Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. This request is submitted by the Department of Marine Sciences
2. Course prefix, number and complete title of course: MARS 620 International Environmental Business Transactions

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.
3. Change requested
   a) Prerequisite(s): From _____________________________ To _____________________________
   b) Withdrawal (reason) _____________________________
   c) Cross-list with _____________________________
      Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: MARS 620 International Environmental Business Transactions. This course is designed to provide an overview of those laws, regulations, and regimes involved in international environmental business transactions; and to identify those environmental regimes which are triggered when business is conducted internationally. The course includes topics in international law, regional law, and US federal law.

5. Complete proposed course title and proposed course description (not to exceed 50 words): MARS 620 International Environmental Business Ethics. Introduction to ethics in international environmental business transactions. Sources of morality (ethical traditions, theories, ethical decision-making models) applicable to business and management, critical ethical issues, dilemmas, and challenges business operations (e.g., gene cloning). Utilizes research and critical thinking strategies through a web-based process, class interaction, and self evaluation.

6. a) As currently in course inventory:

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   b) Change to:

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Approval Recommended by:

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Chair, College Review Committee

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Head of Department (if cross-listed course)

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Dean of College

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Submitted to Coordinating Board by:

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Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

1 of 8 D3
Justification for proposed course title and description change of MARS 620 from International Environmental Business Transactions to International Environmental Business Ethics:

The content of the course has always emphasized ethical considerations and this change is to more adequately have the course title and description reflect that. Having a course in ethics is a plus in the hiring process when our graduates are looking for jobs, and having ethics in the title of this course will make it more obvious to potential employers.
"It is said that the Austrian social critic Karl Kraus, in answer to a question from a student as to how one could study business ethics, declared that one could not, one had to decide on one or the other."
"It is impossible to eradicate egoism; and one should not try to achieve the impossible, because it detracts from attaining really important things; and one should be sparing with one's energies, for they are limited."

German philosopher Vittorio Hösle

I. Description

This course provides an introduction to the field of ethics in international environmental business transactions. Students will be exposed to various sources of morality (ethical traditions and theories, ethical decision-making models) applicable to business and management. We also will analyze a wide array of critical ethical issues, dilemmas, and challenges currently facing specific business operations (e.g., gene cloning). The objectives are to be met through research and critical thinking strategies. This class is going to be different from any class you have taken because the emphasis will be on actively developing your thinking and evaluating that thought process. Everything we do will be designed to help you become better and better at thinking within the subject of ethics in international environmental business transactions. This will be accomplished through a web-based process, class interaction, and self-evaluation. Most importantly, you will be required to internalize information by using it actively in every class assignment. Each assignment is designed to improve your thinking and looking at issues through multiple perspectives. Think of learning about thinking within ethics in international environmental business transactions as you would of learning to run a relay. To run a relay, you first need to learn the fundamentals of this sport at an elementary level and then practice those fundamentals during every practice session. The same is true of learning to think better within ethics. You must be introduced to the fundamentals of sound thinking. Then you must regularly practice those fundamentals.

Each assignment has been designed with the primary purpose of helping you develop your thinking or reasoning skills. Why is this important? The quality of every decision you make will be directly determined by the quality of your reasoning abilities. In fact, the quality of your life in general will be determined by how well you think in general.

II. Objectives

1. To develop the capacity to identify ethical issues, dilemmas, and challenges in ethics in international environmental business transactions.

2. To further develop critical thinking skills.

3. To develop familiarity with important sources of morality that can provide tools to clarify, analyze and strategize around ethical issues in business.

4. To gain confidence in making moral arguments about matters relevant to managerial decision-making, corporate policy-making, and the role of business in protection of the environment.

5. To clarify and develop one's own personal "business ethic" as an important dimension of the sense of vocation and professionalism that should develop for each student.

6. To become literate in the use of electronic technology as a means to access information and communicate with each other in the class.
III. Grading.

