learned through their program of study
- work individually and as members of small teams
- investigate a current business situation
- produce a comprehensive, professionally crafted demonstration project (i.e. case study, case report, business plan or portfolio)



- demonstrate their capability to investigate and understand the in-depth intricacies of complex business issues
- create a technically astute situational report and accompanying set of recommendations appropriate for stakeholder consumption.

D. Instructional Strategy

The format of this course will be primarily lecture and class discussion, but will also include writing labs, videos, student oral presentations, PowerPoint presentations, the elicitation of individual insights, and task oriented group work.

E. Description of Course Requirements and Assessment Methods

The course requirements are designed to achieve the course objectives and contribute to the capstone experience. The assignments are graded objectively, taking into account knowledge applied, content, insights, and the professional skills used to complete the task. Subjective performance is measured by attendance, punctuality, participation, and the willingness to assume leadership roles in course activities, e.g., discussions, etc.

Assessment Methods: Class participation and discussions, reading assignments, written assignments, oral presentation summaries, and the writing up and presentation of a comprehensive case report.



Course Grading and Comparable Competencies:

| Points | Percentage | Letter Grade | Decimal Grade |
|--------------|--------------|--------------|---------------|
| 190-200 | 95 and above | A | 4.0 |
| 184 | 92 | A- | 3.7 |
| 174 | 87 | B+ | 3.3 |
| 170 | 85 | B | 3.0 |
| 164 | 82 | B- | 2.7 |
| 154 | 77 | C+ | 2.3 |
| 150 | 75 | C | 2.0 |
| 144 | 72 | C- | 1.7 |
| 134 | 67 | D+ | 1.3 |
| 130 | 65 | D | 1.0 |
| 124 | 62 | D- | 0.7 |
| 123 or below | 61 and below | F | 0.0 |

*Note that 62% (124 points) is the lowest possible passing grade. Cumulative points below 62% will result in the letter grade of “F”.

There will be an oral presentation in class, each being worth 100 points or 100% of the final grade.

| Grading Rubric for Oral Presentations | Number of Points |
|---|------------------|
| Manner and aplomb | 10 |
| Understanding and Organization of Content | 50 |
| Ability to Engage the Audience | 10 |
| Quality of Visuals | 10 |
| Effectiveness of Delivery | 20 |

Students are expected to make use of the “Suggestions for Good Oral Presentations” when making their oral presentations.

Presentations, once scheduled and committed, will not be rescheduled and will be graded as 0 points, if not completed. All presentations must have copies of summaries to all of the class at the time of the presentation or receive a 10-Point reduction in the grade for this assignment.

Comprehensive Case Report (100 points possible, 100% of final grade)

The Comprehensive Case Report is the culminating assignment of this course, and the written paper and the oral presentation of the same together represent 45% of the final grade for the course. The content of the case write up must follow the next guidelines:



“In analyzing the case students are expected to place themselves in the role of a strategic decision maker by asking the following questions: *What information do I have? What information do I need? Based on my Report of that information, what do I need to do now?*”

Case Report Write Up – Research Report

Reports will be due no later than 9th November 2009. A Report not submitted on the due date will be discounted 10% for being late. Reports submitted after the day of the final class (11/09/09) will not be accepted and will receive a “0” or “F” as a grade for the research report.

The Research Report (formal style), must contain: a Title Page, Abstract, Table of Contents, Lists of Tables and/or Figures, if any, Introduction, Methodology, Findings or Results, Discussion or Conclusions/Recommendations, Bibliography or Works Cited, and Appendices, if any. No less than four secondary references are required. At least 3 out of 4 references must be from current (since 1990) sources.

Students are encouraged to submit drafts of their reports for consultation although it is not a course requirement. It is advisable to note that reports using “Internet Sources,” newspapers, magazines, documents, journals, and books, realize that some are credible, some are not, so these references should not dominate the number of sources used as evidence in the report. Investigate the credibility of the sources before relying on them!

No more than fifty percent (50 %) of the footnotes/endnotes and references can be from the Internet! The use of more than four total sources will not necessarily add to your grade; but using less than four sources will detract from your grade. Only word-processed or typewritten, double-spaced 15-paged Reports will be accepted.

APA style is the University’s adopted style manual for all courses. Students should consult 5th edition of the *Publication Manual of the American Psychological Association* (2001) for more information, available at www.apastyle.org. Further references are available by website for OWL Publishing at Purdue University. The website address for accessing the research report link at Owl Publishing is:

<http://owl.english.purdue.edu/workshops/hypertext/reportW/introduction.html> under: “Writing Lab”
– “Workshops and Presentations”
– “Reports”
-- “Understanding the Sections of Your Report.”

