COURSE NUMBER: MANA 5360.061 & 062

COURSE TITLE: Global Business Perspectives
INSTRUCTOR: Dr. Miguel Caldas, Professor of Management
OFFICE LOCATION: BUS 132
PHONE NUMBERS: (985) 869-1637 Mobile
(903) 565-5698 Office (please avoid leaving voice messages, I will respond quicker via email)
EMAIL: mcaldas@uttyler.edu (best way to reach me)
OFFICE HOURS: (online, via email, see details below)
On campus:
1:30 - 2:30 PM Monday;
1:30 - 2:30 PM Wednesday; or
by appointment.
CLASS MEETINGS: Tuesday, 6:00 PM - 8:45 PM @ BUS 212

COURSE DESCRIPTION:
This course focuses on the mechanics of globalization and the mastery of business strategy, operation and practices from a global perspective. This includes the exploration of national differences in political economy, culture, ethics, and their implications in international management; the impact of trade policies on companies’ international strategies and risks; the key choices managers have in internationalization strategy, organizational architecture, production, marketing and HRM, and how to integrate such choices into a global strategy. This course has immediate applications for managers in all areas of the firm, and in almost all industries.

NOTICE:
This course is very demanding and time intensive, and is NOT recommended for students with a heavy course load or with peaked work/travel schedules.
Please read this syllabus carefully before confirming your registration, so as to make sure you can handle the rigors of the course at this time.

REQUIRED TEXT:
There is only one required textbook for this course that is available in either ebook or print version. This custom-made book was created via McGraw-Hill’s Create platform to help reduce the total cost of the class.
You will need to buy/borrow one of the text delivered via one of the two format options (ebook or print) ONE OR THE OTHER:
• Ebook Version: (Students can order online, via the bookstore or McGraw-Hill) 
  Fall  https://create.mheducation.com/shop/#/catalog/details/?isbn=9781308538853 
• Print Version: (Bookstore can order on behalf of students) 
  You may order this text online from the UT Tyler Bookstore or call them at (903) 566-7070. 
  NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. 

(a) they are responsible and will be held accountable for keeping up and making up for any differences, including procuring the culture chapter not in their volume; and 
(b) they need to be aware of differences in chapter numbers, so as to make sure they are reading the right chapter for each week. 
Readings in the course’s schedule are named based both on the re-numbered chapters of the custom book, and on the original chapter numbers. Make sure you choose either method carefully, we do not want you to read chapter X and take and exam in chapter Y. 

Other readings: 
  • Several other reading assignments, from numerous sources, will be made during the semester, and will constitute a part of the required readings. 
  • Check the detailed schedule to know the required readings for each class. 
  • Also, within Blackboard, several optional readings have been made available. You can find these in the “Class Materials” tab. 

COURSE LEARNING OBJECTIVES: 
After completing the course, students will: 

1. Comprehend what globalization is, its causes and forces, and be able to explain its consequences: how changing international trade patterns, foreign direct investment flows, differences in economic growth rates among countries, and the rise of new multinational corporations are all changing the nature of the world economy and all our lives. 

2. Illustrate how countries differ in terms of political, economic, and legal systems, level of socio-economic development, culture and ethical approaches; furthermore, evaluate how differences in such elements should specifically be used to adapt their organization’s design and strategies, as well as their
management practices.

3. **Explain** different theories on why countries trade, why companies internationalize, why nations promote or hinder FDI (foreign direct investment). **Predict** the specific implications on firms’ strategies (where, when and how companies should compete), and on the mutual effect of companies on trade/FDI policies and on trade/FDI policy instruments on firms’ competitiveness and actions.

4. **Distinguish** different theories on how currency rates are determined and the exposures they generate, on how the global monetary system affects the efficiency of currency management, and on how regulation and risk in global capital markets mutually relate. **Evaluate** and **decide** what they can do as managers to manage currency exposure, design strategies that protect their firms from longer-term exchange and economic risks, as well as from the instability in cost of capital.

5. **Explain** the different strategies for competing globally, the different organizational architectures to operate internationally, as well as the different possible entry modes and decisions. Furthermore, for the businesses they work for, **compare** alternatives and **recommend** (in an **integrated** manner) an international business strategy, an organizational architecture to manage it, as well as which entry mode to implement when taking this company global.

6. **Explain** basic concepts in international business, such as those on exporting and countertrade, those on global production design, those on global marketing, and those on global human resource management. **Recommend** if and how their company should conduct exporting; **choose** where their firms should produce globally and how their production systems should be integrated; **judge** if and how their companies’ strategy on product attributes, distribution and pricing, should vary among countries; and **decide** the most appropriate staffing, performance and compensation management strategies, to be used by their firm in different nations.

**COURSE CONTENTS:**

1. Introduction and Overview of International Business
   1.1. Globalization
   1.2. International Business

2. Country Differences
   2.1. In Political Economy
   2.2. In Culture
   2.3. In Ethics

3. The Global Trade and Investment Environment
   3.1. International Trade Theory
   3.2. The Political Economy of International Trade
   3.3. Foreign Direct Investment (FDI)
   3.4. Economic Integration

4. The Global Monetary System
4.1. The Foreign Exchange Market
4.2. The International Monetary System
4.3. The Global Capital Market

5. The Strategy and Structure of International Business
5.1. Internationalization Strategies
5.2. International Business Organizational Architecture
5.3. Entry Strategies and Strategic Alliances

6. International Business Functions
6.1. Exporting, Importing and Countertrade
6.2. Global Production, Outsourcing and Logistics
6.3. Global Marketing

**GRADING POLICY:**

Your grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>% of Final Grade</th>
<th>Component Points*</th>
<th>Team or Individual Grade</th>
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<tr>
<td>COURSE SET-UP</td>
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<td>0 to -200 (minus**)</td>
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<td>EXAMS</td>
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<td>Post-Reading/Practice QUIZZES</td>
<td>0 %</td>
<td>0 to -260 (minus**)</td>
<td>Individual</td>
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<tr>
<td>Country Seminar**</td>
<td>20 %</td>
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<td>Team</td>
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<td>o Discussion board entries of other teams’ videos</td>
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<td>X-CULTURE PROJECT AND REPORT</td>
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<td>Individual AND Team</td>
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<td>(Global Team Experiential Assignment)</td>
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* Extra credit (at the sole discretion of instructor) = 0~75 points. Total = 1,000 points (excluding extra credit)

** You must evaluate everyone on your team including yourself; any omissions will result in up to 20% of the team grade penalty, plus 5% per late day. Evaluations will be taken in consideration when assigning group grades.
*** Please note that failing some components may produce negative values: i.e., if you do not complete such assignment you do not receive a zero, you will receive the negative value of the assignment, or even negative points of zero-valued assignments.

