The Undergraduate Curriculum Committee recommends approval of the following:

1. **New Courses**

   **ANTH 370. Cultural Diversity and Ethics. (3-0). Credit 3.** Examination of the cultural construction of ethical values and how cultural diversity, including beliefs, values and ways of doing business may impact science, technology and engineering projects; focus on developing a holistic, social-science mindset and application of critical thinking skills. Prerequisite: Junior or senior classification or approval of instructor.

   **OCNG 203. Communicating Oceanography Laboratory. (0-2). Credit 1.** Learn and practice basic writing skills for ocean science; basic background on the research being conducted in the Department of Oceanography through seminars given by Oceanography graduate students.

   **OCNG 303. Professional Communication in Oceanography. (3-0). Credit 3.** Exploration of the fundamental skills required for effective communication of various forms of writing and for oral presentations of various lengths and purposes; addresses preparation for various ocean science-related careers. Prerequisite: OCNG 203, COMM 203 or COMM 205, junior or senior classification or approval of instructor.

   **OCNG 443. Oceanographic Field and Laboratory Methods. (2-2). Credit 3.** Development of skills needed to collect, prepare and analyze oceanographic samples; perform data analysis, interpretation and reporting for common oceanographic analyses. Prerequisite: MATH 152, CHEM 102, junior or senior classification or approval of instructor.

   **OCNG 453. Hydrothermal Vents and Mid-Ocean Ridges. (3-0). Credit 3.** Exploration of the creation of various types of hydrothermal fluids, the associated chemical behavior of vent and plume fluids, and the ecology of hydrothermal vent systems; emphasis on the interdependence of the geological, chemical, and biological aspects of hydrothermal systems. Prerequisite: OCNG 251 or OCNG 401, junior or senior classification or approval of instructor.

   **PETE 408. Probabilistic Reserves Evaluation. (3-0). Credit 3.** Oil and gas reserves definitions and reporting regulations; probabilistic reserves estimation methods; unconventional resources characterization; reserves valuation techniques. Prerequisite: PETE 353 or approval of instructor.

   **PETE 418. Deterministic Reserves Evaluation. (3-0). Credit 3.** Oil and gas reserves definitions and reporting regulations; deterministic estimation methods; unconventional resources characterization; reserves valuation techniques. Prerequisite: PETE 353 or approval of instructor.

   **RPTS 380. Visitor and Resource Protection I. (2-2). Credit 3.** Fundamental values and operations of the National Park Service; communication, leadership and conservation skills and practice needed for employment with federal park agencies; physical fitness training. Prerequisite: Junior or senior classification or approval of instructor.
2. Change in Courses

**EHRD 101. Learning Community of Leadership Development in Human Resource Development and Technology Management.**

Course description
From: Exploration of leadership identity, reflection on lessons learned during the first year of college.
To: Exploration of leadership identity, reflection on lessons learned during the first year of college. Must be taken on a satisfactory/unsatisfactory basis.

**LING 307. Language and Culture.**

Prerequisites
From: LING 209 or ENGL 209.
To: Junior or senior classification.

**PHLT 201. Orientation to Public Health.**

Course number
From: PHLT 201.
To: PHLT 301.

**RENR 201. Computer Applications in Agriculture.**

Course number
From: RENR 201.
To: RPTS 230.

Course title
From: Computer Applications in Agriculture.
To: Computer Applications in Recreation, Parks and Tourism.

Course description
From: Fundamentals of computer use and the application of agricultural software; computer use in decision making and problem solving in agriculture.
To: Fundamentals of computer use and the application of software used in careers related to park and tourism enterprises; computer use in decision making and problem solving.

**SCEN 289. Special Topics in…**

Variable credit hours
From: Credit 1 to 3.
To: Credit 0 to 3.

**SCSC 304. Plant Breeding and Genetics.**

Prerequisites
From: SCSC 105.
To: SCSC 205 or approval of instructor.
SCSC 484. Internship.

Variable credit hours
   From: Credit 1 to 3.
   To: Credit 0 to 4.

SCSC 491. Research.

Variable credit hours
   From: Credit 1 to 3.
   To: Credit 0 to 4.
NEW COURSES
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: 
   ✔ Undergraduate  
   □ Graduate  
   □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): 
   Anthropology
   ANTH 370 Cultural Diversity and Ethics

3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Examination of the cultural construction of ethical values and how cultural diversity, including beliefs, values, and ways of doing business, may impact science, technology and engineering projects; focus on developing a holistic, social-science mindset and application of critical thinking skills.

5. Prerequisite(s):
   Senior or junior classification or approval from the instructor.
   Cross-listed with: 
   Stacked with: 
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? 
   □ Yes  
   ✔ No  
   If yes, from ______ to ______

7. Is this a repeatable course? 
   □ Yes  
   ✔ No  
   If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? 
   □ Yes  
   ✔ No  
   Will this course be submitted to the Core Curriculum Council? 
   □ Yes  
   ✔ No

8. How will this course be graded? 
   ✔ Grade  
   □ S/U  
   □ P/F (CL/MD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in History)
      B.S. in College of Engineering
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)
      B.A. in Anthropology, General Academics

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
   ANTH 370  CULT DIVERSITY AND ETHICS  
   Cultural Diversity & Ethics

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   3.00  0.00  0.00  3.00  4502010001  0280  16 - 17  0  0  3  6  3  2

   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign)
   Date
   Chair, College Review Committee
   Date
   Dean of College
   Date
   Submitted to Coordinating Board by:
   Chair, GC or UCC
   Date
   Associate Director, Curricular Services
   Date

Questions regarding this form should be directed to Sandra Williams at 945-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14

RECEIVED  APR 22 2016  CURRICULAR SERVICES
Course Description
This course, purposefully designed for Science, Technology, Engineering and Math (STEM) majors, uses real-world examples and case studies to explore the diverse nature of human culture and ethics globally. In this writing intensive ('W'), collaborative and reflective class we will use an anthropological mindset to assess and address the sociocultural impacts of engineering and other types of projects in global settings. We will develop the critical-thinking skills needed to effectively examine how and why people across the globe are both different and alike. More specifically this course may challenge your assumptions of what is ‘normal’. This course would be especially beneficial to any person intending to work or live in any culturally diverse or international environment.

Course Prerequisites: Junior or Senior Classification or the approval of the instructor.

Why Anthropology?
Anthropology, and its sub-discipline Archeology, is the holistic study of humanity both past and present. Anthropology is a very diverse subject and discipline—it is the perfect choice for anyone who loves to have their fingers in lots of pies! That is because anthropology is a meta-discipline; a meta-discipline that integrates knowledge generated from lots of different disciplines such as philosophy, history, economics, business, psychology, sociology, political science, gender and minority studies, as well as traditional hard sciences like geography, computer science, biology, chemistry, and physics. At Texas A&M University, in addition to having an Anthropology Department, anthropologists are faculty in numerous other departments including Recreation, Parks and Tourism, Architecture, Health Sciences, and International Studies. For STEM majors, the meta-discipline of anthropology provides an ideal window to the wonderfully diverse nature of humanity.

Instructor: Dr. Catharina Laporte
Office: ANTH 224
Office Hours: Tues & Thurs 12:30pm-2pm, or by appointment, or just drop by and visit!
Telephone: Anthropology Main Office (979) 845 5242  Email: claporte@tamu.edu

Course Objectives
This course will:
- Demonstrate how ethics and morality can be culturally constructed, and how cultural diversity impacts ethics in real-world settings.
- Illustrate how adopting a holistic or social science mindset may change the initially perceived parameters (boundary or frame) of a problem, project or program.
- Illustrate how problems are not always black and white, with right or wrong answers.
- Prepare for working in diverse, international or multicultural environments
- Develop written and verbal communication, and critical thinking skills.
Student Learning Outcomes
On the successful completion of this course the student will:

- Critically appraise how their worldview and personal ethic shapes the decisions they make.
- Identify, explain and discuss the concepts of ethnocentrism, cultural relativism, critical cultural relativism, worldview, ethos (spirit of the culture), axiology (what is valued) and epistemology (how we know what we know).
- Formulate or hypothesize how these concepts (listed above) apply to their chosen discipline or subject of interest.
- Investigate, compare and debate how different cultural or ethical perspectives may change the perceived framework of a problem or project.

Course Structure
This course meets two times a week. The first meeting of the week is a section of no more than 100 students. The second meeting of the week, led by a teaching assistant, is a smaller group of no more than 25 students.

Weekly learning modules will be put on eCampus (see below) and students are expected to have completed these modules prior to the first class meeting of the week. The course, and its modules, is structured in a way that acknowledges that students have different learning styles. Each module will have some time devoted different modes of learning: watching, listening and doing. Additionally, the course is structured to allow for more active learning and interaction with the instructor, the community and other students. For example, you will be actively researching materials that contribute to class discussions, and we will often have guest speakers in class.

Modules and Class Technology

**eCampus:** This class will extensively use TAMU eCampus (ecampus.tamu.edu), and all resources will be available there, including assignments, readings, discussions etc. There is no textbook.

**Modules:** This class is broken down into weekly modules. The entire module's information, including readings, videos, downloads and assignments will be available via eCampus. You are expected to complete the module online before the first class meeting of the week. Information delivered in the module will be discussed in class, and will the subject matter for class discussions, workshops and exercises.

**Paper and Pencil/Pen:** It is essential that you always bring paper and a pencil or pen to all class meetings. At times you will be required to write, share and submit work in class.

**WiFi Technology:** In this class we will be using your handheld devices (such as smart phones, tablets, iPhones etc.) and/or your tablets or laptops as means of actively participating in class activities. You will be required to install small free apps on your device to communicate in the classroom. If you do not have a WiFi device, laptops are available to checkout, free, from the TAMU library.

