Course Change Request

Date Submitted: 06/01/17 11:30 am

Viewing: BICH 603 : Principles of Biochemistry & Biophysics

General Biochemistry I

Last edit: 07/13/17 2:51 pm

Changes proposed by: bryk

Catalog Pages referencing this course:
- ANSC - Animal Science
- BICH - Biochemistry
- Department of Animal Science
- Department of Biochemistry and Biophysics
- Department of Nutrition and Food Science
- Department of Poultry Science
- Department of Veterinary Pathobiology

In Workflow
1. BCBP Reviewer GR
2. BCBP Department Head
3. Curricular Services Review
4. AG Committee Preparer GR
5. AG Committee Chair GR
6. AG College Dean GR
7. GC Preparer
8. GC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path
1. 06/01/17 11:31 am
   Mary Bryk (bryk): Approved for BCBP Reviewer GR
2. 07/11/17 3:52 pm
   Gregory Reinhart (g-reinhart): Approved for BCBP Department Head
3. 07/13/17 2:51 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
4. 07/13/17 2:59 pm
   Dawn Kerstetter (dkerstetter): Approved for AG Committee Preparer GR
5. 08/14/17 9:45 am
   David W. Reed (dwreed): Approved for AG Committee Chair GR
6. 08/14/17 9:46 am
   David W. Reed (dwreed): Approved for AG College Dean GR
7. 08/30/17 2:26 pm
   LaRhesa Johnson (ljohnson): Approved for GC Preparer
8. 09/07/17 2:05 pm
   LaRhesa Johnson (ljohnson): Approved for GC Chair

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Bryk</td>
<td><a href="mailto:bryk@tamu.edu">bryk@tamu.edu</a></td>
<td>979-862-2294</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit
The proposed changes are part of a routine curriculum review.

Catalog course description
A modern quantitative, analytical and model-building based approach to expand knowledge. The biochemical properties of the biochemical and biophysical properties of macromolecules found in living matter, including proteins, lipids, carbohydrates and nucleic acids.

Prerequisites and Restrictions
BICH 410 or BICH 601; CHEM 228 and CHEM 323; or approval of the instructor.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No Crosslisted With

Stacked
No Stacked with

Semester Credit Hour(s)
3

Contact Hour(s)
3 (per week):

Lecture: 3 Lab: 0 Other: 0 Total: 3

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code
2602020002
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
No

Will this course be taught as a distance education course?
No

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
Yes

This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus

Letters of support or other documentation
No

Additional information
This is a request for a updated name and description.

Reviewer Comments

Reported to state?
Change

Key: 1939

This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)
# Course Change Request

**Viewing:** HPCH 636: Study in China: Global Health Experience

## Health Care Systems in China

**Last edit:** 05/22/17 3:43 pm  
Changes proposed by: hongyan97

**Catalog Pages** referencing this course:
- Department of Health Promotion and Community Health Sciences  
- HPCH - Health Promo Comm Hlth

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alicia Hong</td>
<td><a href="mailto:yhong@iph.tamhsc.edu">yhong@iph.tamhsc.edu</a></td>
<td>979-437-9343</td>
</tr>
</tbody>
</table>

**Rationale for Course**

**Edit**  
Other  
The proposed changes are part of a routine curriculum review.  
The proposed changes are to meet the demand/interest of students.

**Explain other rationale**

Students prefer a course title with "China" and "global health experience", so their study abroad experience can be shown on the transcript.

### Course Information

<table>
<thead>
<tr>
<th>Course prefix</th>
<th>Department</th>
<th>Course number</th>
<th>Department/College/School</th>
<th>Academic Level</th>
<th>Effective term</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPCH</td>
<td>Hlth Promotion &amp; Comm Hlth Sci</td>
<td>636</td>
<td>Public Health</td>
<td>Graduate</td>
<td>2018-2019</td>
</tr>
</tbody>
</table>

**Complete Course Title**

**Study in China: Global Health Experience**  
**Health Care Systems in China**

**Abbreviated Course Title**

STUDY HEALTHCARE SYSTEM IN CHINA

### Catalog course description

This is a study abroad course designed for public health graduate students who have interests in global health. Students will spend 2 weeks in Nanjing, Shanghai, and Beijing of China. Study abroad designed for those with interests in global health, and Beijing of China; visit different public health agencies, health care, delivery organizations, and community health centers; students will also attend lectures delivered by public health and community health centers; attend lectures delivered by public health and community professionals; includes pre-travel lectures and post-travel presentations, and professional. Pre-travel lectures and post-travel presentations are also included.

### Prerequisites and Restrictions

**Approval of instructor**  
**Concurrent Enrollment**

No

**Should catalog prerequisites / concurrent enrollment be enforced?**

No

**Crosslistings**

No

**Stacked**

No

**Contact Hour(s)**

3 (per week): Lecture: 3  
Lab: 0  
Other: 0  
Total: 3

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**In Workflow**

1. HPCH Reviewer  
2. HPCH Department Head  
3. Curricular Services Review  
4. PH Committee Preparer  
5. PH Committee Chair  
6. PH College Dean  
7. GC Preparer  
8. GC Chair  
9. Faculty Senate Preparer  
10. Faculty Senate  
11. Provost II  
12. President  
13. Curricular Services  
14. Banner

**Approval Path**

1. 05/23/17 10:28 am  
Mary Pipkin (mpipkin): Approved for HPCH Reviewer

2. 05/24/17 3:51 pm  
John Spengler (spengler): Approved for HPCH Department Head

3. 05/26/17 8:50 am  
Sandra Williams (sandra-williams): Approved for Curricular Services Review

4. 06/05/17 11:33 am  
Rick Danko (danko): Approved for PH Committee Preparer

5. 07/25/17 11:08 am  
Jeffrey Hatala (jhatala): Approved for PH Committee Chair

6. 07/25/17 11:11 am  
Jay Maddock (maddock): Approved for PH College Dean

7. 08/10/17 2:26 pm  
LaRhesa Johnson (lrjohnson): Approved for GC Preparer

8. 09/07/17 2:05 pm  
LaRhesa Johnson (lrjohnson): Approved for GC Chair

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https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/7805/index.htm...  
9/18/2017
Course Syllabus

Syllabus: Upload syllabus
Upload syllabus 2018 HPCH 636 China course syllabus.docx

Letters of support or other documentation: No

Additional information: Updated syllabus was uploaded.

Reviewer Comments:
Alicia Hong (hongyan97) (05/03/17 2:03 pm): Only change the course title, no change in the syllabus content.
Sandra Williams (sandra-williams) (05/10/17 6:18 pm): Made updates to catalog course description to conform to catalog style guide.
Sandra Williams (sandra-williams) (05/10/17 6:21 pm): Rollback. The answer to the question on the form...
regarding distance education is "no," however, this is a study abroad course - should the answer be "yes." Also, is this an elective or required course and which program?