**Grading scale:**

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<tr>
<th>Points</th>
<th>Equivalent Letter Grade</th>
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<tr>
<td>900 – 1,000</td>
<td>A</td>
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<td>800 – 899</td>
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<td>600 – 699</td>
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**Grade determination:** **YOU MUST HAVE A GRADE D (or better) ON YOUR INDIVIDUAL GRADE COMPONENTS TO PASS THE CLASS. IF YOU GET AN “A” ON TEAM PROJECTS BUT DO NOT ACHIEVE A GRADE D (or better) AVERAGE IN YOUR EXAMS AND QUIZZES, and in each of the individual components, YOU WILL NOT PASS (PASS IS DEFINED AS ACHIEVING A GRADE OF C or better). If you do not do an ASSIGNMENT OR quiz, you may receive the negative value of the assignment.** For example if the assignment was worth 10 points then it is at the professor’s discretion to give you -10 points on the assignment.

Grades will be posted on Blackboard. Students have one week after grade posting to address any grading issues: after one week, grades are considered correct as posted and no further discussion will be had in relation to the posted grade.

**COURSE RULES AND POLICIES**

This course has several key components and rules, each comprising a set of expectations. To participate in the course and to be allowed to take the exams, **you MUST read, accept and upload a signed version of the Course Rules Consent Form.** Failure to do so will mean exclusion from exams, and any team work. Lateness to turn in such form may subject you to up to 100 negative points in the grade point scale. All consent forms must have been signed and uploaded (first sub-tab within the assignments tab) by the defined deadline in the course schedule.

**Classes and Attendance:**

The class will meet in the dates and times stated in the first page of the syllabus. All classes will be face-to-face, and **attendance is mandatory** in all meetings. Furthermore, **failure to attend 75% of the scheduled classes will also result in automatic exclusion** from the examination and loss of all credit for the course.

Moreover, you will need to download/view all lectures in the timing predicted in the schedule, do all quizzes in the designated dates, participate in discussion boards as outlined in the schedule, and turn in all assignments by their due dates. Failure to do any of the assignments noted above will constitute lateness, and late policies will apply.
Class Conduct:
As a student in this class you are expected to conduct yourself in a professional manner. This includes attending, being attentive, and prepared in class. To not distract other students, and to participate in a constructive and positive fashion in class discussions, face-to-face or online.

Course internal communication and Access:
As per University policies, all communications with students will be made via their patriot email accounts (or the one registered in Blackboard by the Registrar, if they do not have a patriot email account). No other email address will be used. It is the student’s responsibility to constantly check their email account. Aside from announcement on Blackboard, students may not expect their instructor to contact them using another medium. If students miss messages sent to their email, they are still responsible for all instructions and expectations such emails convey, and they must accept the consequences of any oversights on their part.

The syllabus, class notes, and assignments can be accessed through the internet via Blackboard. Through Blackboard you can access all course materials with the exception of the readings. All documents on the Blackboard site can be downloaded to your computer, and or printed.

To communicate with your instructor, use the email and/or telephone number provided on the first page of this Syllabus. Please include “MANA 5360” at the beginning of your email subject. Also please always sign your name so your instructor knows it is coming from you, even if he reads it in mobile devices. If the instructor has not replied in 24 hours (with the exception of weekends, when he may take up to 48 hours), assume he did NOT get your email or it has been taken as spam by his email server, and try to contact him again, either by re-sending your email, or by calling him via phone.

Your instructor will be more than happy to respond to your questions, as long as they are within a reasonable expectation. In other words, you are expected to
(a) Read this syllabus and instructions.
(b) Perform autonomous and independent work conducive to a regular student.

All written assignments are due in Blackboard, and the delivery time/date stamp in Blackboard will be the sole indicator if a class assignment has been turned in on time. Do not assume that sending an email to the instructor will substitute for turning in assignments via Blackboard.

Students are responsible for all announcements made in class, or on Blackboard (including, but not limited to, changes to submission deadlines, assignment requirements, etc.).

Office Hours:

You are welcome to stop by and see me during my scheduled office hours (see top page of Syllabus). In case you can only meet outside these hours, call or email me for an appointment. Please do not leave messages on my Office’s voice mail.
provide my email and as last resort my cell phone for direct, easy and prompt access to me at any time, and in the past it has worked much better than counting on the University's voice messaging system.

Academic Integrity Statement:

If I believe an exam, a quiz or any type of assignment has been compromised, I reserve the right to retest the whole class, team, or any individual in the class. Violations of the course’s honor code include, but are not limited to: possession of, or use of, unauthorized materials during quizzes and providing information to another student. Violations may result in academic penalties, including receiving an “F” in this course.

**All exam questions are proprietary:** it is strictly forbidden to manually or digitally copy, photograph, print, or reproduce, any question in any form. Doing so will be regarded as a serious breach of academic ethics, and will not only make you fail the course, but will subject you to the most serious consequences allowed by University regulations.

Written and Oral Requirements

A good portion of the class evaluations will take place either via written exams/assignments/quizzes, or through oral presentations. You are expected to **write well** and turn in written materials in a **professional form**.

Written assignments will be graded not only on **content** but also on writing **effectiveness**, creativity, style and **professionalism**, in so far as these contribute to the overall quality of the written work.