In respect of the learning environment, electronic devices may only be used for class related activities!
**Course Assessment**

There will be no formal exams in this class. Grades will be based on the assessments listed below.

**Quick Test or Task (QT)**

In order to assess your comprehension and knowledge, and to give you the opportunity to explore the module concepts in more depth, ten quick tests or tasks (QT) will be dispersed throughout the semester. Quick tests will be conducted in class, and will have five or less questions and last no longer than ten minutes. Tasks will be assigned via the modules and be required to be submitted via eCampus before the first class meeting of the week. The two lowest QT scores will be dropped and the resulting average will constitute 20% of your final grade.

**Critical Reflection Journals (RI)**

To promote the exchange of ideas and a critical appreciation for other people’s thoughts and concepts in a written format, you will be required to submit five critical reflections (of approximately 250-300 words) on eCampus. Think of this as a scholarly diary entry where you are reflecting upon the course content, what we have viewed and discussed in class, together with the information presented in the modules.

For each RI assignment, you are also required to respond to at least two other team member’s RI with your own unique thoughts or perspectives (no less than 150 words): remember to be respectful and scholarly in your submissions. RI responses (RJR) are due two days after the original RI assignment.

For each assignment, roughly half will be randomly chosen to be graded, such that each student will have two RI/RJR assignments graded by the end of the semester. A grading rubric will be provided in class. These grades collectively constitute 20% of your overall grade.

**Final Project (FP)**

In effort to analyze, apply and synthesize the material learned in this class, and at the same time improve your written, verbal, and critical thinking skills, you will produce a Final Project (FP). There will be several assignment options to choose from: for example, you may wish to apply the Fractious Problem Solving (FPS) guidelines to an engineering project of your choice, or analyze the impact of your senior project exploring multiple perspectives, assumptions and definitions. You may wish to conduct an open ended interview of an industry leader and report on how cultural diversity and/or ethics impacts their daily lives. This will be an ongoing semester long effort honed in lab sessions. The final product will be approximately 1500 words (5-6 pages), although you can select the format and audience yourself (governmental report, story for a popular press magazine, etc.). Your FP will be outlined, drafted, practiced, reviewed, reworked and informally presented in our smaller class meeting. Your FP will be assessed in stages with due dates detailed in the Class Schedule on final page of this syllabus: Written Proposal (10%); Interim Project Checkpoint (10%); First draft and peer review (15%); and Final Project (15%). A grading rubric and more specific instructions will be provided in class. Your FP will constitute 50% of your overall grade.

**Participation in class, eCampus Modules and/or use of technologies in class**

This course is designed to foster learning through individual investigation and interaction with others. Your participation is a critical element to the success of everyone in the class. This portion of your final grade will be determined by the quality of your active participation in class meetings (5%) and your timely completion of the online modules (5%). Participation accounts for 10% of your overall grade.

Final Project (FP): 50%
Reflection Tasks and responses (RI) (2): 20%
Quick Tasks (QT) (8): 20%
Participation: 10%

A=90-100; B=80-89.9; C=70-79.9; D=60-69.9; F=Below 60

**Extremely Important:** If you fail the writing portion of the class, you will receive a failing grade for the whole course. Written work accounts for 70% of your final grade. Therefore, it is extremely important that you turn in your best work on all written assignments.
Course Policies

Attendance: Attending the class is the responsibility of the student and no formal attendance will be taken. That being said, this is a collaborative and interactive class; a large portion of your assessment will be based on work conducted in class—if you miss those activities, undoubtedly your R| and QT grades will suffer.

Makeup Policy: Students are responsible for knowing the course schedule and assignment due dates outlined in this syllabus. For assignments that are missed due to absences, please refer to Student Rule 7 (http://student-rules.tamu.edu/rule07) for details concerning which absences are excused. Students with excused absences must provide written notification prior to the date of the absence, or in cases where advanced notification is not possible, within two working days following the absence. If you do have a university-excused absence please contact the instructor as soon as possible to arrange a makeup schedule.

Assignments missed due to unexcused absences will receive a zero (remember that the two lowest QT scores will be dropped). Due to the collaborative nature of assignments in this course and the logistics of peer review, late projects will receive a grade of zero unless supported by an approved university absence.

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.

Plagiarism and Cheating

Students are bound by the Aggie honor code not to lie, cheat, steal, or tolerate those who do. If you violate the code (e.g., by plagiarizing something or cheating) there will be no second chances—you will receive a zero for the assignment and may receive an F for the class. Plagiarism is my 'pet peeve'! All cases of plagiarism and cheating will be handled according to university policies. For further information on cheating and plagiarism, go to http://aggiehonor.tamu.edu.

Ground Rules (aka Classroom Etiquette).
Throughout the course, you are likely to encounter new ideas through the course materials, and you will learn to look at old ideas in new ways. We will be reading and discussing material that may challenge the way you think about things, both academically and personally. We need to remain open-minded and listen to one another; above all, it is crucial to maintain respect in all classroom interactions. Second, it is important that you show respect to others by arriving to class on time and by only using smart or cell phones, computers and other communication devices for class related activities. You have my permission to use a voice recorder or a laptop to take notes, but you will lose this right if you use a laptop to browse the internet during class.
<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>In Class (First meeting of the week)</th>
<th>Date</th>
<th>In Class (2nd Meeting of the week)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Instructor Introduction&lt;br&gt;Syllabus and technology review</td>
<td></td>
<td>Student introductions&lt;br&gt;Exercise: Syllabus Treasure Hunt</td>
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<td>2</td>
<td></td>
<td>The Engineering and Scientific Methods... Why Anthropology?</td>
<td></td>
<td>Role Play: Water boiling in a small village</td>
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<td>3</td>
<td></td>
<td>What is Holism? What is Culture? What is Ethnocentrism?&lt;br&gt;Do: QT  Due: RJ</td>
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<td>Exercise: Anthropology in practice - Observing and interviewing the other&lt;br&gt;Due: RJR</td>
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<td>4</td>
<td></td>
<td>What is, and why support, diversity?&lt;br&gt;Do: QT</td>
<td></td>
<td>Guest Speaker: Diversity and Learned Ignorance</td>
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<td>5</td>
<td></td>
<td>Paradigms &amp; Epistemology&lt;br&gt;Do: QT  Due: RJ</td>
<td></td>
<td>Introducing Your Final Project (FP)&lt;br&gt;Exercise: Engaging in meta-reflexivity&lt;br&gt;Due: RJR</td>
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<td>6</td>
<td></td>
<td>What is Ethics?&lt;br&gt;Do: QT</td>
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<td>Exercise: Creating a Code of Ethics&lt;br&gt;Due: FP Proposal</td>
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<td>7</td>
<td></td>
<td>The Code of Ethics in your discipline. What is valued and why? What results? Worldview&lt;br&gt;Do: QT  Due: RJ</td>
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<td>TAMU Writing Center FP workshop&lt;br&gt;Due: RJR</td>
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<td>8</td>
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<td>Critical Cultural Relativism&lt;br&gt;Guest Speaker: Hot Houses in Guatemala&lt;br&gt;Do: QT</td>
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<td>Exploring Definitions &amp; Perspectives&lt;br&gt;Role Play: Unintended 'Sticky' Consequences&lt;br&gt;Due: Interim Checkpoint of FP</td>
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<td>9</td>
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<td>Fractious Problem Solving (FPS) &amp; Responsible Innovation&lt;br&gt;Do: QT  Due: RJ</td>
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<td>Exercise: Analyzing Fractious Problems&lt;br&gt;Due: RJR</td>
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<tr>
<td>10</td>
<td></td>
<td>Myths, naturalistic fallacies and assumptions&lt;br&gt;Do: QT</td>
<td></td>
<td>Exercise: Revisiting our meta-reflexivity</td>
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<tr>
<td>11</td>
<td></td>
<td>Technological Determinism &amp; Cultural Construction of Technology.&lt;br&gt;Due: RJ</td>
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<td>TAMU Writing Center Workshop: Mechanics of writing&lt;br&gt;Due: RJR</td>
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<td>12</td>
<td></td>
<td>Bribery, corruption, nepotism, gifts, and grease payments&lt;br&gt;Do: QT</td>
<td></td>
<td>Workshop: Peer Review of FP&lt;br&gt;Due: First Draft of FP</td>
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<tr>
<td>13</td>
<td></td>
<td>Risk, harm, (in) equality and the environment&lt;br&gt;Guest Speaker: Emic perspectives on Nuclear Energy&lt;br&gt;Do: QT</td>
<td></td>
<td>Guided discussion:&lt;br&gt;❖ Displacement for large sporting events&lt;br&gt;❖ Bhopal or Chernobyl disaster&lt;br&gt;❖ Ship breaking in Bangladesh</td>
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<tr>
<td>14</td>
<td></td>
<td>Final Wrap up</td>
<td></td>
<td>Due: Final Version of FP&lt;br&gt;Do: Final Presentations</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVA)
2. Request submitted by (Department or Program Name): Department of Oceanography
3. Course prefix, number and complete title of course: OCNG 203 Communicating Oceanography Laboratory
4. Catalog course description (not to exceed 50 words):
   Students will learn and practice basic writing skills for ocean science. This course will also provide a
   background on the research being conducted in the Department of Oceanography through seminars given by
   Oceanography graduate students.

5. Prerequisite(s):

   Cross-listed with: 
   Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes ☑ No If yes, from _______ to _______.
7. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _______ times.