Assignments: 70%
Research Project: 20%
Self Evaluation: 10%

A. UNIT ASSIGNMENTS - 70%: You will be given 7 Units/Assignments involving reading and/or listening to speakers. With each assignment, one "challenge question/issue" will be given. Answer this question or respond to this issue by focusing on:
1) What are the key concepts presented?
2) How would you elaborate your understanding of the concepts?
3) What is the author/speaker looking at and how is she/he seeing it - the point of view?
4) What information did the author/lecturer use to come to the conclusions?
5) What questions are emerging for you as we think our way through the issue and what was the key question on the mind of the author when she/he wrote/lectured on this topic?

Good thinking is thinking that effectively assesses itself. As a critical thinker, you should not simply state the problem. You should assess the clarity of your own statement. Do not merely gather information. Check it for its relevance and significance. Do not simply form an opinion. You will loose evaluation points if you do. Substantiate and "think through" every sentence you write. And make certain that these sentences flow clearly, precisely, and with relevance. Each response must be a maximum of 3 pages, single spaced.

Your responses to the Unit assignment will be divided into two groups. Two will be sent directly to me. The other five will be posted to the class WebCT and become part of a group assessment processes. You must know how to work in WebCT.

1. Two Responses to be Forwarded Directly To Me. These are indicated on the appropriate Unit noted later in the syllabus.

2. Five WebCT Posted Responses. Your response to the Unit assignment must be posted by the due date and you must not be late; remember that your team members have had to budget their time in order to complete each Unit assignment in a timely manner. Each posted response to the Unit will then be evaluated by your team members (see #3 below).

3. Assessment Groups. Each student in the class will be divided into one of two assessment groups. You must rotate into/from/between another group with each Unit assignment so that your writing will be exposed to as many of your colleagues as possible. Although I will randomly sample the papers for purposes of grading, you will be given timely feedback by your assessment group; that is, each member of the assessment group will carefully and critically read each other's papers and evaluate them according to a detailed "critical evaluation sheet," an example of which may be found at the end of this syllabus. This written feedback provided by each "critical thinking assessor" - your team colleagues - is extremely important - I will be looking carefully at these posted detailed critiques of each others' papers in terms of how each of you evaluate your colleagues' paper and why you scored it the way you did - what were its strengths and weaknesses in the various categories:
1) clarity
2) accuracy
3) precision
4) breadth
5) relevance
6) logic
7) significance
8) depth.

The critiques of each paper must be posted to the WebCT on the date indicated (please do not post it any earlier or later than the date indicated). The assessment group will select the paper that best represents critical thinking of the ethical issue. You may discuss the paper via the communication/chat room of the WebCT. The assessment group will then post the "selected/winning" paper so that it can be exchanged with the selected paper of its corresponding assessment group or, if there are only two assessment groups, the other group. The other assessment group/each assessment group will read the exchanged paper, critique it, and select which one best represents critical thinking of the issue. (If a class has more than two groups, the other groups will be doing the same.) Ultimately, the goal is for the entire class to select the paper that best represents critical thinking of the Unit's issue. The selected paper will be posted on the WebCT under the assigned Unit as "The Selected Paper."

After each student will have an opportunity to re-write any or all of the Unit assignment paper within three days of the posting of the critique. Any re-writes must be posted so that there is the "original version" and the "revised version" on the site.

For the next assignment, students will rotate into a different assessment group. As a class, you will need to decide who will be in charge of ensuring the successful logistics of the process for each week, e.g., one or two persons - or rotating this assignment throughout the course -- must be designated to make certain the papers are posted in a timely manner [this means just checking the site on the due dates to make certain all papers and critiques have been posted] as well as making certain that the people in the group rotate in and out of the assessment groups]. As a class, you should make this decision as to who will be in charge - and/or how this will be handled -- by the third day of class. Assuming there are two groups, here are the main points:

Groups:

Remember: You will revolve in and out of the groups.