You are also expected to **present well orally**, and defend your points of view in front of your classmates, and/or an external audience. In an online course such as this, you will need to post such presentations via Blackboard for the instructor and other students to see.

Working with a Team:

For all team assignments, you will need to be part of a **team**. Each student will be a part of **two different teams**:

(a) a **global team**, for the experiential learning assignment (X-Culture); and

(b) a **local team**, for all other team assignments.

Global (X-Culture) teams vary in number of team members, please consult the specific instructions for the X-Culture assignment, but teams should comprise 6 to 7 members. However, most likely none of your global team members will be from your own university. And many will be from other countries.

Local teams will have **UP TO THREE** members. Your team will be randomly selected. You are expected to find a good, committed, and cooperative, **work arrangement and fit** with your team. A good portion of your grade will depend on
team grades. And remember: making your team work effectively, as is the case in any professional relationship, is your responsibility. Do not expect your instructor to help you make your team work more effectively. As in your professional life, you must find yourself a way to make that happen.

**Team Assignment:**

By no later than the second week of the course (see schedule), we will assign the teams for the class projects. MAKE EVERY EFFORT TO BE CLOSELY IN SYNC WITH THIS PROCESS THROUGHOUT THAT TIME. If you register late for the course or if you fail to be assigned to a team in the first round, contact your instructor to make sure you make the second round of team activities. We will make changes to accommodate students who add the class. Students may NOT choose their own teams, they will be randomly assigned to their groups.

If a student in your team drops the course, tell your instructor ASAP. He will make the best possible effort to assign another student to substitute the one who left, but this may or may not be possible. Your team should be prepared to do all course projects with the remaining members.

**Assessing and Grading Team Work**

Team research, writing, and presentation work should be divided equally among team members. Because of this, every student is expected to be prepared at all times, to present and defend his/her team’s work in both oral and written form, as his/her own. During the semester, all team members will be required to evaluate their teams and their members’ relative contribution in peer evaluation forms. If particular team members contribute substantially more or less than their share of work to the project, I will adjust their grades accordingly. Both the global teams and the local teams will have peer evaluations. Failure to turn in your peer assessments timely and as prescribed will subject you (individually) to a 20% grade penalty, plus 5% of grade reduction per day of lateness, as such a fault may penalize your colleagues’ grades.

**Late Work and Missed Exams**

**No make-up exams or quizzes will be given as a default.** If you must miss an exam, you must make every effort to contact me before the exam. Failure to do so may result in a zero for that exam. Make-up exams, if allowed by the instructor, must be taken one day prior to the scheduled exam. The format of the make-up exam will be at my discretion (multiple-choice, short answer, or essay).

Twenty percent of the grade will be deducted from work up to 24 hours late. 10% additional deductions will apply per extra late day of the grade until four days late. Beyond four days late, assignments will not be accepted at all.

Again, regarding these rules, I reserve the right to be flexible when reasonable cause is previously (when viable) brought to my attention.
Keeping up with schedule changes

Schedule changes or updates may occur at any time, and the schedule will need to be adjusted accordingly. This syllabus may also require changes at any time. **You are expected to be attentive to syllabus and to class schedule changes or updates** (which you can know of via Blackboard) that may affect your deadlines, or presentation dates. You are expected to agree with the your class mates on adequate email communications and material delivery protocols to handle the various class assignments: **it is your responsibility to maintain yourself “reachable”** through your patriot email (or the one registered in Blackboard by the Registrar, if you do not have a patriot email account) and via Blackboard and/or agreed communication protocols.

Course Schedule:

See Tentative Schedule in separate document. Schedule is “tentative” because all dates are subject to change, due to last minute changes. Please **check frequently for updates** on Blackboard, or during classroom announcements.

INFORMATION AND GUIDES TO GRADE COMPONENTS AND ASSIGNMENTS

Information on **Exams** (Individual)

We will have two exams in this course: one Midterm Exam and one FINAL Exam. Both of them may contain true vs. false, multiple choice, and/or essay questions, depending on the number of students and course dynamics, covering the assigned readings as well as additional material covered in the course which is not in the textbook (i.e., non-textbook material discussed during class, assignments, discussion boards, student presentations, etc). The types of questions are very similar to the Post-Reading/Practice Quizzes discussed in the next section, and such quizzes are the best source to understanding what will be required in the exams and to preparing for the Midterm and Final.

Some questions will test if you understand the concepts viewed in the course. MOST of them, however, will require much more: they **will require critical thinking, and that you can APPLY the concepts. I am not looking for memorization, nor does the real world out there, as you professionals well know. You must learn to reflect and apply what you’ve learned in order to pass this course.** If you do not comprehend and cannot apply the concepts, you will **NOT** pass this course. The sooner you understand this and focus your preparation on this higher-level type of learning, the easier time you will have in this course.

**Both exams will be in paper/written form**, with the same format and contents. Please make sure you **bring a black ink pen AND a # 2 pencil**. You will also be required to bring in a scantron, which can be bought at the bookstore. Do not expect your instructor to provide you with a scantron on exam days.

All exams are individual, and all of them are traditional, closed book (NON-OPEN-BOOK) exams. If a given question demands data to be responded, the data you need will be provided to you as an add-on to the question. Relevant data will likely be
included along with non-relevant data: sorting one from the other is part of the assessment.

This means no computer, smart phone or tablet use will be allowed during the exam. You will also not be allowed to consult the textbook or all your class notes. Given we are not looking for memorization, you will be allowed to bring a previously prepared **REFERENCE SHEET** to take with you to the Midterm and the Final. These reference sheets can be pre-printed with ANY information, class notes, data, graph, table, definitions, Q&A, textbook excerpt, whatever YOU decide or want to take with you, as long as it is pre-printed (i.e., it cannot be handwritten) and that it fits the number of two-sided sheets allowed. Sheets are to be printed on letter or A-4 size paper. **Midterm**: up to ONE two-sided, pre-printed, reference sheet is allowed. **Final**: up to TWO two-sided, pre-printed, reference sheets are allowed. In both Midterm and Final, DO NOT bring sheets of paper that are larger than letter or A-4. Do not bring pages printed on one side with the other side blank. If you cannot print in both sides, then glue them together. Do not bring scratch paper. Please avoid all these issues at the time of the exam, deal with it all in advance.