   Will this course be repeated within the same semester? ☐ Yes ☑ No

8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No

9. How will this course be graded: ☑ Grade ☐ S/U ☐ P/F (CLAD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix: OCNG Course # 203 Title (excluding punctuation) Communicating Oceanography Lab

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Academic Year</th>
<th>FICE Code</th>
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</table>

Approval recommended by:
Deborah Thomas
Department Head or Program Chair (Type Name & Sign) Date

Chris Houser
Chair, College Review Committee Date

Kate Miller
Dean of College Date

(If cross-listed course)

Submitted to Coordinating Board by:
Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course title and number  OCNG 203: Communicating Oceanography Laboratory
Term               Fall 2017
Meeting times and  W 01:50 – 3:50pm
location       O&M Room 617

**Course Description and Prerequisites**

Students will learn and practice basic writing skills for ocean science. This course will also provide a basic background on the research being conducted in the Department of Oceanography through short oral presentations given by Oceanography graduate students.

**Learning Outcomes or Course Objectives**

After you complete this course you will be able to:

1. Describe several areas of research being pursued within the department of Oceanography.
2. Read and summarize journal articles from oceanographic journals.
3. Write abstracts for scientific papers.
4. Use citation styles preferred for ocean sciences.
5. Create figure and table captions appropriate to oceanographic journals.

**Instructor Information**

Name          Dr. Shari A. Yvon-Lewis
Telephone number  979-458-1816
Email address   syvon-lewis@tamu.edu
Office hours    W 2:00-3:00 and F 10:15-11:15 or by appointment
Office location O&M 412

**Textbook and/or Resource Material**

Any auxiliary reading material will be posted on eCampus.
Grading Policies

Grading will be based on the following: Summaries (40%), Compare and Contrast Papers (40%), In-class assignments (10%), Critiques and Discussion (10%). There will be no extra credit.

A homework writing assignment (300-500 words each) will be given most weeks (10 in total) and will be due at the following class period. These are the Summaries and Compare and Contrast Papers mentioned above. In-class assignments include graphing and figure captioning and description exercises. Feedback on the assignments will be returned to the student during the following class and prior to completing a similar type of exercise. Each type of writing assignment will be given 3-5 times during the semester to allow for practice and improvement. Students will also provide constructive Critiques of the oral presentations in class and participate in Discussion of the presentation topics.

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Syllabus and overview of semester; Plagiarism discussion</td>
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<tr>
<td>Week 2</td>
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<td>How to read an oceanographic paper and write a summary</td>
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<td>Week 3</td>
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<td>Presentation and more on reading an oceanographic paper and writing a summary</td>
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<td>Week 4</td>
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<td>Citations; Figure/Table captions</td>
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<td>Week 5</td>
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<td>Presentation and more on Citations; Figure/Table captions</td>
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<td>Week 6</td>
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<td>Basic Literature Review – Compare and Contrast</td>
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<td>Week 7</td>
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<td>Presentation and more on Compare and Contrast</td>
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<tr>
<td>Week 8</td>
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<td>Presentation and more on reading an oceanographic paper and writing a summary</td>
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<td>Week 9</td>
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<td>Presentation and more on Citations; Figure/Table captions</td>
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<td>Week 10</td>
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<td>Presentation and more on Compare and Contrast</td>
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<tr>
<td>Week 11</td>
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<td>Presentation and more on reading an oceanographic paper and writing a summary</td>
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<td>Week 12</td>
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<td>Presentation and more on Citations; Figure/Table captions</td>
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<td>Thanksgiving Break-No Classes W-F</td>
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<tr>
<td>Week 13</td>
<td></td>
<td>Presentation and more on Compare and Contrast</td>
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<tr>
<td>Week 14</td>
<td></td>
<td>Poster versus Oral versus Written Communication</td>
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</tbody>
</table>

Attendance and Make-up Policies

Excused absences will be based on Student Rule 7 (http://student-rules.tamu.edu/rule07). Make-ups will be allowed for excused absences. No make-ups will be allowed for unexcused absences.
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Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu/

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Profession
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: 
   - [ ] Undergraduate
   - [ ] Graduate
   - [ ] First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): 
   Department of Oceanography

3. Course prefix, number and complete title of course:
   OCNG 303 Professional Communication in Oceanography

4. Catalog course description (not to exceed 50 words):
   This course will explore the fundamental skills required for effective communication of various forms of writing and for oral presentations of various lengths and purposes. It will also address how to prepare for various ocean science-related careers.

5. Prerequisite(s):
   - OCNG 203, COMM 205 or COMM 205, by dept. or permission of instructor

6. Is this a variable credit course? 
   - [ ] Yes
   - [X] No
   - If yes, from ____ to ____

7. Is this a repeatable course? 
   - [ ] Yes
   - [X] No
   - If yes, this course may be taken ____ times.

   Will this course be repeated within the same semester? 
   - [ ] Yes
   - [X] No

8. Will this course be submitted to the Core Curriculum Council? 
   - [ ] Yes
   - [ ] No

9. How will this course be graded? 
   - [X] Grade
   - [ ] S/U
   - [ ] P/F (CLMD)

10. This course will be:
   a. [ ] required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. [ ] an elective for students enrolled in the following degree program(s) (e.g., M.S. Ph.D. in geography)

   B.A., B.S. in all Geosciences majors

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. [X] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vp.u.tamu.edu/resources/export-control-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Lec.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>4006070002</td>
<td>214</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>

Approval recommended by:

Deborah Thomas
Department Head or Program Chair (Type Name & Sign) Date: 4/18/16

Chris Houser
Chair, College Review Committee Date: 4/19/16

Kate Miller
Dean of College Date: 4/19/16

Submitted to Coordinating Board by:

Chair, GC or UCC Date: 4/19/16

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services • 07/14
Course title and number  OCNG 303: Professional Communication Profin Oceanography
Term               Fall 2017
Meeting times and location TBD

Course Description and Prerequisites

This course will provide instruction and practice with effective written and oral communication of marine science as well as professional development for marine science-related careers. All aspects of science – research, public outreach, consulting, policymaking, etc. – are meaningless unless they can be effectively conveyed to a variety of audiences. This course will explore the fundamental skills required for effective communication of various forms of writing and for oral presentations of various lengths and purposes. It will also address how to prepare for various ocean science-related careers.

Pre-requisites: OCNG 203, COMM 203 or COMM 205, junior or senior classification, or approval of instructor.

Learning Outcomes or Course Objectives

After you complete this course you will be able to:

1. Differentiate and design a curriculum vitae and resume for the ocean sciences.
2. Describe different oceanography-related careers and perform confidently in a mock interview.
3. Prepare a professional cover letter with appropriate formatting and persuasive content.
4. Classify different forms of written communication in ocean science, the construction of knowledge and purpose of each, and the organization and review structure of each.
5. Interpret and explain concisely ocean science material using proper grammar, appropriate publication format and citation style, and persuasive visual aids.
6. Speak clearly and confidently in front of an audience and handle questions with ease.
7. Design and present an effective oral presentation of various lengths to various audiences.

Instructor Information

Name                  Dr. Jessica N. Fitzsimmons
Telephone number      979-862-8342
Email address         jessfitz@tamu.edu
Office hours          XXX
Office location       O&M 408A

Textbook and/or Resource Material

Texts from which readings may be assigned include:

Meetings. Cambridge University Press.

Additional resources that should be used commonly in this course include:
1. TAMU library home page: http://library.tamu.edu
2. ISI Web of Science: http://www.webofknowledge.com
3. EndNote Information at TAMU Library: http://guides.library.tamu.edu/endnote
4. University Writing Center: http://writingcenter.tamu.edu/
The Writing Center in the Evans Library and in the West Campus Library offers one‐on‐one consultations to students for help at all steps of the writing process. Consultants can also help improve your proofreading and editing skills. Learn more or schedule a consultation online.

Grading Policies
Grading will be based on the following: CV including peer‐review (10%), cover letter (10%), quizzes (10%) and participation (10%), literature review including peer‐review (30%), 15‐minute oral presentation (20%), and 2‐minute elevator talk (10%). Peer‐review grade depends on providing constructive feedback to peers. Quizzes will be based on readings/lectures and will be focused on identifying what makes something effective and high quality communication. Participation requires coming to class and giving constructive feedback to other students in person. There will be no extra credit.

A (90‐100%), B (80‐89%), C (70‐79%), D (60‐69%), F (<60%).

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment Due</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course overview; Plagiarism discussion; ABCs of communication</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Topic due</td>
<td>Forms of written communication, professional emails/FOIA, peer‐review, organization and synthesis, common writing pitfalls, publication ethics</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td>Manuscript structure</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>Manuscript structure</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>Referencing/citations, Compelling visual aids</td>
</tr>
<tr>
<td>Week 6</td>
<td>Lit review draft due</td>
<td>Compelling visual aids</td>
</tr>
<tr>
<td>Week 7</td>
<td>Peer review due</td>
<td>Oral presentation components, Knowing your audience, Being a good speaker, Answering questions</td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td>Oral presentation components, Knowing your audience, Being a good speaker, Answering questions</td>
</tr>
<tr>
<td>Week 9</td>
<td>Final paper due</td>
<td>Oral presentation components, Knowing your audience, Being a good speaker, Answering questions</td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td>Speaking to non‐scientists, 2‐minute elevator talks</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td>Ocean science careers, CVs and resumes</td>
</tr>
<tr>
<td>Week 12</td>
<td>CV due</td>
<td>Cover letters and interview skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thanksgiving Break-No Classes</td>
</tr>
<tr>
<td>Week 13</td>
<td>Cover letter due</td>
<td>15-minute presentations</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>Week 14</td>
<td></td>
<td>15-minute presentations</td>
</tr>
</tbody>
</table>

**Attendance and Make-up Policies**

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**Academic Integrity**

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"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, DVM, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Department of Oceanography

3. Course prefix, number and complete title of course: OCN 443 Oceanographic Field and Laboratory Methods

4. Catalog course description (not to exceed 50 words):
   This course will provide the skills to collect, prepare and analyze oceanographic samples. Students will also perform data analysis, interpretation and reporting for common oceanographic analyses.