General Format Structure of the Research Report

For specific information regarding pagination protocol, students are advised to consult the aforementioned source.

Front Material



Front material includes a Title page, Abstract, Table of Contents, List of Tables, (if applicable), and a List of Figures, (if applicable).

Introduction

The introduction provides essential information for the understanding of the case (who, what where, how and why). It sets the scene as well as the specific context for the detailed analysis which follows in the body of the report.

It also identifies the key issues to be discussed, and points the reader in the general direction the report is to follow.

Methodology

The case report must include the following: internal analysis (including financial analysis), strategic issues, strategic alternatives, recommendations, and implementation.

Back Material

Back material includes Footnotes or Endnotes, (unless it has been decided by the choice of format style to incorporate the reference sources in the text or body of the report), Bibliography or Works Cited (alphabetical order), and Appendices (optional), e.g., glossary, indices, maps, photographs, correspondence, etc.

Bibliography or Works Cited

Must be constructed in alphabetical order.

Appendices

Appendices are optional, but this category includes everything that is not included in the primary sections of the report, and the heading must be used if information is included in the back of the report.

Principal Rubrics:

1. Class Participation: Preparation, presentation, and participation in the class should demonstrate your capacity to successfully demonstrate the identified outcomes. Class questions will focus on your preparation and participation, which will be evaluated on the basis of five criteria:

| Class Participation Rubric | Clear Evidence – 50 points | Minimal Evidence – 25 points | No Evidence – 0 points |
|--|---|---|---|
| Preparation, Familiarity & Reflection on reading | Student exhibits substantial familiarity with the reading (10 points) | Student demonstrates a basic familiarity with the reading. (7 points) | Student demonstrates a lack of preparation and familiarity with |

| | | | |
|---------------------------------------|---|--|--|
| | | | the reading. (0 points) |
| Understanding of Readings | Student has a clear understanding of the reading. (15 points) | Student has minimal understanding of the reading. (8 points) | Student lacks a basic understanding of the reading.(0 points) |
| Contribution to Others Learning | Student contributes to the learning of others. (10 points) | Student makes minimal contribution to the learning of others. (5 points) | Student failed to contribute to the learning of others. (0 points) |
| Clarity & Originality of Contribution | Student's contribution is clear and original. (15 points) | Student's contribution is minimal. (5 points) | Student contribution lacks clarity and originality. (0 points) |

2. Presentations (incl. power point: Objectives for this type of presentation include

1. Quality of oral presentation,
2. Focused, relevant research presented in a student-friendly manner,
3. Defense of one's analysis,
4. Response to questions,
5. Prompting relevant dialogue on important issues.

Presentation Scoring Rubric:

| Grading Criteria | | | |
|-----------------------------|-----------------------|------------------------------|------------------------|
| Objectives: | Excellent – 50 points | Minimal Evidence – 25 points | No Evidence – 0 points |
| Oral Presentation | 10 points | 5 points | 0 points |
| Research Presented | 15 points | 7 points | 0 points |
| Defense of Analysis | 15 points | 7 points | 0 points |
| Response to Questions | 5 points | 3 points | 0 points |
| Prompting Relevant Dialogue | 5 points | 1 points | 0 points |

3. Research Paper Scoring Rubric:

| | | | |
|--------------------------|-----------------------|-----------------|-----------------|
| Grading Criteria: | Excellent – 50 points | Proficient – 30 | Poor – 0 points |
|--------------------------|-----------------------|-----------------|-----------------|

| Format | | points | |
|--|--|---|--|
| Grammar & Punctuation | The paper has no major grammatical and punctuation errors and very few minor errors. Any minor errors do not interfere with the understanding of the paper. (5 points) | The paper has a few major errors and multiple minor errors, but almost all sentences are clear and understandable. (4 points) | The paper has so many basic grammar errors that the paper cannot be readily understood. (0 points) |
| Style of paper | Presentation style assured real learning by reader and engaged the reader. (5 points) | Presentation style was adequate to advance reader learning. (4 points) | Style of paper was confusing to reader. (0 points) |
| Presentation of research and design to class | Presentation was engaging for classmates. (5 points) | Presentation was interesting but lacked clarity and explanation (4 points) | Presentation lacked clarity and was not engaging of fellow students in the class (0 points) |
| Adherence to APA style | Paper demonstrated full adherence to APA style. (5 points) | Paper demonstrated partial adherence to APA style. (4 points) | Paper failed to utilize APA style. (0 points) |