**Each exam will be comprehensive**, i.e., will cover all contents (including readings, class discussions and handouts, cases, country seminars, and experiential assignments) covered until the class preceding the exam date. In the Final Exam, the same applies, from the course beginning, through the last session.

The dates and times of the Midterm Exam and of the Final Exam are set in the course schedule. Those dates may change at the university and the instructor’s discretion, but most frequently they remain as initially scheduled. To guarantee grade comparability, all students need to take the exams in the same 2-hour time window, regardless of personal schedules. In other words, students will not be free to take the exam at the date or time they want, the exam will not be applied at another date to accommodate participant’s schedules. **The student registered in the course must arrange their schedules so as to be available on those two pre-set dates and times.** If the student is not sure if he/she can make either time, or if they believe they will not be available, given personal, professional, or travel commitments, they **should not take the course at this time.** Unpredicted events will be treated at the discretion of the instructor, as described in the lateness/missed exam policy.

At the instructor’s discretion he **may** provide opportunities for **extra credit work to make up low grades in the midterm exam**, via discussion boards and extra credit assignments. If such opportunities are given they can only make up half of the difference between your actual grade and 100 exam points (maximum exam grade). Hence, if you had a 50 out of 100 on the Midterm exam, you may make up only enough points to reach a 75. More details on this will be given, if applicable and necessary, after the Midterm exam.

**Information on Post-Reading/Practice Quizzes (Individual)**

We will have one post-reading/practice quiz after every module in this course. In other words: you will have a practice quiz every week. The questions are very similar to what you will find in the exams.

The purpose of these quizzes is to prepare you for the exams and to test the efficiency of your reading and preparation in each segment of the course. The instructor uses your attained grades to measure how well prepared you are for the exams, and to guide his support of you if you so request it.
I suggest you take these quizzes only AFTER you have thoroughly read the assigned reading for that module, and after you have watched any online content your instructor provided. Then I would recommend you take it as you would take an exam: closed book, no consultation to others, and giving yourself not more than 4 minutes to answer each question. This will best prepare you for the exams in this class.

The reality is that people will take these quizzes at different times, and some may be tempted to consult their notes, text, or other sources. For that reason, I cannot assure grade comparability. Therefore, this course requirement will be a pass/fail requirement. It is there to help you make sure are sufficiently prepared, but I cannot use your quiz grades to compose your course grade. I can and I will, however, give you negative points if you do not do these quizzes to a minimum satisfaction.

To get a pass on any given quiz, you need to (a) complete on time (each quiz will have a due date in the schedule, usually the last date of the week); and (b) attain at least a D grade (i.e., get at least 60% of correct answers) on each quiz.

If you do not pass the first time, do not worry: revise what you need, prepare better, and take it again, until you get 60% or better. You can re-take the quiz several times if you need to. Every time you complete a quiz on time with a 60% or better, you get a pass.

If you pass all the quizzes (hopefully with 100%, if you go back to them after passing, until you get all questions right), you should be as prepared as possible on the portion of the exams that test the readings. You will not get ANY points for passing these quizzes. Your award for passing the quizzes is to be better prepared for the exams, and not get any negative points.

If you miss or if you do not attain at least 60% in any given quiz, you fail it: failed quizzes will get 20 (twenty) NEGATIVE points each. So if you miss them all you will get around 2 negative points in the course. Lateness will also be penalized: late quizzes will be assessed up to 5 negative points per late week in a quiz.

Information on Country Seminars (Team Assignment)

For the purpose of this “Country Seminar” assignment, imagine your LOCAL team has been given a task by your employer, a multinational corporation with operations all over the world, to gather and organize information, IN A SHORT 15-MINUTE VIDEO PRESENTATION, and in a 4-page COUNTRY WRITTEN SUMMARY, on ONE specific country, with the ultimate objective of preparing the organization’s employees and expatriates for considering doing business in the assigned country. Imagine the other teams are additional departments within the organization, and you are all competing for a prize, to be given to the best completed outcome. Your job is NOT to “sell” that country, even if it is not a good destination, but rather to produce the best possible preliminary picture of it. The prize will go to the best, more thorough, and yet at the same time more captivating, depiction/assessment of that country as a business destination, not to the best-selling one.

Hence, for this assignment, each student must be a part of one of the up to THREE people local teams. If needed the instructor may concede an exception of TWO person teams, as a function of the number of people in the class, or the people left in a group after drop outs occur. Those teams will be randomly chosen by Blackboard.
Each team will pick and choose (first come, first serve) one of the following countries, which comprise the top 10 trade partners of the US (as of 2013 department of trade data - source: [http://www.commerce.gov](http://www.commerce.gov)):

- Canada
- Mexico
- China
- Japan
- Germany
- United Kingdom
- Brazil
- Netherlands
- Hong Kong
- South Korea

The order of country presentations will be different than the list above, which is the ranking of US trade partners, and all such dates can be seen in the course’s tentative (pre-country designation) schedule.

This team choice will need to be a team consensus and responsibility, and students should make sure their schedules are compatible with the timeframe they are choosing to be assigned to. Based on each team choice, the final seminar assignment will be confirmed in a final (post-country designation) schedule to be published in Blackboard by the end of Week #2.

In order to make that choice, after you have found out who your local team mates are, get in touch with them ASAP (use Blackboard to initiate communication with assigned team mates, and from there use any means you agreed on). Your first task as a local team is to indicate which countries (in order of preference) you’d prefer to do the country seminar on. To formalize this choice, you must, as a team, complete the “Country Designation Assignment” (in Blackboard, assignments/team assignments tab), communicating that priority. Failure to do so on time will force me to randomly allocate a country and date to your team, which can be as early as week #3’s country seminar.