5. Prerequisite(s):
   MATH 152, CHEM 102, UGM 143 or permission of instructor
   Cross-listed with: Stacked with: 
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes ☑ No If yes, from __________ to __________

7. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? ☐ Yes ☑ No

8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No

9. How will this course be graded? ☑ Grade ☐ S/U ☐ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geology)
   B.A., B.S. in all Geosciences majors.

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vp.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)
   OCN 443 Oceanographic Field and Lab Methods
   Lec Lab Other SCH CIP and Fund Code Admin Unit Acad Year EICE Code
   2.00 2.00 0.00 3.00 4006070002 2140 - 17 18 0 0 3 6 3 2
   Level 4

   Approval recommended by:
   Deborah Thomas Date
   Chris Houser Date
   Kate Miller Date

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)

   Submitted to Coordinating Board by:
   Date

   Entry Date

   Effective Date

   Questions regarding this form should be directed to Sandra Williams at 845-3201 or sandra.williams@tamu.edu
Course title and number: OCNG 443 Oceanographic Field and Laboratory Methods: 3 Credits
Term (e.g., Fall 200X): Spring 2017
Meeting times and location:
Lecture: Monday and Wednesday GERG Rm 113 12:30 PM to 1:20 PM
Laboratory: Wednesday 1:30 PM to 3:30 PM GERG RM 110
Location: GERG, 833 Graham Rd. College Station TX.

Course Description and Prerequisites

Course Description: This course will provide the skills to collect, prepare and analyze oceanographic samples. Students will also perform data analysis, interpretation and reporting for common oceanographic analyses.

Prerequisites: MATH 152, CHEM 102, junior or senior classification, or approval of instructor

Learning Outcomes

Upon successful completion of the course students will be able to:
1. Implement data and sample collection techniques on oceanographic cruises.
2. Judge, interpret and report the results of common oceanographic analyzes.
3. Solve a problem with team members.
4. Report information and concepts and present written and oral conclusions

Additional Course Objectives

Students will:
1. Develop empirical and quantitative skills as they individually perform calculations for the laboratory exercises.
2. Hone critical thinking skills as they use the data and calculations to draw conclusions and write laboratory reports.
3. Practice communication skills as they write up their answers for the lab reports and give oral and written reports.

Instructor Information

Name:
Dr. Terry L. Wade GERG RM 138 terry@gerg.tamu.edu
Dr. Gerardo Gold Bouchot GERG RM 129 ggold@tamu.edu

Telephone number:
979 862-2325; 979 458 9329

Office hours:
60 min after class GERG Other times by appointment

Office location:
RM 138 and 129, GERG, 833 Graham Rd College Station TX 77845

Textbook and/or Resource Material

All Textbooks and Resource Materials will be made available for loan to students

1. Practical Liquid Chromatograph. Youst, Ettre and Conlon 1980
2. GERG SOP 0005 Digestion of Mineral, Soil, or Sediment Samples Prior to Mercury Analyses using Cold Vapor Atomic Absorption Techniques.
3. GERG SOP 0202 Determination of Mercury by Cold Vapor Atomic Absorption Spectroscopy
4. GERG SOP 0003 Total Scanning Fluorescence Analyses
5. GERG SOP 0001 Extraction of Water for Organic Analyses Using Separatory Funnel Techniques.
8. GERG SOP 0205 Quantitative Determination of Polychlorinated Biphenyls by Gas Chromatography/Mass Spectrometry using Selected Ion Monitoring Mode

**Grading Policies**

Grading scale A=90-100%, B=80-89%, C=70-79, D=60-69, F= below 60.

Gruse Report = 10%
Interpretative data report from chlorophyll, nutrients, salinity and depth =10%.
Write a “case narrative” for results of Mercury analyses=15%,
Paper on some form of chromatography (10 pg. max) =15%
Group project on PAH concentrations and distribution in sediments =20%
Group project on PCB concentrations and distribution in sediments =20%
Use of Proper safety protocol during laboratory exercises = 5%
Class attendance and participation = 5%.

**Attendance and Make-up Policies**

Contact instructor in cases of emergencies or illness.

University Excused Absences – http://student-rules.tamu.edu/rule07
It is your responsibility to contact the instructor to make up the lab IF you have an excuse. You must turn in documentation of a university excused absence to the instructor before you make up the lab. You are responsible for getting any assignment due in that lab to the instructor before you make up the lab.

Make up labs:
If you miss a lab and have a University Approved Excuse, you will be allowed to make up the lab.

**Safety:**
All students will be required to take the TAMU Environmental Health and Safety Hazardous Communication Training on line and provide the instructor with a certificate before any laboratory demonstrations. In order to enable a safe learning environment, an area is available at the back of the conference room for personal belongings. ALL personal belongs must be stowed there for the duration of all labs. This includes cell phones, ipods, purses, book bags, etc. Since we are in a laboratory setting, everyone must wear closed toed shoes for every laboratory meeting of this course, and food and drinks are never to be brought into the lab. For the labs appropriate safety equipment will be provided (e.g. safety glasses/goggles, gloves and aprons) and must be used when required. The location of other safety equipment (fire extinguisher, broken glass container, eye wash, etc.) found in the lab will be brought to your attention by the instructor(s) before labs commence.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction/ Quality Assurance/Quality Control, Safety</td>
</tr>
<tr>
<td>Step</td>
<td>Task Description</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
</tr>
<tr>
<td>2</td>
<td>Cruise/Field work. Collect Samples. Measure CDOM, Salinity, Temperature, Depth, Chlorophyll, and Total Suspended Solids</td>
</tr>
<tr>
<td>3</td>
<td>Cruise Data collection and interpretation</td>
</tr>
<tr>
<td></td>
<td>Generate Cruise Data Base</td>
</tr>
<tr>
<td>4</td>
<td>Nutrients, Dissolved and Total Nutrient (lab) Cruise Report due</td>
</tr>
<tr>
<td>5</td>
<td>Mercury</td>
</tr>
<tr>
<td></td>
<td>Mercury analyses of sediments (lab) Interpretive Report due</td>
</tr>
<tr>
<td>6</td>
<td>Solvent Extraction/Fluorescence</td>
</tr>
<tr>
<td></td>
<td>Analysis of water aromatic hydrocarbons by fluorescence (lab)</td>
</tr>
<tr>
<td>7</td>
<td>Automated Solvent Extraction (ASE) and Chromatography</td>
</tr>
<tr>
<td></td>
<td>Mercury Cass Narrative due</td>
</tr>
<tr>
<td>8</td>
<td>Polycyclic Aromatic Hydrocarbons (PAH)</td>
</tr>
<tr>
<td></td>
<td>Column Chromatography (lab) Chromatography Paper due</td>
</tr>
<tr>
<td>9</td>
<td>Polychlorinated Biphenyls (PCB)</td>
</tr>
<tr>
<td></td>
<td>Analysis of PAH by GC/MS (lab)</td>
</tr>
<tr>
<td>10</td>
<td>Detectors in gas chromatography</td>
</tr>
<tr>
<td></td>
<td>Analysis of PCB by GC/MS (lab)</td>
</tr>
<tr>
<td>11</td>
<td>Data Interpretation and Presentation</td>
</tr>
</tbody>
</table>
Data analyses PAH/PCB

12
Group Report PAH

13
Presentation of Findings
Group PAH Report due

14
Group Report PCB
Presentation of Findings
Group PCB Report due

**Note.** Usually the first class of the week will be a lecture, and the second a lab.

**Other Pertinent Course Information**

The purpose of this course is to provide hands-on fields and laboratory experience in the use of oceanographic methods and preforming chemical analyses. Most of these techniques also apply to lake and river ecosystems. The required papers will provide a writing experience for the student that will also provide feedback to the instructor on how well the students understand the concepts presented in the lecture and laboratory aspects of the classes. The group projects will help develop team building and networking skills.

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“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professor

1. Course request type: ✓ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Department of Oceanography

3. Course prefix, number and complete title of course: OCNG 453 Hydrothermal Vents and Mid-Ocean Ridges

4. Catalog course description (not to exceed 50 words): This course will explore the creation of various types of hydrothermal fluids, the associated chemical behavior of vent and plume fluids, and the ecology of hydrothermal vent systems. Special emphasis will be placed on the interdependence of the geological, chemical, and biological aspects of hydrothermal systems.

5. Prerequisite(s): OCNG 251 or OCNG 401, or permission of instructor

6. Cross-listed with: Stacked with:

7. Is this a variable credit course? □ Yes ✓ No If yes, from _____ to _____

8. Is this a repeatable course? □ Yes ✓ No If yes, this course may be taken _____ times.

9. Will this course be repeated within the same semester? □ Yes ✓ No

10. Will this course be submitted to the Core Curriculum Council? □ Yes ✓ No

11. How will this course be graded? ✓ Grade □ S/U □ P/F (CLAD)

12. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   B.A., B.S. in all Geosciences majors.

13. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

   ✓ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

14. Prefix Course # Title (excluding punctuation)

   OCNG 453 Hydrothermal Vents

   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   3.00 0.00 0.00 3.00 4006070002 17 - 18 0 0 3 6 3 2

   Approval recommended by:

   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee Date

   Dean of College Date

   Chair, GC or UCC Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14

Revised: APR 25 2016
CURRICULAR SERVICES
Course title and number  OCNG 453: Hydrothermal Vents & Mid-Ocean Ridges
Term  Fall 2017
Meeting times and  MWF 11:30-12:20
Location  O&M 110

Course Description and Prerequisites

This course will explore the creation of various types of hydrothermal fluids, the associated chemical behavior of vent and plume fluids, and the ecology of hydrothermal vent systems. Special emphasis will be placed on the interdependence of the geological, chemical, and biological aspects of hydrothermal systems. We will approach course content with the assumption that you have a basic understanding of Introductory Chemistry (CHEM 102) and Introductory Biology (BIOL 111). Prerequisite: OCNG 251 or OCNG 401, U3 or U4, or permission of instructor.