Sandra Williams (sandra-williams) (05/19/17 11:50 am): Rollback: Updates are needed: syllabus title does not match form; prerequisites on syllabus do not match form.
Sandra Williams (sandra-williams) (05/22/17 8:33 pm): Rollback: Please select the appropriate response to: is this a required or elective course and which program(s). Thank you.
Sandra Williams (sandra-williams) (05/26/17 8:50 am): Update received.
Instructor Information

Course title and number: **Study in China: Global Health Experience**
Term: **Summer 2018**
Meeting times and location: College Station and China (Beijing, Nanjing, Shanghai)
Instructor Name(s): **Y. Alicia Hong, Ph.D.**
Telephone number: 979-436-9343
Email address: yhong@sph.tamhsc.edu
Office hours: By appointment
Office location: Rm 126

Course Description

This course is designed for graduate students with strong interests in global health. Over the past 30 years, China has experienced fast economic growth and emerged as a major player in the global community. The healthcare system in China has also undergone a series of substantial reforms from state-owned health care system to marketization of healthcare and to reintroduction of universal healthcare. Meanwhile, rapid economic growth and societal transition has resulted in changing epidemiological profiles. For example, more than 80% of deaths in China are attributed to chronic conditions compared to 20% in less than 50 years ago; the child obesity rate is increasing at a faster rate than that in U.S. The proportion of elderly is increasing rapidly because of one-child policy and longer lifespan. Thus China becomes an ideal site to understand the social determinants of health and to compare healthcare systems. Students will attend lectures delivered by faculty in Xiamen University, take field trips to various public health agencies and healthcare organizations, and visit sites of historical, economic and cultural significance for the maximum exposure to global public health experience.

Prerequisites

Instructor’s approval.

Course Objectives

Upon completing the course, students will be able to achieve the following Health Promotion and Community Health Science Competencies and Cross-Cutting SPH Competencies:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the causes of social and behavioral factors that affect health of individuals and populations.</td>
<td>Identify a public health problem in China and explain its causes of social and behavioral factors that affect the problem at individual and population levels.</td>
</tr>
</tbody>
</table>
| Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems. | ✓ Have an enhanced understanding on how the political, social, economic and cultural contexts shape the current healthcare system in China.  
✓ Cite examples of public health intervention in China or other cultural setting that have positive or negative impact on public health problems and explain the reasons of such |
Analyze the impact of global trends and interdependencies on public health related problems and systems.

- Understand the public health problems in a global health context and compare healthcare systems in China and U.S.
- Identify the strengths and weakness in health care systems through comparative study.

Engage in dialogue and learning from others to advance public health

- Engage in dialogues with Chinese health professionals and learn from their experiences.
- Increase awareness and appreciation of cultural diversity.

Describe the roles of, history, power, privilege and structural inequality in producing health disparities.

- Describe the health inequality in China or other cultural setting and explain the inequality and disparities from the perspective of social ecology.
- Propose a culturally appropriate intervention to address an urgent global public health problem.

Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.

- Demonstrate effective oral communication through active class participation, group discussion, dialogue with Chinese health professionals, and presentation to SRPH and online community;
- Demonstrate effective written communication with paper writing.

Demonstrate team building, negotiation, and conflict management skills.

- Demonstrate team spirit and leadership through working as a team in diverse cultural setting;
- Gain international perspectives of global public health.

**Class time:** May 14—May 29, 2016 (in China). In addition, two separate orientations for students (one about Chinese culture and one on public health system in China) will be scheduled in April 2016. Students will present research in the Graduate Students Research Symposium of Nanjing Medical University. Students’ presentation to SPH faculty and students will be scheduled in September 2018 (see course schedule for details).

**Note:** This course is highly intensive. We’ll start course activities the next day you arrive in China. Keep in mind that there is 13-hour time difference between Beijing time and U.S. Central Time in summer. Plus, the flight from Houston to Beijing is about 14 hours. If you are not physically fit for international travelling and intensive summer course, you may not be the ideal candidate for this course.

**Application for the course:** We limit the class size to 10. All students need to have GPA 3.0 or above to be eligible for the class. Students who intend to take this course, please apply through TAMU Study Abroad: [http://studyabroad.tamu.edu](http://studyabroad.tamu.edu) The deadline for application is January 31, 2016, which is also the deadline for study abroad scholarships.
**Cost:** The program fee includes study abroad fee, mandatory insurance, honorarium for guest speakers, airport pick-up and drop-off, local transportation during site visits, lodging, most meals, air tickets from Beijing to Xiamen, Xiamen to Shanghai and train-tickets from Shanghai to Beijing. The program fee does not cover tuition and fees for this course, international airfare, non-program transportation, some meals, some admission tickets in site visits, passport and visa application fee. An estimated budget will be around $1,800 program fee plus $1,500 airfare (estimate) and pocket/emergency money. The final budget will be available in mid-February, 2018.

**Cash or credit cards:** Credit cards (Visa and Master cards) are accepted in most shopping malls in China, but cash is more welcome by street vendors or roadside shops. In all banks (everywhere in the cities and open Monday to Saturday) in China, you can exchange US $ to Chinese Yuan (CHN) or RMB. The current exchange rate is about $1=6.5 CHN.

**Visa to China:** You will need a visa to go to China; you can get a visa from Chinese Consulate in Houston, [http://houston.china-consulate.org/eng/vp/](http://houston.china-consulate.org/eng/vp/) The visa application fee is $140. We’ll obtain an “invitation letter” from Xiamen University for your visa application.

**Accommodation:** In Nanjing, the students will stay in university hotel inside the campus of Nanjing Medical University; you will receive a student ID, which allows you to use the dining halls and stores on campus. In Shanghai and Beijing, the students will stay in pre-arranged hotels. You are expected to share the room with another student. The hotel is similar to Hampton Inn or Days Inn in U.S., clean, equipped with two twin beds, air-conditioning, private bathroom, and Wi-Fi. If you have any special needs about your accommodation, please contact your instructor as soon as possible.

**Air-travel:** The air-ticket to China varies substantially in different seasons. You are encouraged to purchase tickets early to save cost. We will arrive in Beijing in the morning of May 15 and return from Beijing in May 29. Students are also encouraged to travel in a group, so it is convenient for our Chinese hosts do airport pick-up and drop-off. If you arrive or depart at the dates different from our schedule, we will not able to provide ride from/to the airport.


**Do your own research:** You are encouraged to search for information online regarding travel to China. A well-prepared trip will also be a rewarding one.

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### Textbook and/or Resource Material

Readings will be posted on E-Campus: [http://ecampus.tamu.edu/](http://ecampus.tamu.edu/) You are expected the read the materials before the class and before the trip.

### Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Pre-trip lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1   April 29</td>
</tr>
<tr>
<td>2   May 6</td>
</tr>
</tbody>
</table>

**In China**
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 14/15</td>
<td>Departure from Houston Bush Intercontinental Airport to Beijing China.</td>
</tr>
</tbody>
</table>
| 2   | May 16 | **Arrive in Beijing in the morning (5am), check in hotel.**  
AM: Visit The Forbidden City. Understand the 3,000-year history of emperor and feudal culture.  
PM: Visit The Tian’anmen Square and experience the symbol of power center of China. Visit “Hutong” (historical alleys), enjoy family meal with local residents. |
| 3   | May 17 | AM & PM: Visit the Great Wall, understand the 2000-year history of the Great Wall across more than 20 dynasties. |
| 4   | May 18 | AM: Visit Royal Summer Palace, the emperor residence of Qing Dynasty.  
PM & evening: The Olympic Buildings, Bird Nest and Water Cubic (sites of 2008 Beijing Olympics). |
| 5   | May 19 | AM: Flight CA1871 from Beijing to Xiamen (departing at 10:50am), arriving in Xiamen 12pm. Check in university hotel in Xiamen University (XMU), receive XMU student ID. |
| 6   | May 20 | AM: Visit coastal line of Xiamen. Observe how urban Chinese exercise with limited physical activity resources.  
PM: Visit Xiamen University main campus, getting familiar with the neighborhood.  
EV: Welcome dinner with XMU-SPH faculty and students |
| 7   | May 21 | AM: Visit XMU affiliated Xiamen No. 1 Hospital, observe its online appointment system and understand the limited medical resources and unequal access to healthcare in China.  
PM: Visit a rural township and fisherman’s house. |
| 8   | May 22 | AM–PM: Visit Gu Lang Yu, a small island with beautiful scenery. Understand contemporary Chinese history from 1800s to 2000. |
| 9   | May 23 | AM: Visit a traditional Chinese clinic, guest lecture by traditional Chinese medicine practitioners, and understand how ideology of traditional medicine shapes Chinese people’s health behavior.  
PM: Visit Xiamen 110/120 center, the Emergency Response Operating Center. Understand the public health emergency response system in China. Visit Xiamen CDC, understand the China CDC at various administrative levels. |
| 10  | May 24 | AM: Visit XMU affiliated Xiamen Women and Children’s Hospital, guest lecture by faculty of Women’s Hospital. Visit Neonatal Intensive Care Unit, and learn maternal health and neonatal health system in China.  
PM: Visit a kindergarten in Xiamen, take part in class activities. Understand how new generations of Chinese have adopted new lifestyles and how that have affected children’s health outcomes. |
| 11  | May 25 | AM: Visit XMU medical campus in Xiang’An.  
PM: Lunch and discussion with XMU-SPH graduate students.  
PM: TAMU & XMU graduate students research symposium.  
EV: Farewell dinner with SPH faculty and students |
### Post-trip assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30</td>
<td>Blog entry due by 4pm.</td>
</tr>
<tr>
<td>July 30</td>
<td>Final paper due at 4pm.</td>
</tr>
</tbody>
</table>

AM: Morning, PM: Afternoon, EV: Evening. Course schedule is subject to change

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### Grading Policies

**Grading:** Your final grade will be determined according to the following formula:
- 45% -- Class participation and discussion;
- 15% -- Presentation at international students research symposium;
- 25% -- Final paper;
- 15% -- Blog entry.

Grade: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F < 60

**Instruction for final paper:**
The student can select a topic from the following areas: 1) public health problems in China, 2) social determinants of health, 3) comparative public health studies, and 4) global public health issues. The paper should include a background or introduction, sources of data (could be data or systematic lit review), your understanding and analysis of the current situation, and your proposed solution or recommendation.

The paper should be less than 3,000 words (including abstract, not including references) and typed in a word-processing software, double-spaced, 12 points-fonts, one-inch margin, and page numbered. The criteria of evaluation: significance of topic, validity of methods and rigor of data source, depth of analysis and discussion, and quality of presentation/writing. The paper should be submitted to Dr. Hong by June 20, 4 pm. No late submission is accepted, early submission is welcome.

**Instruction for blog entry:**
Students will update their China experience on the class website: [https://students.tamhsc.edu/chinatrip/](https://students.tamhsc.edu/chinatrip/)

**Instruction for presentation/picture display:**
Upon return from China, students will have an option of doing a presentation to SPH students to
display their photos/stories in SPH buildings.

**Attendance and Make-up Policies**

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Other Pertinent Course Information**

**eCampus (Blackboard)**

If this course uses eCampus: Within the course's eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. In order to access the course material you will need to go to login into Howdy and then click the eCampus button on the top right or look for Quick Links on the bottom of the School's homepage or go to [http://ecampus.tamu.edu](http://ecampus.tamu.edu). Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School's Office of Academic Assessment and Instructional Technology website), or contact John C. Lingsweiler in the School's Office of Academic Assessment and Instructional Technology. John may be reached at (979) 436-9409 or at lingsweiler@sph.tamhsc.edu. For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. *Your eCampus login is the same as your Howdy login (NetID).*

**Computer Requirements for Online Courses**

For this and all online courses we recommend the minimum technical requirements outlined on our "SPH Computer Requirements for Online Courses" web page, located at [http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html](http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html) and [distance-education/technical-specifications.html](http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html) distance-education/technical-specifications.html

All computing problems or other technical issues *not related to eCampus*, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

**Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

**Plagiarism Virtual Course**

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

**Course Evaluation**

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

**SPH Mission**
The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: [http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html](http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html). A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). Remember: “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

**Copyright Statement**

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

**FERPA**

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

**DISCLAIMER**

This syllabus is representative of materials that will be covered in this class; the schedule and topics list are subject to change. These changes will be discussed in class and subsequently communicated via
email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Course Change Request

Date Submitted: 06/20/17 8:49 am
Viewing: MGMT 679 : International Business Policy
Also Known As: IBUS 679
Last edit: 06/21/17 3:48 pm
Changes proposed by: k-mora

Catalog Pages referencing this course
Department of Management
IBUS - International Business
MGMT - Management

Programs referencing this course
CERT-CG35: International Petroleum Management Certificate

Rationale for Course
Edit
Other

Explain other rationale
MGMT 679/IBUS 679 is being changed to variable credit because the course will be converted to a two-hour offering for the full-time MBA program. The two hour version will deliver approximately 2/3 of the same content offered in the three hour version of the course.

Course prefix MGMT Course number 679
Department Management
College/School Mays Business School
Academic Level Graduate
Effective term 2018-2019
Complete Course Title International Business Policy
Abbreviated Course Title INTERNTNL BUS POLICY

Catalog course description
Determinants of U.S. competitiveness in international markets; the international environment of business; introduction to multinational enterprises, global competition, international organizations, protection of intellectual property; international trade regulation; strategic trade theory.

Prerequisites and Restrictions
Graduate classification.
Concurrent Enrollment No
Should catalog prerequisites / concurrent enrollment be enforced? No
Crosslistings Yes Crosslisted With IBUS 679
Stacked No Stacked with

Semester 2-3 1 Contact Hour(s) 2-3 1 Lecture: 2-3 1 Lab: 0 Other: 0 Total 2-3 1
Credit Hour(s)
Repeatable for credit? No

Faculty Senate Number

Contact(s)
Name E-mail Phone
Kristi Mora K-MORA@tamu.edu 9798456127

Approval Path
1. 06/20/17 9:06 am Wendy Boswell (wboswell): Approved for MGMT Department Head
2. 06/21/17 3:48 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 06/21/17 3:51 pm Angela Catlin (acatlin): Approved for BA Committee Preparer GR
4. 06/22/17 11:30 am Michael Shaub (mshaub): Approved for BA Committee Chair GR
5. 07/26/17 9:23 am Michael Kinney (kinneym): Approved for BA College Dean GR
6. 08/30/17 2:26 pm LaRhesa Johnson (lrjohnson): Approved for GC Preparer
7. 09/07/17 2:05 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair

Catalog course description
Determinants of U.S. competitiveness in international markets; the international environment of business; introduction to multinational enterprises, global competition, international organizations, protection of intellectual property; international trade regulation; strategic trade theory.