Once the team’s choice has been confirmed by the Instructor, by Week #2, each team should be working on preparing their COUNTRY VIDEO SEMINAR, using the following guidelines:

The general objective of the country seminar is to provide their audience with a “snapshot” of the country’s PESTEL elements (the Pestel model will be discussed in the course), comprising:

1) Basic facts:

- Demographics, basic facts, figures (comparative to its immediate region AND the USA)
- General business environment

2) Political Economy Environment, including:

- Historical/Current:
  - Political System, Political Freedom and political stability
  - Economic system, Economic Freedom, Economic Indexes and outlook
o National-level Trade Orientation and Policies
o Inward FDI receptiveness and confidence, Outward FDI trends
o Export/Import Readiness/Easiness
o Financial System/Exchange Regime and Monetary System/debt behavior, Exchange volatility

(all comparative to immediate region AND the USA)

3) Socio-Cultural Environment, including:
   • Historical/Current:
     o Culture/Ethical Differences to USA and immediate region - Typical management practices in the country
     o Corruption
     o Rule of Law

(all comparative to immediate region AND the USA)

3) Technological, Environmental and Legal Contexts, including:
   • Historical/Current:
     o Technological context, R&D capabilities
     o Environmental context and issues: Environmental protection Index and main challenges
     o Legal Context: Legal System, Copyright, Patent and Intellectual Property protections

(all comparative to immediate region AND the USA)

4) Main National-level Risks, Challenges AND Opportunities as a global opportunity source or target (SWOT Analysis of country as global business destination)

Additional points will be granted to teams using creative approaches and techniques that give the audience a “flavor” of that region, and of how management is conducted there. In the past, all sorts of media, music, etc., have been used for that purpose.

The presentation prepared by the team will have to be uploaded as a URL link in the designated Blackboard area by the deadline stipulated in the class schedule. The team can use whatever form of VIDEO that can be played, by the instructor and all other students, preferably with any browser following the supplied link. The maximum length is 15 minutes, but it is not required that it is that long, nor will lengthier videos be more valued due to length alone.

DO NOT, under any circumstance, upload a video file itself, but rather only a URL link to the video in YouTube.

The presentation should not be simply a voice-over an MS Powerpoint presentation, but it should contain sound and movement, and all team members should orally present at least one portion of their team’s work. An exception to the oral component can be made upon evidence of a student’s disabilities.
Using video inserts of external visiting speakers from the selected country, or a short video from such external people (made specifically by the team for this assignment), have also been successfully used in the past. Feel free to be creative, and to have some fun while you’re at it.

The seminar should not be a formal, detailed, or itemized, country report, but rather an informal and managerial, presentation.

All other teams will watch your team’s presentation, and be expected to provide feedback and constructive suggestions, add-ons, links, etc. These discussion board entries will be graded and will constitute part of your grade. Your team will be allowed extra time (starting after the discussion board on your country has ended) to turn in a revised version, incorporating all changes if you feel you should change it at all. The earlier your team presents, the shorter preparation time you will have, but the longer revision time you will be granted, and vice versa: the later your team presents, the more time to prepare you will have, but the shorter will be your revision timeline. Take that into consideration when you do your team’s country designation.

**Classmate Country Written Summary**

No formal, final or detailed written report is expected of the students from their country seminars. However, a brief (up to 4-page) summary **written summary** is expected to be uploaded along with the video, as a source of reference and preparation for exams. All presenting teams are expected to upload such 4-page summary along with their video, and it is due in the same deadline as their video.

It should NOT be simply a copy of the presentation’s slides, but rather a didactic source of information and quick reference. It should stand by itself, and not be dependent on the video content, or vice versa. Creativity is greatly appreciated and will be rewarded in the team’s grade.

Do not create it using too much text: make it as visual and “snapshot illustrated data” as possible.

From previous semesters, we have a few exemplary submitted projects. Those will be provided in Blackboard, in the Team Assignments’ tab. We only picked exemplary materials from teams that knew NOTHING of video editing when they got started, and they did all they have done with plain hard work and effort.

**Information on Experiential Assignment – X-Culture Project and Report (Global Team Assignment)**

This should be one of the most fun and fulfilling, and yet also most demanding, projects you will do in your graduate experience.

It will be demanding because it will require a great deal of commitment on your part during the first half our of course (approximately the first 8 weeks): students who do not participate fully may be excluded (by their team mates) from the project, and thus may get a significant direct hit on their course grade.

Again: this course is very demanding and time intensive, and it is NOT recommended for students with a heavy term load or with peaked work/travel schedules.
The central argument of this entire course is that this is an increasingly globalized world, and that you all must be prepared to work and thrive in the complexities of a cross-cultural and international business context. However, most of the students at UT-Tyler have never had an international or cross-cultural work experience. Thus, our classes and discussions can become quite theoretical, albeit the subjects will be very real to most students down the road of their careers. We all know that most of you will probably work with international clients or co-workers from other countries, many will work for multinational companies, and some may even work abroad. Without such an experience, you could be at a disadvantage in the marketplace.

The solution we came up with was to provide ALL students with a real international collaboration experience, a sort of a crash course into the international business reality of today. We will be participating in the X-Culture Project (www.x-culture.org), a prestigious experiential learning experience networked project, involving more than 3,000 students from universities in 40+ countries representing 6 continents. You will be assigned to a 6 to 7-person global team (close to a random selection), with students enrolled in International Business/Management classes around the world. We attempt to maximize cultural diversity within each team. When possible, the teams are composed so that each team member represents a different country, and the countries represented on a team are as distant as possible. You will be allocated both by your home school (UT Tyler) and by some survey questions you will respond. One of these questions will ask what country you feel the most to be a national of. Some people born abroad but having lived here all their lives, or whose heritage is not from the US, may tend to respond that foreign nationality as their own. Just be aware that if you do respond that way, you will be qualified as a person from that country, and not as a US team member, and as a result X-Culture will most likely assign an additional US person to your team than the 2 or 3 USA members that all teams tend to have. You should respond whatever you feel is more truthful, but be aware of that diversity consequence in terms of team constitution that can result from your survey response.