Learning Outcomes or Course Objectives

By the end of this course you should be able to:
1) Discuss how plate tectonics leads to the creation of different kinds of hydrothermal vent systems.
2) Describe how geological setting influences hydrothermal chemistry and thus biology.
3) Describe how hydrothermal vent chemistry influences the elemental budgets in the ocean.
4) Describe how hydrothermal plumes influence the deep sea far away from their vent origin.
5) Describe how hydrothermal vent researchers have engineered equipment to collect hydrothermal vent samples.
6) Describe how symbioses between animals and microbes supply the base of the food web at hydrothermal vent ecosystems.
7) Discuss the different ways microbes can use the chemical energy in hydrothermal vent fluids to make a living.
8) Assess the potential impact of anthropogenic mining on hydrothermal vent ecosystems.
9) Report on the above mentioned topics through writing.

Instructor Information

Name  Dr. Jessica Fitzsimmons and Dr. Jason Sylvan
Telephone number  979-862-8342 (Fitzsimmons) and 979-845-5105 (Sylvan)
Email address  jessfitz@tamu.edu & jasonsylvan@tamu.edu
Office hours  XXX
Office location  XXX
Textbook and/or Resource Material

There is no required textbook for this class. Papers from the literature will be assigned each week, which are available electronically through the library and will also be posted on eCampus. Lecture materials will be made available on eCampus as well.

Grading Policies

Grading will be based on the following: reading assignment quizzes (20%), a term paper (20%), a midterm exam (30%), and a cumulative final exam (30%).

Quizzes based on the reading assignments will be posted on eCampus and are due before class on the date that the reading assignment is due.

The term paper is due at the end of the course and is a 1.5 spaced, 5-7 page (excluding figures and bibliography) paper examining the finer details of one of the topics we explored regarding hydrothermal vents. At least 8 citations from the literature are required. The 1-2 page outline for the term paper will count as one quiz grade and is due a month prior to the term paper deadline. A paper draft can also be turned in at that time for higher quality comments from the professors. Term papers will be submitted through the anti-plagiarism function of TurnItIn on eCampus.

Grading policy is A (90-100), B (80-89), C (70-79), D (60-69), F (<60).

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Due Dates HW/Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Course Introduction, hydrothermal vents overview (9/2 = add/drop date)</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Earth structure, plate tectonics</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td>Petrology, paleomagnetism</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>Physical and chemical creation of vent fluids, history of hydrothermal vent research</td>
<td>Identify a term paper group/topic</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>Vent fluid chemistry (variety, spatial/temporal variability)</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td>Hydrothermal plume physics and chemistry, importance of hydrothermal activity on ocean chemistry</td>
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</tr>
<tr>
<td>Week 7</td>
<td></td>
<td>Hydrothermal diffuse flow, hydrothermal sediments</td>
<td></td>
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<tr>
<td>Week 8</td>
<td></td>
<td>Serpentinization and shallow sea vents, Hotspots</td>
<td></td>
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<tr>
<td>Week 9</td>
<td></td>
<td>Midterm, Mining of hydrothermal vents</td>
<td>MIDTERM</td>
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<tr>
<td>Week 10</td>
<td></td>
<td>Hydrothermal engineering: how hydrothermal</td>
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</table>
vent research is accomplished; Introduction to vent ecology

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Hydrothermal animals/symbioses</th>
<th>Outtie due</th>
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<tbody>
<tr>
<td>Week 12</td>
<td>Hydrothermal microbiology</td>
<td></td>
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<tr>
<td><strong>NO CLASSES – Happy Thanksgiving</strong></td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Deep biosphere microbiology, vents as models for biogeography and the origin of life</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>Student presentations</td>
<td>Term paper due</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

Material for this class will be drawn from several sources including but not limited to:


Cell Phone/Laptop Policy

**Cell Phones:** Set to silent during class. Please do not text during class. If you must take a call, leave the room quietly to do so.

**Laptops:** We expect your attention during class. Using a laptop to take notes is perfectly acceptable; however, please do not surf or check email during class. It distracts those behind you, as well as takes up your attention.

Attendance and Make-up Policies

Excused absences will be based on Student Rule 7 ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). Make-ups will be allowed for excused absences. No make-ups will be allowed for unexcused absences.

Copyright

All materials generated for this class, which include but are not limited to syllabi, in-class materials, Blackboard materials, and exams, are copyrighted. You do not have the right to redistribute these unless we expressly grant permission. Posted lecture notes can be printed for your sole use and cannot be redistributed.

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

For additional information please visit: http://aggiehonor.tamu.edu/

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   - [ ] Undergraduate
   - [ ] Graduate
   - [x] First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Harold Vance Department of Petroleum Engineering
   PETE 408-Probabilistic Reserves Evaluation

3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Oil and gas reserves definitions and reporting regulations; probabilistic reserves estimation methods; unconventional resources characterization; reserves valuation techniques.

5. Prerequisite(s):
   PETE 353 or approval of instructor
   Cross-listed with:
   Stacked with: PETE 651-Probabilistic Reserves

6. Is this a variable credit course? [ ] Yes [x] No
   If yes, from _______ to _______

7. Is this a repeatable course? [ ] Yes [x] No
   Will this course be repeated within the same semester? [ ] Yes [x] No
   If yes, this course may be taken _______ times.

8. Will this course be submitted to the Core Curriculum Council?
   [ ] Yes [x] No

9. How will this course be graded:
   [x] Grade
   [ ] S/U
   [ ] P/F (C/LM)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   B.S. in Petroleum Engineering

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. [x] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)
    PETE 408 PROBABILISTIC RESERVES EVAL

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HE Code</th>
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</tbody>
</table>

Approval recommended by:
A. D. Hill

Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign)
(if cross-listed course)
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course title and number: PETE 408: Probabilistic Reserves Evaluation
Term: Fall 2016
Meeting times and location: W, 12:40-3:30 p.m., RICH 1009

Course Description and Prerequisites

Oil and gas reserves definitions and reporting regulations; probabilistic reserves estimation methods; unconventional resources characterization; reserves valuation techniques.

Prerequisites

PETE 353 or approval of instructor

Learning Outcomes and Course Objectives

This course will equip students to classify and categorize petroleum resources properly and to estimate and report these resources (especially reserves) correctly using probabilistic estimation procedures. Students will be able to estimate reserves and non-reserves resource volumes using probabilistic techniques in unconventional (low permeability) resource petroleum accumulations.

Instructor Information

Name: John Lee, Professor
Telephone number: 979.845.2208
Email address: john-lee@tamu.edu
Office hours: Monday and Tuesday, 9:00-11:00 a.m.
Office location: 401P Richardson Building

Textbook and/or Resource Material


Grading Policies

Homework ................................................................. 20%
Mid-semester exams (2) .............................................. 50%
Final Exam ............................................................... 30%
Total ................................................................. 100%

Grading Scale

A ................................................................. 90-100%
B ................................................................. 80-89%
C ................................................................. 70-79%
D ................................................................. 60-69%
F ................................................................. 0-59%
Course Topics, Calendar of Activities, Major Assignment Dates

Homework will be due before the start of each class, and will be submitted electronically. Late homework will not be accepted without prior approval except in emergencies or approved university absences. Classes will be recorded and students may access the recordings. Students are expected to attend class. See: http://student-rules.tamu.edu/rule07. Graduate students will submit two term papers during the semester.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>SPE Petroleum Resources Management System (PRMS)</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>PRMS and SEC reserves reporting requirements</td>
</tr>
<tr>
<td>Week 3</td>
<td>Descriptive statistics, basic probability concepts</td>
</tr>
<tr>
<td>Week 4</td>
<td>Expected value and decision trees</td>
</tr>
<tr>
<td>Week 5</td>
<td>Probability distributions 1; mid-semester exam 1</td>
</tr>
<tr>
<td>Week 6</td>
<td>Probability distributions 2</td>
</tr>
<tr>
<td>Week 7</td>
<td>Overview of probabilistic reserves estimation procedures</td>
</tr>
<tr>
<td>Week 8</td>
<td>Monte Carlo simulation 1</td>
</tr>
<tr>
<td>Week 9</td>
<td>Monte Carlo simulation 2</td>
</tr>
<tr>
<td>Week 10</td>
<td>Capen's alternative to Monte Carlo simulation; mid-semester exam 2</td>
</tr>
<tr>
<td>Week 11</td>
<td>Unconventional resources 1</td>
</tr>
<tr>
<td>Week 12</td>
<td>Unconventional resources 2</td>
</tr>
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<td>Week 13</td>
<td>Unconventional resources 3</td>
</tr>
<tr>
<td>Week 14</td>
<td>Unconventional resources 4</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final exam</td>
</tr>
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Academic Integrity

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"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (B.S., M.D., JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Harold Vance Department of Petroleum Engineering

3. Course prefix, number and complete title of course:
   PETE 418-Deterministic Reserves Evaluation

4. Catalog course description (not to exceed 50 words):
   Oil and gas reserves definitions and reporting regulations; deterministic estimation methods; unconventional resources characterization; reserves valuation techniques.