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Semester 2-3 1 Contact Hour(s) 2-3 1 Lecture: 2-3 1 Lab: 0 Other: 0 Total 2-3 1
Credit Hour(s)
Repeatable for credit? No
Three-peat? No
CIP/Fund Code 5211010016
Default Grade Mode Letter Grade (G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
<th></th>
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<tbody>
<tr>
<td>(MBA-BUAD) Master of Business Administration in Business Administration</td>
<td></td>
</tr>
<tr>
<td>(MBA-PMBA) Mays Professional MBA Program</td>
<td></td>
</tr>
</tbody>
</table>

**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus [Syllabus - MGMT 679:IBUS 679 Non-MBA - 061917.pdf](#)
[Syllabus - MGMT 679:IBUS 679 MBA - 061917.pdf](#)

Letters of support or other documentation No
Additional information Updated syllabi attached. Thanks for your careful review, Sandra!
Reviewer Comments Sandra Williams (sandra-williams) (06/16/17 2:30 pm): Rollback: Two syllabi were attached: one had a different title, is the course title changing?; for the syllabus with the matching title...shows old aggie honor code website; old ADA statement; missing link to student rule 7.
Sandra Williams (sandra-williams) (06/19/17 4:56 pm): Rollback: Please include grading scale on syllabus. My apologies for not catching this earlier.
Sandra Williams (sandra-williams) (06/21/17 3:49 pm): Update received.

Reported to state? No
MGMT/IBUS 679  
INTERNATIONAL BUSINESS POLICY  
MW 2:20-3:35 p.m.  
Wehner 156  
Fall 20XX

Professor: Michael Pustay  
Office: 415F Wehner  
Office Hours: Monday & Wednesday, 3:45 p.m. to 4:30 p.m., Tuesday 2-4 p.m., or by appointment.  
Office Phone: 979-845-4254  
E-mail Address: pustay@tamu.edu

CATALOG COURSE DESCRIPTION:

Determinants of U.S. competitiveness in international markets; the international environment of business; introduction to multinational enterprises, global competition, international organizations, protection of intellectual property; international trade regulation; strategic trade theory.  
Prerequisite: Graduate classification. Cross Listing: IBUS 679/MGMT 679.

COURSE OUTLINE:

This course is a broad survey of the field of international business. The primary focus of the course is to examine the theory and the environment of international business (e.g., the basis for international trade and capital flows; tariffs, quotas, exchange controls, and other barriers to international business; foreign exchange markets; international capital markets; and international organizations). The course also discusses aspects of international business operations (e.g., the firm's formulation and implementation of international strategy; international finance; and taxation).  

In addition, many parts of the class involve current events (e.g., international trade; foreign exchange; foreign investments; the International Monetary Fund and the World Bank; international political conflicts). Follow these developments in the news, as we will discuss them in class. Useful sources of current information regarding international business are the Wall Street Journal, New York Times, The Economist, and the Financial Times.

COURSE OBJECTIVES:

MGMT/IBUS 679 is designed to introduce students to the diverse and complex forces that shape the contemporary international business climate. MGMT/IBUS 679 is open to all graduate students at Texas A&M University. The course will examine the international policy regime that governs international commerce (the WTO, the IMF, the World Bank, the foreign exchange market) and then national institutions and environments that encourage and constrain international commerce. It will then discuss how firms formulate and implement strategies to compete profitably in the contemporary international marketplace.

LEARNING OUTCOMES:

This course is designed to introduce students to the basic concepts of international business and to the international and national institutions that govern commerce between nations. Upon successfully completing this course, the student will be able to:

- Understand the concept of globalization and its impact on workers, consumers, and citizens of the world’s countries
• Analyze the policy debates among countries, firms, unions, and other interest groups regarding the advantages and disadvantages of globalization
• Critique the primary theories of international trade and international investment
• Review the benefits and costs of free trade and fair trade policies
• Explain the roles of international institutions in shaping the rules by which international business is conducted

• Discuss the impact of differences in national cultures, legal systems, political structures, infrastructures, and accounting systems in encouraging and constraining international business activity
• Comprehend the workings of the foreign exchange market and analyze the various techniques available to minimize foreign exchange risk
• Appreciate the ethical issues confronting international business practitioners

TEXT:


COURSE WEB SITE:

The web site for this course can be found on the eCampus portal. You can access the following materials at this website: a copy of the course syllabus; a day-by-day schedule for the course; additional information regarding the group presentations; a list of the group members; copies of my lecture notes; and messages to the class.

With regard to the class notes: because I will be making some minor changes in the notes, I suggest that you download the notes "by exam." For example, I would download all the chapters that will be covered on the first exam (Chapters 1, 2, 6, 9, and 10) as soon as possible.

GRADE DETERMINATION:

Knowledge of the substantive material covered in the course is of central importance. However, as in the business world, the ability to communicate knowledge orally and in writing is also very important. Grading will be competitive and will include, where appropriate, consideration of content as well as grammar, style, and organization.

Three exams (100 points each) 300 374-416  A
Group presentations (30 points each) 60 332-373  B
Shell in Nigeria “lessons learned” 10 291-331  C
Chapter 7 homework 3 249-290  D
Chapter 8 homework 3 248 or less  F
Class participation 40

TOTAL 416

AGGIE HONOR CODE SYLLABUS STATEMENT:

Aggie Honor Code
“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold
the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor system. For additional information please visit: 

http://aggiehonor.tamu.edu

On all course work, assignments, and examinations at Texas A&M University, the following Honor pledge shall be printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**Scholastic dishonesty** (including cheating and plagiarism) will not be tolerated. Moreover, the full consequences of scholastic dishonesty will be pursued consistent with University policy.

The handouts used in this course are my intellectual property. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, homework problems, in-class materials, review sheets, and additional problem sets. Because these materials are my intellectual property, you do not have the right to copy the handouts, unless I expressly grant permission in writing.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

**ASSIGNMENTS:**

The most challenging aspect of this class is its breadth. In most cases, the material is not conceptually difficult. It's just that there's so much material to master. The course includes aspects of international economics, international relations, domestic politics and laws, economic geography, culture, and diplomatic history, as well as international aspects of some of the functional areas of business. To overcome this problem, we will have three sets of outside assignments—two homeworks, two group presentations, and a “lessons learned” memo—that will help you master all this material and allow you to explore issues developed in the textbook and in class in more depth.

**Homework Assignments (three points each):**

Chapter 7, Building Global Skills (BGS), page 209-210

Chapter 8, Building Global Skills (BGS), page 233-234

The homework assignments are designed to give you practice on questions that may very well show up on an exam. Please note that “check” grades will be given for these homework assignments. You will be given full credit if you make a good faith effort to complete the homework. However, twenty percent per day will be deducted for work that is late, starting one minute after class is over.
Group Assignments (two assignments, 30 points each):

The abilities to work in groups and to communicate orally and in written form are important skills demanded by today’s employers. Accordingly, each student has been assigned to one of nine groups, which will be posted on the course website at the beginning of the second week of classes.