Group 1
Group 2

I would suggest that you assign a rotating number for each member of the class. For example:

WEEK ONE:
1 Smith
2 Jones
1 O'mally
2 Sharist
1 Redster
2 Daley
1 Marquette
2 Ginland

WEEK TWO:
1 Jones
2 O'mally
1 Sharist
2 Redster
1 Daley
2 Marquette
1 Ginland
1 Smith
And so on....

· Group 1 (those with this week's #1 grouping) will select the best paper and post this on the WebCT. The selected paper and critiques will be posted on the WebCT.
· Group 2 will do the same.
· Groups 1 and 2 will select one of the two papers from each of their two groups.
· Each student will read these last two papers and evaluate them in terms of the above stated criteria. The best paper will be selected and posted to the WebCT as well each student's critiques.

Due Dates When Group Assignments Are To Be Submitted Each Week:
· Each paper must be posted on the WebCT by Monday, 12:00 CST. Each one in each of the assessment groups must read that groups' papers. You are not required to the papers from any other group for that assignment.
· Critiques and selection of one paper from each of the groups must be posted as close to noon, Wednesday, as possible.
· Each group must post its selection as close to noon, Thursday, as possible.
· Everyone in the class will critique the top two papers and submit their choice and substantiating critique as close to noon, Friday, as possible. Thus, each week's "final selected paper" must be posted by determined by Friday afternoon of each week.

PLEASE USE THE FOLLOWING FOR THE GROUP ASSESSMENT OF UNIT RESPONSES:
Critical Thinking: Guidelines for Evaluation of Writing

TOPIC: __________________________ DATE: __________________
AUTHOR: ________________________ ASSESSOR: ________________

SCALE:
5 = No weaknesses; exceptional 4 = More strengths than weaknesses; 3 = As many strengths as weaknesses; 2 = Minimal level in this area; 1 = Failed in this area

A score of 1 or 5 requires additional justification.

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Intellectual standards are essential to the assessment of thinking. I have incorporated a system of standards that you are to use to assess your thinking and to bring intellectual standards into our ethics course. You should also use these standards in assessing the papers you read. Throughout the unit
assignments, always keep in mind the following standards and ask yourself these questions:

- Clarity: Are you clear about your position? Could you state it in other words?
- Precision: Could you be more precise?
- Accuracy: How can you or I check to see if the information you are using is accurate?
- Relevance: How is what you are saying relevant to the question on the floor?
- Depth: Can you articulate and have you articulated how you have considered the complexities in the issue?
- Breadth: Can you articulate/have you articulated other reasonable ways of looking at the issue?
- Logic: Is there a more logical interpretation than the one you have articulated?
- Significance: Have you focused on the most significant issue in dealing with/addressing this problem/issue?

You should read and re-read the criteria in this syllabus many times throughout the semester to ensure that you are clear about what you are striving to achieve. During the second week of class, you must submit a one-sentence statement indicating that you have received a copy of this syllabus, read it completely, and understand the goals, objectives, and all requirements of the course.

B. RESEARCH PROJECT - 20%.
Designing a Environmental Business Ethics Module: In this project, you will design a module that focuses on a specific environmental business ethic issue that will be posted to WebCT. Include objectives, interactive assignments (e.g., chat room; discussion thread), reading assignments, quiz, and any other information that will make the module 1) informative; 2) intellectually challenging; 3) relevant to ethical conundrums; and 4) enjoyable.

Notify your classmates when you've posted your module and be sure to post it at least 10 days prior to the last day of class. Select one person with whom you exchange modules. Each pair must critique the other's module and provide constructive comments. Incorporate those comments and post the final module by the last day of class.