5. Prerequisite(s):
   PETE 353 or approval of instructor
   Cross-listed with:
   Stacked with:

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes ☑ No If yes, from _______ to _______

7. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester? ☐ Yes ☑ No

8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No

9. How will this course be graded: ☑ Grade ☐ S/U ☐ P/F (CLMD)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       B.S. in Petroleum Engineering
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix: PETE  
    Course #: 418  
    Title (excluding punctuation): DETERMINISTIC RESERVES EVAL

    Lecture Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year ECE Code
    3.00 0.00 0.00 3.00 1425010006 2210 17 - 18 0 0 3 6 3 2

    Approval recommended by:
    A. D. Hill

    Department Head or Program Chair (Type Name & Sign) Date
    Chair, College Review Committee Date

    Department Head or Program Chair (Type Name & Sign) (if cross-listed course) Date
    Dean of College Date

    Submitted to Coordinating Board by:
    Chair, GC or UCC

    Date

    Associate Director, Curricular Services

    Date

    Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services — 07/14
Course title and number  PETE 418: Deterministic Reserves Evaluation

Term  Spring 2017
Meeting times and location  TBA

Course Description and Prerequisites

Oil and gas reserves definitions and reporting regulations; deterministic estimation methods; unconventional resources characterization; reserves valuation techniques.

Prerequisites

PETE 353 or approval of instructor

Learning Outcomes and Course Objectives

This course will equip students to classify and categorize petroleum resources properly and to estimate and report these resources (especially reserves) correctly using deterministic estimation procedures. Students will be able to estimate reserves and non-reserves resource volumes in unconventional (low permeability) resource petroleum accumulations.

Instructor Information

Name  John Lee, Professor
Telephone number  979.845.2208
Email address  john-lee@tamu.edu
Office hours  Monday and Tuesday, 9:00-11:00 a.m.
Office location  401P Richardson Building

Textbook and/or Resource Material


Grading Policies

Homework ................................................. 20%
Mid-semester exams (2) ................................... 50%
Final Exam ................................................ 30%
Total ....................................................... 100%

Grading Scale

A ............................................. 90-100%
B ............................................. 80-89%
C ............................................. 70-79%
D ............................................. 60-69%
F ............................................. 0-59%
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<thead>
<tr>
<th>Week 1</th>
<th>Overview, introduction to PRMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>PRMS (cont’d)</td>
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<tr>
<td>Week 3</td>
<td>SEC reserves reporting require</td>
</tr>
<tr>
<td>Week 4</td>
<td>Reserves estimation methods</td>
</tr>
<tr>
<td>Week 5</td>
<td>Deterministic reserves examples; Mid-semester Exam 1</td>
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<tr>
<td>Week 6</td>
<td>Reservoir fluid flow theory review and extension</td>
</tr>
<tr>
<td>Week 7</td>
<td>Arps decline models</td>
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<tr>
<td>Week 8</td>
<td>Advanced decline analysis</td>
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<tr>
<td>Week 9</td>
<td>Alternative decline models</td>
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<tr>
<td>Week 10</td>
<td>Linear flow and Duong model; Mid-semester Exam 2</td>
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<tr>
<td>Week 11</td>
<td>Decline analysis workflow</td>
</tr>
<tr>
<td>Week 12</td>
<td>RTA workflow, Marcellus example</td>
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<tr>
<td>Week 13</td>
<td>SPEE Monograph 4</td>
</tr>
<tr>
<td>Week 14</td>
<td>PUDs and SPEE Monograph 3</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final exam</td>
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</table>

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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  
   - Undergraduate  
   - Graduate  
   - First Professional  

2. Request submitted by (Department or Program Name): Recreation, Park and Tourism Sciences

3. Course prefix, number and complete title of course: RPTS 380 Visitor and Resource Protection I

4. Catalog course description (not to exceed 50 words):
   Fundamental values and operations of the National Park Service; communication, leadership and conservation skills and practice needed for employment with federal park agencies; physical fitness training.

5. Prerequisite(s): Junior or senior classification, or approval of instructor

   Cross-listed with: Stacked with:

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  
   - Yes  
   - No

   If yes, from ______ to ______

7. Is this a repeatable course?  
   - Yes  
   - No

   If yes, this course may be taken ______ times.

8. Will this course be repeated within the same semester?  
   - Yes  
   - No

9. Will this course be submitted to the Core Curriculum Council?  
   - Yes  
   - No

10. How will this course be graded?  
    - Grade  
    - S/U  
    - P/F (CLMD)

11. This course will be:
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

    B.S. in RPTS; open to other majors

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>RPTS</th>
<th>380</th>
<th>Visitor Resource Protection I</th>
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</table>

<table>
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Approval recommended by:

Gary D. Ellis, PhD
Department Head or Program Chair (Type Name & Sign) Date 1/22/16

Chair, College Review Committee
Date 3/27/16

Kim Dooley
Dean of College
Date 3/29/2011

Submitted to Coordinating Board by:

Chair, GC or UCC
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Course title and number  RPTS 380 Visitor and Resource Protection I  
Term  Spring 2017  
Meeting times and location  Tuesday and Thursday 3:55pm – 5:55pm  
Tuesday (lab session) will meet in the TAMU Student Recreation Center, Room ## 3:55pm – 5:55pm  
Thursday class will meet in AGLS _____ 3:55pm – 5:55pm  

Prerequisites:  Junior or senior classification, or approval of instructor  

Course Description  
Fundamental values and operations of the National Park Service; communication, leadership and conservation skills and practice needed for employment with federal park agencies; physical fitness training.  

Course Background and Format  
Students will be prepared through this course to successfully participate as interns and future employees in the National Park Service. The course focuses on developing the student’s ability to fully contribute to National Park operations. The class content is based on the National Park Service Universal Competencies. In 1994, The National Leadership Council approved the NPS Employee Training & Development Strategy. This Strategy set a direction for NPS Training. There are eight Universal Competencies; Mission Comprehension, Fundamental Values, Agency Orientation, Communication Skills, Resource Stewardship, Problem-solving Skills, NPS Operations, and Individual Development and Planning.  

In addition to mastering and embracing these competencies the students will receive hands on experience conserving natural and cultural resources in local parks. They will also benefit from classroom training in NPS Career Development. Students will consistently participate in physical fitness training each month of the Spring Semester in order to meet the requirement of the physical efficiency battery. The cadre of students will have several opportunities to build presentations and leadership skills through hands on classroom and field experience. Through this course the students will earn several essential certifications to be used during their summer internships and prepare them for careers as US Park Rangers.  

Learning Outcomes  
Students who successfully and satisfactorily complete this course will:  

1) Describe the core values of the NPS.  
2) Discuss how NPS law enforcement contributes to the mission of the National Park Service.  
3) Identify the career fields within the bureau.  
4) Describe how the five career fields contribute to the mission of the National Park Service.  
5) Explain how the National Park Service achieves its congressional mandate of the 1916 Organic Act.
Instructor Information

Name: Lavell Merritt, Jr., PhD
Telephone number: 956-754-0006
Email address: Lavell_Merritt@nps.gov
Office hours: 1:00pm – 3:00pm Tuesday – Thursday
Office location: AGLS 426

Textbook and/or Resource Material (It is not necessary to purchase these texts)

DOI Ethics Guide for Dept of the Interior Employees

Grading Policies

1) Class Participation 10%
2) Class Assignments 75%
3) Physical Efficiency Battery 10%
4) Attendance 5%
Total 100%

A=90-100 points
B=80-89.9 points
C=70-79.9 points
D=60-69.9 points
F<60 points

Class participation is defined by the students’ active performance in the class. Students must speak in class, ask questions, offer ideas, and physically participate in assignments and class activities.

Physical fitness requirements are defined as the students’ ability to pass the physical efficiency battery (PEB). The physical fitness battery is described here https://www.fletc.gov/physical-efficiency-battery-peb. Students will be trained in the PEB throughout the course leading to graded testing of students at the end of the course.

Attendance and Make-up Policies

Attendance will be taken each class day. Students can miss up to 2 classes, but must notify the instructor in advance if at all possible. The third missed class will result in the student’s grade being lowered by 2 percentage points unless students provide University-excused absence documentation. The university attendance policy can found at this link to student rule 7 http://student-rules.tamu.edu/rule07.
Class Assignments

a. The History of the NPS – Certificate Due March 31, 2016

Point Value = 10 points

b. Foundations of Interpretation – Certificate Due March 24, 2016
http://provalenslearning.com/foundations-of-interpretation?___SID=U

Point Value = 10 points

c. How to Prepare an Interpretive Program – Certificate Due April 14, 2016
http://provalenslearning.com/how-to-prepare-an-interpretive-program-webcast

Point Value = 10 points

d. Federal Information System Security Training – Certificate Due April 28, 2016 – The training materials will be provided by instructors.

Point Value = 10 points

e. Host Park Selections – Students will submit their list of host parks with paragraph justifications of their top five choices. The parks should be ranked according the student’s interest in interning at that park. Due – March 10, 2016

Point Value = 10 points

f. 2016 Host Park Goals and Objectives Presentation – Due April 28, 2016
Students will create a 5 minute Powerpoint including:
• an overview of themselves
• a descriptions of their host park
• a map of the host park
• a description of the local community,
• the cadet’s planned accomplishments over the course of the summer internship

Point Value = 25 points

Spring Semester 2016 Schedule

Tuesdays, January 19-May 3: Physical Fitness Training at the Student Recreation Center, Room ##. Students will receive instruction on Park Ranger field techniques and will participate in physical training to accomplish the requirements of a US Park Ranger.