Each group has two presentations: a country presentation and positional presentation on the Shell in Nigeria case. Templates for the country presentation are posted on the course website. Each member of the group must make part of each presentation. (The parts should be of equivalent length, as best as practical.) The group’s presentation must be emailed to me (Pustay@tamu.edu) as a Powerpoint file by 1 p.m. the day the presentation is to be made. The group’s grade will be reduced by 20 percent per day if this deadline is not honored.

The group will be evaluated on the quality of its oral presentation and on the quality of its printed presentation (i.e., the Powerpoint file). To encourage participation, the members of the group will be asked to assess the individual contributions of the group members to the presentation. While each group member must participate in the oral presentation, the group is free to decide how other aspects of the presentation will be performed. The maximum points that each student can earn for each presentation is 30 points. Twenty of these points will be assigned for the group as a whole; the remaining 10 points will reflect the quality of the individual student’s performance.

Regarding the Shell in Nigeria presentations on November 28, November 30, and December 7: You will note that on the Day-by-Day schedule posted on the website, each group has been assigned a particular constituency. Your group’s presentation should report on the main issues/problems/concerns facing your constituency, and formulate a realistic strategy for addressing these issues/problems/concerns.

Shell in Nigeria “Lessons Learned” Memo:

Each student will submit a short memo (one to two pages, double spaced in 12-point font) addressing the lessons learned from the Shell in Nigeria case. These should be submitted using the turnitin link on the eCampus website by 2 p.m. on Wednesday, December 7th. A 20 percent per day penalty will be assessed for lateness, starting one minute after 2 p.m. on December 7th. These memos should summarize the following: 1) what were your key findings, insights, and “lessons learned” from the “constituency/actor/interest group” that your group studied and presented on; 2) what were your key findings, insights, and “lessons learned” from the perspective of the other “constituency/actor/interest groups” that the other teams presented; and 3) a section that discusses “ideas and facts that I was surprised to learn.” In writing your memo, feel free to use bullet points rather than paragraphs. I know this will be a busy time of year for all of you, and I’m more interested in receiving a thoughtful memo from you than a literary masterpiece.

Class Participation:

Students are expected to be prepared for every class and to participate in class discussions. This is of particular importance on the days that we will devote to case discussion. To facilitate class discussion, each student will be expected to display a nametag. Students failing to display a nametag will be treated as absent for purposes of assigning class participation grades. Guidance regarding how class participation grades will be assigned is posted on the course website.
ANTICIPATED EXAM DATES:

First Exam       Wednesday       September 28       Chapters 1, 2, 6, 9, and 10

Second Exam     Wednesday       October 26         Chapters 7, 8, and part of chapter 18

FINAL EXAM:

The final will not be comprehensive. It will cover Chapters 11, 12, 13, 3, 4, and 5. The final is scheduled for Tuesday, December 13 from 10:30 a.m. to 12:30 p.m.

ADA POLICY:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit http://disability.tamu.edu/

MISSED EXAMINATIONS:

Make-up Policy

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://stuactonline.tamu.edu/app/sponsauth/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days: Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence:
      (i.) Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
      (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
c) An absence for a non-acute medical service does not constitute an excused absence.

7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

WEHNER BUILDING POLICY:

We have beautiful and state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality conditions of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the Wehner building classrooms.

COURSE OVERVIEW:

Session 1: Introduction
Session 2: Globalization
Session 3: Trade theory
Session 4: Investment theory
Sessions 5 & 6: Trade policy
Session 7: GATT & WTO
Sessions 8 & 9: European Union
Session 10: first exam
Sessions 11, 12, 13, and 14: Foreign exchange market
Session 15: International Monetary System
Sessions 16 & 17: Balance of Payments
Session 18: second exam
Session 19: Strategy
Session 20: Strategy implementation
Session 21: Country environment
Session 22: Political risk
Sessions 23 & 24: Culture
Session 25: Corporate social responsibility
Sessions 26, 27 & 28: “Shell in Nigeria” case

More detailed information is provided in the Day-by-Day syllabus posted on the course website in eCampus.
MGMT/IBUS 679  
International Business Policy  

MW 9:35 a.m.-10:50 a.m. (MBA section 601)  
MW 11:10 a.m.-12:25 p.m. (MBA section 602)  
Wehner 186  
Fall 20XX  

Professor: Michael Pustay  
Office: 415F Wehner  
Office Hours: Monday & Wednesday, 3:45 p.m. to 4:45 p.m. or by appointment.  
Office Phone: 845-4254  
E-mail Address: pustay@tamu.edu  

CATALOG COURSE DESCRIPTION:  

Determinants of U.S. competitiveness in international markets; the international environment of business;  
introduction to multinational enterprises, global competition, international organizations, protection of  
intellectual property; international trade regulation; strategic trade theory.  
Prerequisite: Graduate classification. Cross Listing: IBUS 679/MGMT 679.  

COURSE OVERVIEW AND OBJECTIVES:  

MGMT/IBUS 679, which is a required course for second-year MBA students, is designed to introduce  
students to the diverse and complex forces that shape the contemporary international business environment.  
It examines critical issues facing firms and managers competing in global markets. The course will assess the  
causes of globalization and analyze the implications of globalization on firm strategy, structure, and  
performance. It will examine the international and national institutions and environments which encourage  
and/or constrain international commerce. It will then discuss how firms formulate and implement strategies  
to compete profitably across operating environments that may differ substantially with regard to cultural  
norms, legal structures, political processes, etc.  

LEARNING OUTCOMES:  

This course is designed to introduce students to the unique challenges and opportunities of doing business  
internationally. The course will examine the relationship between business and society and the diverse set of  
global, national, and local economic, political, social, technological, cultural, and environmental forces that  
shape and define the market environment. Upon successfully completing this course, the student will be able  
to:  

• Understand the concept of globalization and its impact on workers, consumers, and citizens of the world’s  
countries;  
• Analyze the policy debates among countries, firms, unions, and other interest groups regarding the  
advantages and disadvantages of globalization;  
• Review the benefits and costs of free trade and fair trade policies;  
• Explain the roles of national and international institutions in shaping the rules by which international  
business is conducted;  
• Discuss the impact of differences in national cultures, legal systems, political structures, infrastructures, and  
regulatory frameworks in encouraging and constraining international business activity;
• Comprehend how firms formulate and implement strategies to compete profitably within and across these diverse operating environments;
• Appreciate the ethical issues and the corporate social responsibility challenges confronting international business practitioners.
COURSE READINGS:

Course readings packet: downloadable from the Ivey Publishing website.

Students should budget for and will be expected to download up to four cases from the Ivey or other websites as part of the final exam.

Other readings will be posted to the course website on the eCampus portal.

Regular reading of the Wall Street Journal, the Financial Times, or some other source of international business news is also expected.

COURSE WEB SITE:

The web site for this course can be found on the TAMU eCampus portal. You can access many useful documents on the course web site, including a copy of the course syllabus; additional course readings; a day-by-day schedule for the course; team presentation assignments; additional information regarding the team presentations; copies of my lecture notes; and messages to the class.