Be aware that changes in your team composition are very likely. Late enrollments and/or dropouts are inevitable and a lack of commitment from some team members is not uncommon. Just like a real life experience, you need to be ready for such changes and help your team adapt. It is part of the project. Moreover, we normally place Master’s and Undergraduate students on separate teams. However, due to various reasons it is not always possible to keep them separate, so we may have some mixed MBA-Undergraduate teams. If that happens in your team, remember that, as a graduate student, you are expected to be a co-mentor to more junior and less experienced students.

Please also be aware that occasionally, we have students who, for various reasons, stop actively participating in the project. Although the same problems are commonly observed in corporate global virtual teams and the very existence of free-riders and under-performing students makes X-Culture only more realistic and educational, this creates major challenges and spoils the experience for the entire team. Therefore, we carefully monitor individual student performance by the means of weekly surveys. Teams are given an option to vote out free-riders and if a team member is voted out by the rest of the team two weeks in a row, the student will be excluded from the project. Thus, to make sure this does not happen to you, which would likely cause you to fail the course, as you will be representing all of us at UT-Tyler, please make sure you set aside the time and effort to do this properly.
All teams will be working to advise a real company on a potential global expansion. Each global team may either select one of the companies and assignments already lined up by the X-Culture Project (http://www.x-culture.org/challenges.html), or propose a company and an assignment of their own, following requirements and rules described in the instructions.

Once the global team chooses its assignment, they will have 8 weeks to interact with the real people in those real companies, and provide an analysis on real problems such as how they could enter a specific foreign market, how they should staff such operations, how they should market and price the new or existing products they would enter the new market with, etc. Think of yourself as a consultant working on a global project with a global team. You will interact with students from around the world in that global team, while working with them on a real business challenge and will be proposing your analysis and solutions via a group report.

The X-Culture project is an international interaction/collaboration exercise and not a test of knowledge. It is an experiential exercise designed so as to involve maximum cross-culture interactions and international business problem solving, so that the students can gain first-hand experience in these areas. The particulars of the exercise DO NOT perfectly match and do not include every topic on our course outline: that is not the goal. In other words, to perform the exercise the global team will be asked to deal with several elements of international business: you will see these elements in our course, but many of them after the exercise has ended; some elements you should have reviewed in other courses; and other elements you will not see at all. Again, to deal with only course-related material and to measure your knowledge in the course-related subjects is NOT the goal of the exercise. The goal is to provide you with opportunities to first-hand experience real life challenges and learn the best practices of cross-cultural international collaboration. At the same time, the project allows you to gain first-hand experience in the type of issues and problems that do arise when doing business internationally, even if your course will not cover all of them.

You and your team will have both group and individual tasks to complete every week, during the first half of our course, all very time sensitive, and all graded by an international team of instructors, of which your own instructor is a member. Think about it: I will have to read and grade as many team reports, weekly, as there are students in my class! We will all be very busy in the first half of this course. But it is well worth it.

Since you will be collaborating with international “co-workers”, you will be using tools such as Skype, Dropbox, Google+, Facebook in addition to emails. My general recommendation is to use your patriot email accounts for email communication, Dropbox or Google drive for sharing files, and Skype.

By having this very intense and complex experience in the first half of this course, two very positive outcomes will be enjoyed by all students: in the short term, their course will make much more sense and all concepts we will be introducing will be alive and real to them, as their global team collaboration experience will have given them that international experience they lacked before. But more importantly, this project will most likely constitute the learning experience that you will need before embarking, more internationally-competent, on your immediate and future career. You WILL have a lot to say when someone inquires about your international experience. And you will have a certificate to show for it (sample Achievement Certificates can be viewed www.x-culture.org/certificates.html).
For those of you who do not wish to work in groups for various reasons, you will be able to carry out the whole project individually. Note, however, that this is heavily discouraged because it would stray away from one of the objectives of this course and also it would be very taxing on your time.

Please note that you MUST read the Student Instructions Manual and pass a pre-project readiness test by the end of Week # 1 to be considered a participant in X-Culture. If you do not timely pass that test, you cannot have this component of the grade, which will most likely cause you to fail this class. If you pass it late, you will have up to 100 negative points. So do this ASAP. It is easy. All you need to do is read the instructions both in the manual (in the x-culture site) and in the syllabus, and answer some questions in a survey that will be sent to your patriot email account. The whole process should take you no more than 30-45 minutes, including reading the manual and taking the survey.

For your personal planning, from our previous experience I expect each of you to work from 20 to 32 hours in this project, depending on how well your team organizes itself and on the complexities of international communication. The additional time requirements come from the need to communicate in a foreign language, learn how to use new communication media, and the added administrative cost due to time zone differences and geographic dispersion. This time should be distributed as follows:

<table>
<thead>
<tr>
<th>Task, Students</th>
<th>Approx. Combined Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the project starts:</td>
<td></td>
</tr>
<tr>
<td>Pre-project training + test</td>
<td>1 to 2</td>
</tr>
<tr>
<td>Pre-project survey</td>
<td>0.5</td>
</tr>
<tr>
<td>During the project:</td>
<td></td>
</tr>
<tr>
<td>Correspondence &amp; interaction with teammates</td>
<td>5 to 10</td>
</tr>
<tr>
<td>Report write up</td>
<td>6 to 12</td>
</tr>
<tr>
<td>Other unexpected tasks and issues that need to be addressed</td>
<td>2 to 6</td>
</tr>
<tr>
<td>After the Project:</td>
<td></td>
</tr>
<tr>
<td>Post-Project Surveys (global and local)</td>
<td>0.5 to 1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20 to 32 hours</td>
</tr>
</tbody>
</table>
The table below gives an indication of the requirements and deadlines for this group work, which is worth 30% of your course grade:

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Deadline Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-project Readiness Test (check your emails for personalized link)</td>
<td>Sun, Aug 23rd additional days will be given to UT</td>
</tr>
<tr>
<td><strong>Official start of the project, students placed on teams</strong></td>
<td>students given class starts on 8/24th</td>
</tr>
<tr>
<td>Students whose semester starts later will be added to the existing teams once their semester commences.</td>
<td></td>
</tr>
<tr>
<td>2. Establish Contact and Meet your Teammates</td>
<td>Fri, Aug 28th</td>
</tr>
<tr>
<td>3. Select Client Organization and Product</td>
<td>Tue, Sep 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>4. Identify Market Success Factors</td>
<td>Fri, Sep 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>5. Select a New Market</td>
<td>Fri, Sep 11&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>6. Entry mode and Staffing</td>
<td>Fri, Sep 18&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>7. Product and pricing</td>
<td>Fri, Sep 25&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>8. Distribution and Promotion</td>
<td>Fri Oct 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>9. Team Report DRAFT and Progress Survey</td>
<td>Fri Oct 9&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>10. FINAL Team Report (&lt;i&gt;Turnitin&lt;/i&gt;)</td>
<td>Fri Oct 16th</td>
</tr>
<tr>
<td>11. Post-project survey</td>
<td>Sun Oct 18&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

*All X-Culture project deadlines are set for 11:59 pm (23:59), New York Time.*

**Important:** Occasionally emails with invitations to take a survey are filtered into the Junk/Spam email folder. Please check your Junk/Spam email folder (search for messages with “X-Culture” in subject line) if you don’t receive a survey invitation message around the date specified in the table above. If you do not receive any of the above-mentioned invitation emails with links to surveys by the time specified, please contact your instructor. Lost emails and other technological failures are not an excuse for missing the deadlines.

As you can see, it is a very tight and time-sensitive project, but the good news is that you’ll be done with it by the middle of the semester.

It has been mentioned before that the X-Culture exercise and its milestones may require from the team concepts that DO NOT perfectly match and do not include every topic on our course outline. It has also been mentioned this is fine, as to measure your knowledge in the course-related subjects is NOT the goal of X-Culture. That being said, your global team may still want to assign you to lead a specific milestone completion or portion of the final report. Thus, in order to make it easier for you, keep in mind the following:

- You will not need any course theory to complete milestones 1, 2 and 3.
- For milestone 1, all you will need is to read this syllabus and to read the project instructions (you can find those in Blackboard and also at [http://x-culture.org/wp-content/uploads/2015/08/X-Culture_Challenge_Instructions_2015-2.pdf](http://x-culture.org/wp-content/uploads/2015/08/X-Culture_Challenge_Instructions_2015-2.pdf)).
- For milestones 2 and 3, all you need is to contact your global team mates.
The first milestone you will need some theory for will be Milestone 4: if you need to take a lead on that one, make sure you leap forward in the course to the discussion of the PESTEL model, and that you read Hill’s Chapters 2 and 3. A good and easily accessible source for the PESTEL model is SAYLOR, chapters 8.2, which can be found at http://www.saylor.org/site/textbooks/International%20Business.pdf, pg. 371-381.

If you need to take a lead on milestone 5 (it is quite key, make sure you are up for it!), leap forward in the course to the discussion of the following subjects: (a) PESTEL model, and Hill’s Chapters 2 and 3, as described above for Milestone #4; (b) Hill Chapter 13, or alternatively, a good and easily accessible source is SAYLOR, chapters 10.1 through 10.3, which can be found at http://www.saylor.org/site/textbooks/International%20Business.pdf, pg. 457-479.

If you need to take a lead on milestone 6, leap forward in the course to the discussion of the following subjects: (a) For entry modes, Hill’s Chapter 15, or alternatively, a good and easily accessible source is PRATER (http://wweb.uta.edu/insyopma/prater/EntryMethods%20draft.pdf); For staffing strategies, you can use either Hill Chapter 19, or alternatively, Luftans Chapter 14, pgs. 498-509, whichever is assigned to your course or textbook.

If you need to take a lead on milestone 7, leap forward in the course to the discussion of the following subjects: (a) Hill’s Chapter 18; (b) consider understanding purchasing power parity concerns as will be discussed in the national differences in economic development and environment. A source for this can be Hill Chapter 3, or if that is not available for your course/textbook, you can use SAYLOR, chapter 4.1, which can be found at http://www.saylor.org/site/textbooks/International%20Business.pdf, pg. 146-155; (c) consider understanding foreign exchange effects on pricing and hedging strategies. A source for this can be Hill Chapter 10, or if that is not available for your course/textbook, you can use SAYLOR, chapters 7.1 and 15.2, which can be found at http://www.saylor.org/site/textbooks/International%20Business.pdf, pg. 319-329, and 699-703.

If you need to take a lead on milestone 8 (it is quite specialized, make sure you are up for it! It may be better suited for those of your team mates that are in Marketing and/or in Global Logistics), leap forward in the course to the discussion of the following subjects: (a) For distribution, Hill’s Chapter 17, or if that is not available for your course/textbook, you can use SAYLOR, chapters 9.3, 14.4 & 14.5, which can be found at http://www.saylor.org/site/textbooks/International%20Business.pdf, pg. 424-431; 665-681; for Promotion and Marketing, Hill’s Chapter 18, or if that is not available for your course/textbook, you can use SAYLOR, chapters 14.1 & 14.2, which can be found at http://www.saylor.org/site/textbooks/International%20Business.pdf, pg. 642-658.