Thursdays, January 21-April 28: Schedule below; meet in (TBD)

January 21
Intermountain Regional Office Acting Branch Chief of Law Enforcement and Ranger Activities - Instructor: Law Enforcement Park Ranger Lena Koschman
Physical Fitness for NPS Law Enforcement

• Mastering the Physical Efficiency Battery
Overall Health for NPS Law Enforcement Park Rangers
Be prepared to participate in physical activity

January 28
Instructor: ProRanger Program Manager Lavell Merritt PhD
Introduction to the ProRanger Program
- Review Syllabus
- Expectation of the NPS
- Review the Eppley online training website

February 4
Introduction to the National Park Service: The Organization of the NPS
Instructor: Matt Staffalone and Ira Blitzbau
- Washington Office
- Regional Office
- National Parks

February 11
Introduction to Public Land Management
Instructor: Patrick Hattaway
- Federal
- State
- Local

February 18
NPS History
Robert G. Stanton Former Director of the National Park Service
- NPS History
- NPS mission/legislation/policy
- History of Law Enforcement and Emergency Services in the National Parks
- Dr. Merritt will present list of Host Parks
- Host Park Selections – Assignment – Due March 10

February 25
ProRanger Program Manager Lavell Merritt PhD & Park Ranger
Preparing for Your Summer Internships
- What to Expect
- What to Bring
- What to do if you need help – Practice Scenarios

March 3
Physical Fitness for the NPS
ProRanger Program Manager Lavell Merritt PhD
Class meets at Weight Room
ProRanger Program Manager Lavell Merritt PhD
- Physical Efficiency Battery
- Assignment Fundamentals I On-line Training Eppley Institute for Parks and Public
March 10
Foundation of the National Park Service
Patrick Hattaway

- Organizational Structure
- NPS Universal Competencies
- NPS Core Values
- Host Park Selections – Students will submit their list of host parks with paragraph justifications of the top five choices.

March 24
Operational Leadership
Instructor: FLETC SLETP Manager Mark Cutler

- Principles of Operational Leadership
- Green Amber Red (GAR)
- Plan stewardship project applying Operational Leadership
- Student are assigned to host park and begin working on oral presentations of host parks
  Due April 28

March 31
Natural Resource Stewardship Skills

- Local Park Stewardship Project – We will engage in a project in conjunction with the City of College Station Parks and Recreation Department.
- Assignment Due - Fundamentals I On-line Training Eppley Institute for Parks and Public Lands
  The History of the NPS http://eppley.org/elearning/
- Fundamentals I On-line Training Eppley Institute for Parks and Public Lands How to Prepare an Interpretive Program – Due April 14, 2016

April 7
Interpretation
Instructor: Jonathan Moul

- What is the role of interpretation
- Fundamentals of interpretation
- Common types of interpretive programs

April 14
Instructor: Park Ranger Erick Garza
Preparing for Your Summer Internships

- NPS Corporate Culture
- MultiGenerations in the Workforce
- Building Networking, Interpersonal and Communication Skills
- Federal Government Ethics for Students
• Sexual Harassment/Hostile Workplace Environment
• Federal Information System Security Training – Assignment Due – April 28, 2016
• Assignment Due Fundamentals I On-line Training Eppley Institute for Parks and Public Lands How to Prepare an Interpretive Program

April 21
Physical Fitness for the NPS
Park Ranger Travis Heinrich
Class Meets at the Student Recreation Center
• Physical Efficiency Battery

April 28
ProRanger Field Preparation
Chief Park Ranger Billy Shott
• Student Presentations on Host Parks
• Assignment Due - Federal Information System Security Training

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 would like to be considered for disability accommodations, you must first register with Disability Services and provide medical documentation to support your request for consideration. Disability Services is currently located at the White Creek complex on west campus. For additional information, call 979-845-1637 or visit http://disability.tamu.edu. (Revised 11-20-15)

Academic Integrity
For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
CHANGE IN COURSES
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Submit original form and attachments

Form Instructions

1. Course request type:
   - Undergraduate ✔
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Educational Administration & Human Resource Development

3. Course prefix, number and complete title of course:
   EHRD 101, Learning Community of Leadership Development in HRD

4. 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 in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   - Yes
   - No

6. If grade type is changing for existing course, indicate the new grade type:
   - Grade
   - S/U
   - P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   ____________________________

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:
   Exploration of leadership identity, reflection on lessons learned during first year of college.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Exploration of leadership identity, reflection on lessons learned during first year of college. Must be taken on a satisfactory/unsatisfactory basis.

11. a. As currently in course inventory:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | EHRD   | 101      | LEARN COMMUN LDSHP DEV        |
    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    | 1.00   | 0.00     |       | 1.00| 1301010004       | 0876        | 0 0 3 6 3 2 | 1     |

    b. Change to:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | EHRD   | 101      | LEARN COMMUN LDSHP DEV        |
    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | Academic Year | FICE Code | Level |
    | 1.00   | 0.00     |       | 1.00| 1301010004       | 0876        | 16 - 17 | 0 0 3 6 3 2 | 1     |

    Approval recommended by:

    Karen Smith 4/8/16

    Department Head or Program Chair (Type Name & Sign) Date

    Chair, College Review Committee 4/12/16

    Fredrick M. Nafukho 4/12/16

    Department Head or Program Chair (Type Name & Sign) Date

    Dean of College 4/12/16

    (if cross-listed course)

    Submitted to Coordinating Board by:

    Chair, GC or UCC: Date

    Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-0201 or slwille@tamu.edu
Curricular Services – 08/14
MEMORANDUM

DATE: March 11, 2015

TO: University Curriculum Committee

THROUGH: Christopher Cherry
Assistant Dean

THROUGH: Fredrick M. Nafukho
Professor & Department Head

FROM: Karen Smith
Undergraduate Program Chair

SUBJECT: Change of Course Grading Request for EHRD 101

The Department of Educational Administration and Human Resource Development requests that the grade type for EHRD 101, Learning Community of Leadership Development in HRD, be changed from a letter grade to S/U. The students enrolled in this class receive a one hour credit and this course is not used towards their degree in either Human Resource Development (HRDV) or Technology Management (TCMG). Because of this, we request that the grade type be S/U with the understanding that each student enrolled must register for the course as satisfactory/unsatisfactory.

If you have any questions regarding this request, please feel free to contact me. Thank you for your cooperation in this matter.

511 Harrington Tower
4226 TAMU
College Station, TX 77843-4226
Tel. 979.845.2176 Fax. 979.842.4547
http://eahr.tamu.edu
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions

1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (D.O., M.D., J.D., Pharm.D., D.V.M.)
2. Request submitted by (Department or Program Name): Department of English
3. Course prefix, number and complete title of course: LING 307 Language and Culture

Attach a brief supporting statement for changes made to items 4 through 10 below

4. Change requested
   a. Prerequisite(s): From: LING/ENGL 209 To: junior or senior classification
   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 in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? ☑ Yes ☑ No
6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☑ S/U ☑ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).
8. Complete current course title and current catalog course description:

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. a. As currently in course inventory:
    Prefix Course # Title (excluding punctuation)
    LING 307 LANGUAGE AND CULTURE

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
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<th>Admin. Unit</th>
<th>FICE Code</th>
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</table>

b. Change to:

Prefix Course # Title (excluding punctuation)

<table>
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<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td>Level</td>
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<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular ServicesDate

Questions regarding this form should be directed to Sandra Williams at 845-3201 or sandra.williams@tamu.edu Curricular Services – 08/14
MEMORANDUM

Date: December 15, 2015

To: Chair
   University Curriculum Committee

Through: Steve Oberhelman
         College of Liberal Arts
         Associate Dean of Undergraduate Programs

From: Maura Ives
      Department of English
      Interim Head

Subject: Prerequisite Change for LING 307

The Undergraduate Studies Committee of the Department of English recommends eliminating the prerequisite of LING/ENGL 209 and adding the prerequisite of junior or senior classification. The prerequisite change more accurately reflects the level of the course offering.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type: ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DUS, MD, JD, PharmD, DMA)
2. Request submitted by (Department or Program Name): Public Health Studies
3. Course prefix, number and complete title of course: PHLT 201 Orientation to Public Health
   Attach a brief supporting statement for changes made in items 4 through 10 below.
4. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? ☑ Yes ☐ No
6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☐ P/F (CLAI)
7. If this course will be stacked, please indicate the course number of the stacked course:
   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ext.taras.edu/resource/ExportControlBasicsForDistanceEducation).
8. Attach to coordinating board:
9. Complete current course title and current catalog course description:
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words).

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding pronunciation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLT</td>
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<td>Orientation to Public Health</td>
</tr>
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<tr>
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b. Change to:

<table>
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<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding pronunciation)</th>
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</thead>
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<tr>
<td>PHLT</td>
<td>301</td>
<td>Orientation to Public Health</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab.</td>
<td>Other</td>
</tr>
<tr>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Approval recommended by:

[Signature]
Gilbert Ramirez
Chair, College Review Committee
Date: 4/12/2016

Department Head or Program Chair (Type Name & Sign) Date

[Signature]
Jay Maddock
Dean of College
Date: 4/12/2016

Submitted to Coordinating Board by:

[Signature]
Chair, GC or UCC
Date: 4/12/2016

This form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Please remove PHLT 201 from our course inventory once the change to PHLT 301 is approved. This will allow us to use PHLT 201 in the future for another course.
## Instructor Information
- **Course title and number**: PHLT 301 Orientation to Public Health
- **Term**: Fall 2016
- **Meeting times and location**: T 9:35-10:50am, REYN 141
- **Instructor Name(s)**: Jennifer M. Griffith, DrPH, MPH
- **Telephone number**: 979.436.9426
- **Email address**: jgriffith@sph.tamhsc.edu
- **Teaching Assistant(s)**
- **Office hours**
- **Office location**

## Course Description
This 1-credit course is designed mainly to help students to become familiar with public health, including aspects such as different disciplines within the profession and local, national and international agencies that have interest in public health, and public health code of ethics. The course consists mainly of attending seminars and lectures specific to public health themes.