GRADE DETERMINATION:

Knowledge of the substantive material covered in the course is of central importance. However, as in the business world, the ability to communicate knowledge orally and in writing is also very important. Grading will be competitive and will include, where appropriate, consideration of content as well as grammar, style, and organization.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Points</th>
<th>Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Final exam (100 points)</td>
<td>100</td>
<td>351-390</td>
<td>A</td>
</tr>
<tr>
<td>Book review (100 points)</td>
<td>100</td>
<td>312-350</td>
<td>B</td>
</tr>
<tr>
<td>Team presentations (30 points each)</td>
<td>60</td>
<td>273-311</td>
<td>C</td>
</tr>
<tr>
<td>Team case write-up</td>
<td>30</td>
<td>234-272</td>
<td>D</td>
</tr>
<tr>
<td>Class participation</td>
<td>100</td>
<td>233 or less</td>
<td>F</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>390</strong></td>
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Scholastic dishonesty (including cheating and plagiarism) will not be tolerated. Moreover, the full consequences of scholastic dishonesty will be pursued consistent with University policy.

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As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

IB BOOK REVIEW:

We will not have a mid-term exam in this class. Instead of a mid-term exam, each student will be asked to read and submit a review of a book focused on international business. The book review should address, when appropriate, the following questions (some may not be relevant to every book):

- What is the value of this book to international business practitioners?
- What insights does this book provide to international business practitioners?
- What did you learn from this book that you didn’t know?
- How will the book affect the way you look at international business activity or approach an international market?
- What are the book’s strengths? Its weaknesses?
- What issues/areas of the book do you think the author provided too little support for his/her assertions?
- What questions did the book leave unanswered?

These proposed questions are inclusive, not exclusive: feel free to address any other points/issues you think appropriate. Above all, I am looking for your insights into and analysis of subject matter of the book. Feel free to critique the author’s arguments, to stake out (and defend) your own position, and to supplement your review with relevant information or perspectives from other authors or sources.

The review should be 8-10 pages, double-spaced, in 12 point font, and submitted to the turnitin.com link on the course eCampus website in electronic form (i.e., a Word document). Failure to follow these instructions will result in reductions in the grade you receive for this assignment. (I will provide more information about the turnitin.com process at a later date.) It will be due at 11:59 p.m. on Thursday, October 27. THIS IS A STRICT DEADLINE. Failure to submit your review by the deadline will result in a 5 percent penalty per day, starting one minute after 11:59 p.m. of that day. Note, as stated above, grading will be competitive and will include consideration of grammar, style, and organization, as well as content.
Any book that you choose must be pre-approved in writing by me. The following books are pre-approved:

**General books on IB or Globalization:**
- William Bernstein: *A Splendid Exchange: How Trade Shaped the World*
- Thomas Friedman: *The Lexus and the Olive Tree.*
- Thomas Friedman: *The World is Flat*
- Thomas Friedman: *Hot, Flat, and Crowded*
- Vijay Govindarajan and Chris Trimble: *Reverse Innovation*
- Pankaj Ghemawat: *World 3.0*
- Dani Rodrik: *The Globalization Paradox*
- Daniel Yergin and Joseph Stanislaw: *The Commanding Heights.*
- Daniel Yergin: *The Prize*

**Economic development:**
- William Easterly: *The Elusive Quest for Growth.*
- William Easterly: *The White Man’s Burden*
- Robert Klitgaard: *Tropical Gangsters.*

**Country-focused books**
- Leslie Chang: *Factory Girls* (China)
- Peter Hessler: *Country Driving* (China in the 2000s)
- Peter Hessler: *River Town.* (China in the 1990s)
- Richard McGregor: *The Party: the Secret World of China’s Communist Rulers*
- Vijay Mahajan: *Africa Rising*
- Karin Müller: *Japanland: A Year in Search of Wa*
- Jean-Benoit Nadeau & Julie Barlow: *Sixty Million Frenchmen Can’t Be Wrong.*

**TEAM PRESENTATIONS:**

The abilities to work in teams and to communicate orally and in written form are important skills demanded by today’s employers. Accordingly, each student will participate in two team presentations. The composition of the teams has been pre-assigned by the MBA office. Each team will make a country presentation and a positional presentation on the Shell in Nigeria case. Templates for the country presentation are posted on the course website. Each member of the team must make part of each presentation. (The parts should be of equivalent length, as best as practical.) The team’s presentation must be emailed to me (pustay@tamu.edu) as a Powerpoint file by 8:30 a.m. of the day the presentation is to be made. The team’s grade will be reduced by 20 percent if this deadline is not honored.

The team will be evaluated on the quality of its oral presentation and on the quality of its printed presentation (i.e., the Powerpoint file). To monitor shirking, the members of the team will be asked to assess the individual contributions of the team members to the presentation. While each team member must participate in the oral presentation, the team is free to decide how other aspects of the presentation will be performed. The maximum points that each student can earn for each presentation is 30 points—20 points for the group performance and 10 points for the individual performance.
Regarding the Shell in Nigeria presentations: You will note that on the Day-by-Day schedule posted on the website, each team has been assigned a particular constituency. Your team’s presentation should report on the main issues/problems/concerns facing your constituency, and formulate a realistic strategy for addressing these issues/problems/concerns. Additional information about questions you should address are posted on the website.

TEAM CASE WRITEUP:

Each team will submit a group write-up of their team deliberations regarding the Global Wine Wars case. For this write-up—see Session 4—teams will be asked to analyze questions posed by the case from the perspective of different market participants. This write-up will be worth 30 points. It must be submitted to me by 8:30 a.m. of the day of class; a 20 percent penalty per day will be imposed for late submission.

CLASS PARTICIPATION:

Class participation is an important component of the collective learning experience in the MBA program, particularly in a case-based course such as this one. Creation of knowledge and insights is the responsibility of every participant in the class. Accordingly, students are expected to be prepared for every class and to participate in class discussions. As in your other classes, the quality of your contributions is more important than their quantity. To facilitate class discussion, each student will be expected to display his or her nametag. Students failing to display a nametag will be treated as absent for purposes of assigning class participation grades. Guidance regarding how class participation grades will be assigned is posted on the course website.

FINAL EXAM:

The final exam will be comprehensive. It will be administered on Monday, December 5 from 9:00 a.m. to 12:00 p.m. in Wehner 286 (Section 601) and 288 (Section 602).

ADA POLICY:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit http://disability.tamu.edu/

MISSED EXAMS:

Make-up Policy
If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://student-rules.tamu.edu/rule07). The fact that these are university-
excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://stuactonline.tamu.edu/app/sponsauth/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days: Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence:
      i.) Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
      ii.) Confirmation of visit to a health care professional affirming date and time of visit.
   c) An absence for a non-acute medical service does not constitute an excused absence.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

WEHNER BUILDING POLICY:

We have beautiful and state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality conditions of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the Wehner building classrooms.
CLASS SCHEDULE:

Session 1
Topic: **Globalization: Causes and Effects**
Readings: 1. “A Flat World, a Level Playing Field, a Small World After All, or None of the Above? A Review of Thomas L. Friedman’s *The World is Flat*,” Edward Leamer. (posted on eCampus) (it’s long, but worth serious skimming)

Assignment Questions:
1. What are the implications of globalization for firms?
2. Is the world flat?