And YES, you can consult your instructor for some guidance if you are assigned to lead any milestone, but only AFTER you have thoroughly consulted the specific indication made above for the milestone or section you were designated to.
Grading of this project, comprised of both individual and group components, will be as follows:

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>% of Total Project Grade (≈30% of the course grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual:</strong></td>
<td></td>
</tr>
<tr>
<td>Completion of the pre-project training</td>
<td>0% (must timely pass to participate. If late in passing, 10% negative points will be assigned)</td>
</tr>
<tr>
<td>Weekly progress reports, submitted individually by each student ** (completed fully and before the deadline)</td>
<td>0% (must timely pass to participate. If late in passing, 20% negative points will be assigned)</td>
</tr>
<tr>
<td>Post-project survey (required)</td>
<td>0% (must timely pass to participate. If late in completing, 10% negative points will be assigned)</td>
</tr>
<tr>
<td>Peer evaluations (as evaluated by the other team members in terms of effort, intellectual contribution, help with writing the report, coordinating team efforts, other comments)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Team:</strong></td>
<td></td>
</tr>
<tr>
<td>Quality of the team report*** (as rated by all instructors involved)</td>
<td>70%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

** Weekly reports are completed through X-Culture survey links, sent directly to the central X-Culture team to each participating student. Each student will then send their “Milestone” report through that survey, as well as all his/her team mates will do. However, BE AWARE that your instructor does NOT have access to such milestone reports. Your instructor will only have access to your final report. Hence, do not expect your instructor to know (or to alert you) if your weekly work is up to par with expectations. Thus, if you want post-submission feed-back from your instructor on any specific deliverable you turned in to the central team, make sure you (a) send him such deliverable via email; and (b) ask him for his feed-back on that occasion. Your instructor will likely set up a Zoom session with you to review your deliverable and give you constructive feed-back as soon as possible. Allow for sufficient response time, and remember your instructor has many students, so this should be requested on a need-only basis. If you want a hint of what to develop in each milestone, you may want to participate in your instructor-organized weekly Zoom meetings, as the week’s milestones will be discussed then as well.

*** The quality of the final report will be graded in terms of: Quality of the summary report; Accuracy and thoroughness of the company description; Feasibility of the product choice, its suitability for the suggested new market; Quality of the market opportunity analysis, including the feasibility of the success criteria and product-market match; Quality of the basic analysis/description of the country (if applicable); Quality of the following contextual analyses, including relevance to the market/product choice (if applicable): (i) Economic Environment, (ii) Political and Legal Environment; and (iii) Cultural Environment; Feasibility of the suggested market entry mode; Feasibility of the suggested staffing policies; Feasibility and creativity of the marketing strategy; Clarity of presentation, formatting quality, readability, visual appeal, grammar; Quality of the arguments in support of the recommendations provided in the report (clarify, strength and feasibility of the arguments – essentially how well you explain your decisions); Proper use of external sources and references.
More details on this assignment are in the pdf files within the X-culture sub-folder (within the “assignments” tab) on Blackboard.

Information on **Sources and Standards** for Country Seminars and Experiential Learning Projects

You will need to treat these projects as true professional research projects, not as “cut-and-paste”, elementary type of projects. Although I want you to have fun, and I am providing you with enough freedom to exercise creativity and to have such fun, please treat this assignment very seriously and professionally.

In terms of the sources of research, your team should pick the country as a group, and collectively research the country for basic facts. There are many sources at the library and on the WWW, and you are REQUIRED to use several secondary AND primary sources, such as interviews with people familiar with that country.

Regarding secondary sources, some interesting **official sources** are:

- [http://www.principalglobalindicators.org/Pages/Default.aspx](http://www.principalglobalindicators.org/Pages/Default.aspx)
- [http://www.commerce.gov](http://www.commerce.gov)
- [http://lcweb2.loc.gov/frd/cs/cshome.html](http://lcweb2.loc.gov/frd/cs/cshome.html)
- [http://www.state.gov/www/background_notes/index.html](http://www.state.gov/www/background_notes/index.html)
- [http://censtats.census.gov/sitc/sitc.shtml](http://censtats.census.gov/sitc/sitc.shtml)

Other **unofficial sources** are:

- [http://globaledge.msu.edu/global-insights/by/country](http://globaledge.msu.edu/global-insights/by/country)
- [http://travel.state.gov/content/travel/english.html](http://travel.state.gov/content/travel/english.html)
- [http://www.embassy.org](http://www.embassy.org)

Many other sources, not listed above, can and should be used.

Each project should include academic sources to supplement the Internet sources and the interviews. This means that you will need to take advantage of the academic periodical databases that are available in the library. If you have questions about these databases, you may contact our helpful staff at the library.

You will need to differentiate between Internet sources, academic sources, interviews, etc. And you will also **need to cite each source**. Your final upload should provide bibliography that includes all sources for the project. **Failure to provide a bibliography page will result in an automatic failing grade for the project. Also keep in mind that plagiarism on this project or anywhere else in the class will result in a failure of the course by the student.** All written work is expected to include citations of the referenced work. For the proper format of citations, please follow the American Psychological Association Publication Manual. For electronic citations, please go to [http://www.apastyle.org/elecsource.html](http://www.apastyle.org/elecsource.html). For citing interviews and
other primary data, please also follow APA. Failure to cite sources will result in an F for the project or assignment.

As mentioned before, I am also requiring that you use primary data. Primary data is information that you have compiled yourself. For instance, an interview with someone who has done business in that country or is familiar with business in that country would be considered primary data. You will need to interview somebody from outside the project group, and also cite this interview properly within your project. Your team may decide the most effective way that you think your research should be conveyed through in the country seminar: be creative!

By the time “fellow employees” are finished going through your uploaded video seminar, they should have a good understanding of the basic business environment of the country, as well as the cultural and political economy/trade barriers and nuances of doing international business in that country.

THIS SYLLABUS IS SUBJECT TO CHANGE. This is our course plan and main policies document. Nevertheless, due to unexpected events, the syllabus may be revised upon the discretion of the professor. New versions of the Syllabus, if a revision is made, will be published in Blackboard. It is the students’ responsibility to stay abreast of any such modifications.
COLLEGE OF BUSINESS STATEMENT OF ETHICS:

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct yourself in a professional manner both on and off campus.

STATEMENTS AND POLICIES:

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via email) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.
Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler Honor Code:

I embrace honor and integrity. Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do.

Your instructor has CHOSEN to embrace this honor code. Watch the following video, and maybe you will choose join us too:

https://www.youtube.com/watch?v=xVMEQel1Q2A