| Grading Criteria: | | | |
|--------------------------|--|--|---|
| Content | | | |
| Organization | Writing is clear, logical, and very organized around a developed thesis. (10 points) | Writing has minimal organization and a basic thesis statement. (4 points) | The paper is unclear with no organization. (0 points) |
| Support | Every important point is clearly supported by strong evidence. (10 points) | The use of evidence is minimal, but it does support the thesis. (5 points) | The paper does not attempt to support a thesis. (0 points) |
| Analysis | Analysis shows a strong relationship between evidence and thesis. (10 points) | Analysis of the evidence stretches its meaning in an attempt to support the thesis. (5 points) | The paper does not attempt to explain how the content relates to the thesis. (0 points) |

4. Final Examination Rubrics:

| Short Answer Questions | Superior-Exceeds Expectations | Proficient-Meets Expectations | Poor-Below Expectations |
|---|--|---|---|
| Student uses relevant concepts to answer the question | Student uses multiple relevant concepts to respond to the question, beyond those mentioned in the question itself. (10 points) | Student uses the concepts that are specifically mentioned in the question. (5 points) | Student does not use all the concepts that are specifically mentioned in the question. (0 points) |
| Student exhibits understanding of the concepts/information | Student clearly and completely exhibits knowledge of the relevant concepts. (10 points) | Student exhibits basic knowledge of the relevant concepts used in the response. (5 points) | Student clearly lacks a basic understanding of the relevant concepts. (0 points) |
| The response is well-written and consists of 4-6 complete sentences | The response is highly readable and is at least 4 complete sentences. (5 point) | The response is basically understandable and consists of at least 4 complete sentences. (5 point) | Response is not understandable and/or consists of less than 4 complete sentences. (0 points) |
| | | | |
| Essay Question | Superior-Exceeds Expectations | Proficient-Meets Expectations | Poor-Below Expectations |
| Student uses relevant concepts to answer the question | Student uses multiple relevant concepts to respond to the question, beyond those mentioned in the question itself. (10 points) | Student uses the concepts that are specifically mentioned in the question. (5 points) | Student does not use all the concepts that are specifically mentioned in the question. (0 points) |
| Student exhibits understanding of the concepts/information | Student clearly and completely exhibits knowledge of the relevant concepts. (10 points) | Student exhibits basic knowledge of the relevant concepts use in the response. (5 points) | Student clearly lacks a basic understanding of the relevant concepts. (0 points) |



| | | | |
|--|--|---|---|
| The response is well-written and consists of 3-4 complete paragraphs | The response is highly readable and is at least 3 full, well-elaborated paragraphs. (5 points) | The response is basically understandable and consists of at least 3 full paragraphs. (2 points) | Response is not very comprehensive and/or consists of less than 3 full paragraphs. (0 points) |
|--|--|---|---|

III. Course Readings and Materials:

Required text:

Eiteman, David; Stonehill, Arthur; Moffett, Michael. *Multinational Business Finance*. 12th Edition. Pearson, Prentice Hall. 2010

Other texts:

Madura, Jeff. *International Financial Management*. 10th edition. Thompson. 2009.
 Cheol Eun, Bruce Resnick. *International Financial Management*. McGraw-Hill. 6th edition 2011

IV. Policies and Procedures:

Behavioral Expectations/Attendance

1. Policies Related To Class Attendance, Lateness, Missed Exams or Assignments

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as a courtesy and to check for assignments. See the University Catalog for the complete policy on attendance.

Attendance criteria for this class are: excessive absences, arriving late, and leaving early are unacceptable. Every absence, late arrival, and early departure from class without reasonable cause may adversely affect the final grade.

Classes will vary in their Reports of the readings having material presented by students and/or the instructor for lectures and group participation, e.g. videos, overhead transparencies, PowerPoint, etc. For that reason, attendance is extremely important and strongly recommended, especially under the following conditions:

- Students whose performance has been demonstrated to be marginal.



- Classes when quest lecturers and/or oral presenters, i.e., students that are scheduled to make their presentations. When possible, notification will be given in advance for scheduled times. Students are encouraged to ask questions and to seek assistance; and will be responsible for the assigned readings.
- Periodically throughout the course, selected classes will frequently be designated and used as “Writing Labs” presenting students with opportunities to ask questions, receive consultation on assignments and discussions, and edit drafts of their term project research reports.