Session 2
Topic: **Structural Changes in the World Economy**
Readings: 1. National Intelligence Council: “Global Trends 2030” (posted on eCampus) (read the executive summary and whatever else interests you)

Assignment Questions:
1. What are the implications of structural change in the world economy for firms?
2. How should firms respond to demographic changes?

Session 3
Topic: **Demographic Change and Urbanization/Responding to Globalization**
Readings:

Case Assignment Questions:
1. How did the French become the dominant competitor in the global wine industry for centuries? What sources of competitive advantage were they able to develop to support their exports? Where were they vulnerable?
2. What changes in the global industry structure and competitive dynamics led France to lose market share to New World producers in the late twentieth century?
3. What are the key issues and challenges facing the French Minister of Agriculture? The French wine industry association? The owner of a mid-size, well regarded Bordeaux vineyard producing wines in the premium and superpremium categories? The owner of a small vineyard producing unprestigious, “popularly-priced” wine for the low-end of the market? What solutions can you offer to address the issues and challenges they face?
4. What are the key issues and challenges facing the Australian Minister of Agriculture? The head of the Australian wine industry association? The owner of a mid-size, well regarded vineyard in the Barossa Valley producing wines in the premium and superpremium categories? The owner of a small vineyard producing unprestigious, “popularly-priced” wine for the low-end of the market? What solutions can you offer to address the issues and challenges they face?
5. What are the key issues and challenges facing the U.S. Secretary of Agriculture? The head of a major U.S. wine industry association? The owner of a midsize, well regarded vineyard in Napa Valley producing wines in the premium and super premium categories? The owner of a small vineyard producing unprestigious, “popularly-priced” wine for the low-end of the market? What solutions can you offer to address these issues and challenges they face?
Session 4

Topic: Global Wine Wars (continued)

Team Assignment Questions: See questions 3, 4, and 5 listed for Session 3. Instead of a normal class-wide discussion of questions 3, 4, and 5, we will address these questions through a role-playing exercise.

- Team 1 will be responsible for addressing question 3 from the perspective of the French government.
- Team 2 will be responsible for addressing question 3 from the perspectives of an upscale French vineyard and a downscale French vineyard. (Team 2 may wish to divide itself.)
- Team 3 will be responsible for addressing question 4 from the perspective of the Australian government.
- Team 4 will be responsible for addressing question 4 from the perspectives of an upscale Australian vineyard and a downscale Australian vineyard. (Team 4 may wish to divide itself.)
- Team 5 will be responsible for addressing question 5 from the perspectives of the U.S. government.
- Team 6 will be responsible for addressing question 5 from the perspectives of an upscale Napa county vineyard and a downscale Central Valley or non-California vineyard. (Team 6 may wish to divide itself.)
- Team 7 has a slightly different task. Pick one of the other New World countries mentioned in the case: Chile, Argentina, or South Africa. Outline the key issues/challenges/opportunities facing wine growers in this country as well as proposed solutions and action plans to overcome these issues/challenges/opportunities.

From each team, I would like to receive a 2-5 page paper (double-spaced, 12-point font) outlining the key issues/challenges facing the constituency(ies) they have been assigned, as well as proposed solutions and action plans to overcome these issues/challenges. Each team should email me their position paper by 8:30 a.m. on September 7 (i.e., the day of class). Please identify on the title page the people involved in developing the position paper. In your paper, you might wish to consider:

- What are the key issues, from the perspective of the constituency?
- What are the constituency’s objectives?
- What solutions can you proposed to further the constituency’s interests?
- What resistance can you expect from other constituencies?
- How do you plan to overcome their resistance?

(Note that the interests and goals of a government often are different from the interests and goals of firms in an industry, and that goals and interests of individual firms may not be identical.)

During class, each team will have 4-6 minutes to brief the class on the key points of their position paper. There is no need to prepare a formal presentation; because of the short time allocated to each team, you may wish to designate a spokesperson to present your analysis.

Session 5

Topic: Business and Government: Developed Country

Case: The Dutch Flower Cluster [9-711-507] (Ivey course packet)

Case Assignment Questions:
1. How did the Netherlands build the most competitive flower cluster in the world in a country with a cold and cloudy climate?
2. How has the Dutch cluster sustained its leadership position for so long? What changes took place?
3. Why has flower production internationalized over the last few decades? How are the flower clusters in the various countries connected? How do they compete?
4. What are the challenges facing the Dutch cluster today?
5. What recommendations would you make to FloraHolland? To the Dutch government? To a major grower?

Session 6
Topic: Business and Government: Developed Country (continued)
Readings: 1. The Dutch Flower Cluster (continued)

Session 7
Topic: Business and Government: Emerging Market

Case Assignment Questions:
1. What problems did Zambia face in divesting the mining industry?
2. What could the government have done to avoid these problems?
3. Was its decision to privatize the industry a wise one?
4. What can governments of other developing countries learn from Zambia’s problems?
5. What risks did private investors face in purchasing these assets?
6. How can you mitigate these risks?
7. What motivated Anglo-American to re-enter Zambia?
8. Why did it withdraw from Zambia? Was its re-entry a strategic mistake?

Session 8
Topic: Liability of Foreignness, Cultural Distance, and Political Risk
2. “A stranger in a strange land: Micro political risk and the multinational firm,” Ilan Alon and Theodore Herbert (posted on eCampus)
3. “Cultural Analyses” (posted on eCampus).

Session 9
Topic: Liability of Foreignness, Cultural Distance, and Political Risk (continued)

Case Assignment Questions:
1. What are the most important differences between international oil and gas markets? How is Russia situated in those markets?
2. How much protection do Production Sharing Agreements (PSAs) provide for foreign investors? Why are PSAs so controversial in Russia?
3. Should Shell’s managers proceed with Sakhalin II, and invest another $10 billion in Russia, despite the fact that the project’s legal issues have not yet been resolved? How can Shell’s managers mitigate the risks associated with this project?
4. In managing the politics of Sakhalin II, what did Shell do right? Could it have done things better?
### Session 10
**Topic:** Liability of Foreignness, Cultural Distance, and Political Risk (continued)  

### Session 11
**Topic:** Strategy and Structure: Organizational Challenges of Globalization  

### Session 12
**Topic:** Strategy, Structure, and Market Entry Selection  

**Case Assignment Questions:**
1. As Paolo DeCesare, what factors do you need to consider before deciding what to recommend in your SK-II presentation to the global leadership team (GLT)? What kind of analysis will you need to do in preparing for that meeting?  
2. Does SK-II have the potential to become a global brand within Procter & Gamble’s worldwide operations? Why or why not?  
3. Which of the three market options should Paolo DeCesare recommend to the GLT? What benefits do you expect to gain? What risks do you see?  
4. How should he implement your recommended option? What are the implications for P&G’s new post-O2005 organization? What support and/or resistance do you expect? How will you manage it?

### Session 13
**Topic:** Strategy, Structure, and Market Entry Selection (continued)  

### Session 14
**Topic:** No class—NBMBAA conference

### Session 15
**Topic:** Strategy, Structure, and the Changing Role of the Country Manager  
**Readings:** Case: *BRL Hardy: Globalizing an Australian Wine Company*. [300018-PDF-ENG] (Ivey Publishing course packet.)