C. SELF EVALUATION - 10%.
One of the most powerful complex structures of self-assessment in thinking is that of completing a global analysis of the strengths and weaknesses of your overall performance in class. Therefore, you are required to argue for a grade you believe you deserve and "make a case" for receiving a particular grade using criteria provided in this syllabus and citing specific evidence from your work throughout the semester. Understand that if you argue for a higher grade than you deserve, your grade will be negatively affected. However, an accurate documentation of a lower grade will raise that grade. For example, if you do an excellent job documenting that you have done "D" work on this course, then you will receive an "A" on the self-assessment, thereby raising your final grade by a certain percentage.

What Each Grade Represents:
F - The essence of F-level work is that the student demonstrated a pattern of non-critical thinking and/or failed to do the required work of the course. Typical characteristics of the work of a student who receives an F include: the student does to understand the basic nature of thinking in this subject area and does not display the related skills and abilities that are the heart of the course. The work at the end of the course is vague, imprecise, and unreasoned as it was in the beginning. There is little evidence that the student is genuinely engaged in the task of taking charge of her/his thinking. Many assignments appear to have been done pro forma with the student simply going through the motions without really putting any significant effort into thinking her or his way through them.
D - The essence of D-Level work is that it demonstrates only a minimal level of understanding and skill in critical thinking in the course area. D work at the end of the course shows only occasional environmental thinking skills. Most assignments are poorly done. There is little evidence that the student is "reasoning through the assignment in a critical manner. D work rarely shows any effort to take charge of ideas,
assumptions, inferences, and intellectual processes. In general, D-level thinking lack discipline and clarity.

C - The essence of C-level work is that it demonstrates more than a minimal level of skill, but it is also highly inconsistent with as many weaknesses as strengths. C-level work illustrates some but inconsistent achievement in grasping what scientific thinking is along with the development of modest critical thinking skills or ability. Though some assignments are reasonably well done, others are poorly done or at best are mediocre. On the whole, C-level work shows only modest and inconsistent reasoning and problem-solving skills.

B - The essence of B-level work is that it demonstrates more strengths than weaknesses and is more consistent in high level performance than C-level work. It nevertheless has some distinctive weaknesses though no major ones. B-level work represents demonstrable achievement in grasping what scientific thinking is. B-level work at the end of the course is, on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning. The work demonstrates a mind beginning to take charge of its own ideas, assumptions inferences, and intellectual processes with the student often analyzing issues clearly and precisely.

A - The essence of A-level work is excellence overall with no major weaknesses. A-level work demonstrates real achievement in grasping what scientific thinking is, along with the clear development of a range of specific skills and abilities. The work at the end of the course is, on the whole, clear, precise, and well reasoned. The A-level student analyzes issues clearly and precisely, formulates information clearly, usually distinguishes the relevant from the irrelevant, recognizes key questionable assumption. A-level work displays excellent reasoning and problem-solving skills and is consistently at a high level of intellectual excellence.

**Statement on Academic Dishonesty.** For many years Aggies have followed a Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course. Academic dishonesty infractions will result in failure of this course as a minimum sanction.

**Statement on American Disabilities Act.** The American 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 the Director of Counseling and each of your course instructors.

**Absences.** Information concerning absences can be found in the University Student Rules Section 7. The university views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. If the absence is excused in the process as outlined in the University Student Rules, the student must be given the opportunity to make up the work. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part III, Student Grievance Procedures, Section 49, Unexcused Absences, for more information on appealing an instructor's decision.

**Family Educational and Rights to Privacy Act (FERPA).** FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

**NOTE:** The Marine Policy site offers excellent research tools. For searches re the Marine Policy site, use Google at: [http://www.tamug.edu/marinepolicy](http://www.tamug.edu/marinepolicy).

**VERIFICATION OF UNDERSTANDING OF COURSE REQUIREMENTS**

This must be submitted within the first week of class; it may be submitted via email.

"This is to certify that I have read and completely understand the requirements for this course, ________ (Insert Course Designation)."

__________________ (STUDENT) __________________ (DATE)