2. Information on Participation/types of participation required by the course

Readings and participation are the central elements in the course. The assignments provide details for class discussions and work groups and will vary on each assigned topic. This is an interactive course and students are expected to read the assigned material prior to class. The amount and quality of participation in activities and discussions will be reflected in the students’ final grades. It is the student’s responsibility to identify and complete any work missed in the course.

3. Responsibility to Keep Copies

Remember – it is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

4. Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

5. Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student’s conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.*** The University reserves the right to use plagiarism detection software.

6. Disability Accommodations Request



If you need disability-related accommodations in this class, please see the director privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

7. Policy on Course Requirements during Religious Holidays

Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' right to observe religious days.

V. Course Schedule:

Assignments Due, Class Dates, Topics to Be Covered

| Session | Date | Topic/Activity | Readings | Assignment Due |
|---------|----------|--|----------------|----------------|
| 1 | 2/9/11 | <ul style="list-style-type: none"> Introduction to the Course | | |
| 2 | 9/9/11 | <ul style="list-style-type: none"> Globalization and the Multinational Enterprise Financial Goals and Corporate Governance | Ch 1 Ch 2 | |
| 3 | 23/9/11 | <ul style="list-style-type: none"> The International Monetary System | Ch 3 | |
| 4 | 30/9/11 | <ul style="list-style-type: none"> The Balance of Payments | Ch 4 | |
| 5 | 7/10/11 | <ul style="list-style-type: none"> The foreign Exchange Market International Parity condition | Ch 6 Ch 7 | |
| 6 | 14/10/11 | <ul style="list-style-type: none"> Foreign currency derivatives | Ch 8 | |
| 7 | 21/10/11 | <ul style="list-style-type: none"> Foreign currency derivatives | Ch 8 | |
| 8 | 28/10/11 | <ul style="list-style-type: none"> Interest rate and currency swaps Foreign Exchange Rate determination | Ch 9 Ch 10 | |
| 9 | 4/11/11 | <ul style="list-style-type: none"> Transaction Exposure Operating Exposure | Ch 11 Ch 12 | |
| 10 | 11/11/11 | <ul style="list-style-type: none"> Translation Exposure Global Cost and Availability of Capital | Ch 13 Ch 14 | |
| 11 | 18/11/11 | <ul style="list-style-type: none"> Sourcing Equity Globally Sourcing Debt Globally | Ch 15 Ch 16 | |
| 12 | 25/11/11 | <ul style="list-style-type: none"> International Portfolio Theory and Diversification. | Ch 17 Ch 18 | |

| | | | | |
|----|----------|---|----------------|--|
| | | <ul style="list-style-type: none"> • Foreign Direct Investment Theory and Strategy. | | |
| 13 | 2/12/11 | <ul style="list-style-type: none"> • Multinational Capital Budgeting • Multinational Tax Management | Ch 19 Ch 20 | |
| 14 | 9/12/11 | <ul style="list-style-type: none"> • Working Capital Management. • International Trade Finance | Ch 21 Ch 22 | |
| 15 | 16/12/11 | <ul style="list-style-type: none"> • Final Exam | | |

Reminder that Syllabus is subject to Change

The following is the general structure and content of the course. Students should remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics.



Appendix: Alliant Mission, Values, Professional Practices and Competencies

A. Alliant Mission

Description: Alliant's mission is:

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Purpose: The purpose of this anchor is to ensure that the Program fits within the University and School mission and vision.

B. Alliant Core Values

Description: The Alliant Core Values are Integrity, Intellectual Advancement, Diversity, Social Responsibility, Innovation, Stewardship, Partnership and Collaboration.

Purpose: The purpose of this anchor is to ensure that Alliant's Programs are planning and operating in accordance with Alliant's Core Values.

C. Alliant Professional Practice University Components of Excellence from the Mission

Description: The four components of a professional practice university explained in Alliant's mission are:

- Education for Professional Practice
- Scholarship
- Multicultural and International Competence
- Community Engagement

Purpose: The purpose of this anchor is to ensure that the 4 components of Alliant as a professional practice university are incorporated into the Programs.

D. Professional Practice Competencies

Description: The Alliant Professional Practice Competencies (A-IMPACT) are:

- A discipline-specific body of knowledge and research/scholarship
- Insight into the context of practice
- Multicultural/International competence
- Professional literacies
- Application of knowledge and research in new ways
- Conduct, judgment, dispositions and ethics
- Team-based and multidisciplinary approaches

Purpose: The purpose of this anchor is to ensure that the competencies are part of all Alliant's Programs (at an appropriate level) and thus become a hallmark of an Alliant Program.