**Case Assignment Questions:**
1. How do you account for BRL Hardy’s remarkable post merger success?
2. What is the source of tension between Stephen Davies and Christopher Carson? How effectively has Steve Millar handled their differences?
3. Should Millar approve Carson’s proposal to launch D’istinto? Why or why not?
4. What recommendations would you make to the organization concerning the conflicting proposals for Kelly’s Revenge and Banrock Station? What would you decided to do as Carson? As Millar?

Session 16

Topic: Strategy, Structure, and the Changing Role of the Country Manager (continued)
Readings: Case: BRL Hardy: Globalizing an Australian Wine Company (continued)

Session 17

Topic: International Joint Ventures

Case Assignment Questions:
1. What are the respective objectives of Nora and of Sakari in forming a joint venture?
2. Why have the negotiations failed to result in an agreement?
3. Is the formation of the JV between Nora and Sakari the best option for both companies to achieve their respective objectives?

Session 18

Topic: Strategy and Institutional Voids

Case Assignment Questions:
1. Why was Haier so successful in China?
2. Was Haier’s decision to globalization into developed markets early on a good strategy?
3. Can Haier build on its success in niche products to become a dominant global brand in high-end white goods?
4. Is Haier’s “three thirds” strategy a viable or wise approach?

Session 19

Topic: Strategy and Institutional Voids (continued)

Session 20

Topic: Comparative Corporate Governance
2. OECD Principles of Corporate Governance. (posted on eCampus) (extremely optional)

Assignment Questions:
1. How do corporate governance differences affect international business?
2. How do these differences impact investors? Potential joint venture partners? Firm’s strategies?

Session 21
Topic: Comparative Corporate Governance (continued)

Session 22
Topic: Corruption
2. OECD Foreign Bribery Report (posted on eCampus) (worth skimming)
3. Transparency International. You may wish to browse this organization’s website, www.transparency.org

Case Assignment Questions:
1. To what extent is corruption a problem in your country?
2. Does Grover understand the local culture?
3. How does sending Al Humaidi to a Medical Equipment showroom in France or the United States compare to paying Al Humaidi a bribe?
4. What should Grover do now? Why?

Session 23
Topic: Corporate Social Responsibility
Readings: 1. The Burma Pipeline (Ivey Publishing course packet.)

Assignment Questions:
1. What is John Imle’s strategy for Unocal? Is it sound? How important is the Yadana project to it?
2. Has Unocal violated any laws or norms participating in Yadana?
3. What responsibility does Unocal have to the people of Burma?
4. What is Unocal’s CSR?
5. How should Imle respond to his critics?
6. Turn the clock back to 1993: if you were Imle, would you still agree to do this deal, knowing then what you know now? Why? If so, would you do anything differently?

Let me also call your attention to another set of readings about Textile factory safety in Bangladesh. See stories at
a) http://www.nytimes.com/2013/12/23/world/asia/bangladeshi-factory-owners-charged-in-fatal-fire.html?_r=0
b) http://www.theguardian.com/world/2013/dec/08/bangladesh-factory-fires-fashion-latest-crisis
e) http://en.wikipedia.org/wiki/Accord_on_Fire_and_Building_Safety_in_Bangladesh
f) http://www.cleanclothes.org/issues/faq-safety-accord

Questions you might wish to consider include:
1. How important is the textile industry in Bangladesh?
2. What is the cause of the safety issues plaguing Bangladesh textile factories?
3. Who is responsible for improving factory safety in Bangladesh? ... the owners of the firms? ... the owners of the buildings? ... the Bangladeshi government? ... foreign retailers purchasing goods from these factories? ... others?

4. What is the Corporate Social Responsibility of foreign retail brands who rely on these Bangladeshi factories?

Why might you wish to consider these questions? Among other reasons, they could show up on the final exam.

**Sessions 24**

**Topic:** Corporate Social Responsibility (continued)
**Readings:**
1. *The Burma Pipeline* (Ivey Publishing course packet.) (continued)

**Session 25**

**Topic:** Opportunities at the Bottom of Pyramid
**Readings:**

**Case:** *Danimal in South Africa: Managerial Innovation at the Bottom of the Pyramid* (Ivey Publishing course packet.)

**Assignment Questions**
1. What insights does the Danimal project offer regarding the strategic and managerial challenges of reaping the “fortune at the bottom of the pyramid”? What organizational changes need to be made to successfully compete for the bottom of the pyramid market?
2. How successful has the Danimal project been? How would you measure its success?
3. Was Maria Pretorius’ involvement in the Danimal project a good career move?

**Sessions 26**

**Topic:** Reading day, no classes

**Sessions 27 and 28**

**Topic:** Shell in Nigeria
**Readings:**
2. The Other Shell. (posted on eCampus)
3. EITI source book (posted on eCampus)

[Teams will make presentations over these two days. Assignments are posted on eCampus.]

**Session 28**

**Topic:** Shell in Nigeria: Lessons Learned
**Wrap-up**
Course Change Request

WFSC 639: Wildlife Ecotoxicology

In Workflow
1. WFSC Department Head
2. Curricular Services Review
3. AG Committee Preparer GR
4. AG Committee Chair GR
5. AG College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 07/12/17 8:18 am Michael Masser (m­masser): Approved for WFSC Department Head
2. 07/13/17 2:55 pm Sandra Williams (sandra­williams): Approved for Curricular Services Review
3. 07/13/17 2:59 pm Dawn Kerstetter (dkerstetter): Approved for AG Committee Preparer GR
4. 08/14/17 9:45 am David W. Reed (dwreed): Approved for AG Committee Chair GR
5. 08/14/17 9:46 am David W. Reed (dwreed): Approved for AG College Dean GR
6. 08/30/17 2:26 pm LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 09/07/17 2:05 pm LaRhesa Johnson (ljohnson): Approved for GC Chair

Catalog Pages referencing this course
- Department of Wildlife and Fisheries Sciences
- WFSC Wildlife & Fisheries Sci.

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsay Hutchins</td>
<td><a href="mailto:lhutchins@tamu.edu">lhutchins@tamu.edu</a></td>
<td>979-845-5704</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

Other

To avoid repetitive material from another WFSC course.

Prerequisites and Restrictions

Courses in CHEM and BICH and graduate classification or approval of instructor.

Concurrent Enrollment

No

Should catalog prerequisites / concurrent enrollment be enforced?

No

Crosslistings

No

Stacked

No

Semester Credit Hour(s)

3 Contact Hour(s) (per week):

Lecture: 3 Lab: 0 Other: 0 Total 3

Repeatable for credit

No

Three-peat?

No

CIP/Fund Code

0301040002

Catalog course description

Distribution, fate, and effects of environmental pollutants on wildlife behavior and reproduction. Global distribution of pollutants and effects on near and remote ecosystems. Field studies, biomarkers, stable isotope and various techniques for evaluating pollutant hazards on wildlife. Only one of the following will satisfy the requirements for a degree: WFSC 627 and WFSC 639.
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
No

Will this course be taught as a distance education course?
No

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
Yes

This will be a required course or an elective course for the following programs:
- Required (select program)
- Elective (select program)

## Course Syllabus

- Syllabus: Upload syllabus
- Letters of support or other documentation: No
- Additional information
- Reviewer Comments
- Reported to state: No

Key: 16486