## Prerequisites
None

## Learning Outcomes and Course Objectives
By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcome</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Goal 1. Understand the history, ethics, and traditions of the field of public health.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the history, ethics, and traditions of public health to include its core values, concepts and functions in society.</td>
</tr>
<tr>
<td>• Recall the history of public health.</td>
</tr>
<tr>
<td>• Describe public health milestones.</td>
</tr>
<tr>
<td>• Express the philosophy of public health in the framework of population health</td>
</tr>
<tr>
<td>• Broadly characterize the contributions and value of public health</td>
</tr>
<tr>
<td>• Relate core public health values to broader health concerns.</td>
</tr>
<tr>
<td>• List core functions and essential services of public health.</td>
</tr>
<tr>
<td>• Recognize functions of public health in addressing global issues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Goal 2. Value the scope and nature of problems and challenges addressed by the field of public health.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe socioeconomic, behavioral, biological, environmental and other factors that impact population health and contribute to health disparities.</td>
</tr>
<tr>
<td>• Categorize types of determinants that impact the public's health.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explain fundamental</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify elements of the US Public Health System.</td>
</tr>
</tbody>
</table>
characteristics and organizational structures of health systems in the US and throughout the world.

Program Goal 3. Appreciate the breadth, depth and variety of intellectual and practical skills employed in the field of public health.

Illustrate basic concepts related to data in public health including, collection tools and methods, analysis, and reporting with understanding of why evidence-based approaches are essential.

- Recognize commonly used terms in public health.
- Define commonly used terms in public health.
- Recognize commonly used tools and strategies in public health.

Employ basic intervention processes and approaches to address public health concerns of populations.

- Organize the 10 essential services of public health within the three core functions.
- Categorize public health activities within the framework of core functions and essential services.
- Give examples of public health interventions reflecting sciences/concentrations associated with public health.

Textbook and/or Resource Material

There is no required textbook for this course.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Quizzes/Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>Course Introduction</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td></td>
<td>Public Health History and Philosophy</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>2-</td>
<td>Public Health Core Concepts and Values</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>3-</td>
<td>Determinants of Health – Behavioral and Socio-economic</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>4-</td>
<td>Determinants of Health – Biological and Environmental</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>5-</td>
<td>Public Health Systems, Partners and Stakeholders</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>6-</td>
<td>Data in Public Health</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>7-</td>
<td>Public Health and Medicine</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>8-</td>
<td>Public Health and Emergency Preparedness, Response and Recovery</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>9-</td>
<td>Tackling Public Health Issues through Environmental Health</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>10-</td>
<td>Tackling Public Health Issues through Occupational Health</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>11-</td>
<td>Tackling Public Health Issues through Policy</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>12-</td>
<td>Tackling Public Health Issues through Community Approaches</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>13-</td>
<td>Tackling Public Health Issues through Health Promotion</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>14-</td>
<td>Current Trends/Events in Public Health</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>15-</td>
<td>Final Examination (not required, Student Rule 8.1)</td>
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</tbody>
</table>
Grading Policies

The graded assignments and the percentages of your grade they will constitute are the following:
Quizzes (3): 75%
Participation: 10%
Lecture Reflection Cards: 15%

The grading scale will be as follows:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

Assignment Instructions:
I. Quizzes. Three quizzes will be given during the semester on previous reading assignments and class presentations. Reading assigned chapters or papers and lecture are an important part of this course. Thus, quizzes on the readings comprise 75% of the final course grade. Quizzes will usually occur at the beginning of class and will be closed book, closed notes for lessons taught earlier. Quiz 3 will be held at the end of class but students must be in class the entire session in order to complete the quiz. Each quiz will require students to provide their own TAMU gray scantron form. Students who arrive late to class and miss a quiz will earn a 0 for the missed quiz unless they provide university excused absence. Make-up for university-excused absence is discussed below.

II. Participation: Attendance will be used to award grades for participation. Make-up for university-excused absence is discussed below. Students will have points deduction if found to be engaging in activities that may be disruptive to their own learning or that of others, including talking on the phone during class hours or using social media to chat during class hours.

III. Lecture Reflection Cards: At the beginning of each class session, students will be provided a index card by the instructor/TA. Prior to leaving the class session, students must complete the lecture reflection card using the prompt provided and return the card to the instructor/TA. Failure to submit the card before leaving class will result in 0 credit for that lecture reflection card. Students who arrive late to class may still complete a reflection card but will only receive half credit if they submit the reflection card following all other outlined requirements above. Students who miss class with a University excused absence will be provided an opportunity to make-up points from the lecture reflection card with an alternate activity.

Attendance and Make-up Policies

Attendance: Attendance is expected in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

A university-excused absence is the only excuse acceptable for missing an assignment credit. For information regarding what constitutes an excused absence, please see http://student-rules.tamu.edu/rule07. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Unexcused assignments will result in a grade of a 0, for missed assignments.

If an absence is excused, the instructor will either provide the student an opportunity to make up any 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 reasons absences are considered excused by the university are listed below. 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.

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.

**Other Pertinent Course Information**

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the eCampus course website. Hardouts, changes in assignments or the schedule of class modules will be announced on the eCampus course webpage. E-mail contact will be initiated with all students the first week of class.

**eCampus**

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 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). 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

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@sphtamhsc.edu for additional information.
Reference Formatting

All PHLT course writing assignments require students use the APA referencing format. Students are encouraged to become familiar with referencing software (e.g. RefWorks or EndNote) but are responsible in assuring appropriate citation styles are used.

TAMU Library Website on Citations: http://guides.library.tamu.edu/CitingSources

Purdue OWL APA Format Website: https://owl.english.purdue.edu/owl/resource/560/01/

Additional details on appropriate citation and how to avoid plagiarism can be found in the Virtual Plagiarism Course section of the syllabus.

End of 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.

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.

Information on the Aggie Honor Code can be found at 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. It is subject to change. These changes will be 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.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: [✓] Undergraduate  [ ] Graduate  [ ] First Professional (DVM, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Recreation, Park and Tourism Sciences
3. Course prefix, number and complete title of course: RENR 201 Computer Applications in Agriculture

Attach a brief supporting statement for changes made to items 4a through 4d and 10 below

4. 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 in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? [ ] Yes [✓] No
6. If grade type is changing for existing course, indicate the new grade type: [ ] Grade [ ] S/U [ ] P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   [✓] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:
   Computer Applications in Agriculture. Fundamentals of computer use and the application of agriculture software; computer use in decision making and problem solving in agriculture.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Computer Applications in Recreation, Parks and Tourism. Fundamentals of computer use and the application of software used in careers related to park and tourism enterprises; computer use in decision making and problem solving.

10. As currently in course inventory:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | RENR   | 201      | Computer Appl in Agr          |

    | Lect. | Lab | Other | SCHI | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |-------|-----|-------|------|-------------------|-------------|-----------|-------|
    | 2.00  | 2.00| 0.00  | 3.00 | 1102020006        | 2502        | 0 0 3 6 3 2 | 2     |

b. Change to:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | RPTS   | 230      | Computer Apps in Rec Park Tour|

    | Lect. | Lab | Other | SCHI | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
    |-------|-----|-------|------|-------------------|-------------|------------|-----------|-------|
    | 2.00  | 2.00| 0.00  | 3.00 | 1102020006        | 2502        | 17 - 18    | 0 0 3 6 3 2 | 2     |

Approval recommended by:
Gary D. Ellis, PhD
Department Head or Program Chair (Type Name & Sign) Date 1/22/16

Chair College Review Committee Date 3/21/16

Dead of College Date 3/29/2016

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
Instructor: Dr. Louis Hodges  
Office: 409Z AGLS  
Phone: 845-5368 (office)  
Email: louhodges@tamu.edu

Always put your course number and section in the Subject line on emails

Office/Class Schedule:  
http://people.tamu.edu/~louhodges/RPTS-230/office hours--Hodges.htm

Course Description:

Fundamentals of computer use and the application of software used in careers related to park and tourism enterprises; computer use in decision making and problem solving.

Learning Outcomes:

Communication skills as well as logical thinking skills will be emphasized in assignments involving word processing, presentation software, communications, spreadsheets, digital photo editing, web page construction, and other applications.

In this course students will:

1) Demonstrate working knowledge of basic concepts and principles of interdisciplinary computer operations;
2) utilize internet and electronic resources in enhancing communication skills;
3) collect, edit and compile information from electronic resources in the preparation of assignments;
4) demonstrate logical and systematic thinking skills through applications; and
5) demonstrate proficiency using the computer in a variety of real-world applications.
**Texts & Supplies:**

No text will be required, but students may wish to purchase one or more reference books during the semester.

All students should purchase a portable flash (stick, or keychain) drive to be used for saving and transporting files.

**Grading:**

Letter Grades will be assigned as follows:

- "A" - completion of all assignments and tests and 90% of points
- "B" - 80% of points
- "C" - 70% of points
- "D" - 60% of points
- "F" - below 60% of points

Point Sources:

10% Mid-Semester and Final Exams
90% Assignments and Projects

Bonus points may be earned throughout the course by extraordinary work and by submitting all assignments by the stipulated deadlines and receiving no grades of zero.

**ADA Policy Statement**

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/).

In addition, you should notify your professor of such disabilities so that accommodations can be made in a timely manner.
Attendance:

Online Section: No attendance is taken. Certification of attendance will be provided by your logging in to the eCampus course and submitting an assignment.

Lecture Sections: Since this is an introductory class, it is recognized that some students are already well-informed on usage of some of the computer programs covered in this class. Attendance for the lecture portion of the class is recommended, and students are expected to master all materials presented, to take required exams, and to turn in the assignments on time. Choosing not to attend classes can lead to missing essential instructions or required information, but attendance is optional except as mandated for students on probation or on athletic scholarships. Certification of attendance will be provided by your logging in to the eCampus course and submitting an assignment.

Note: there is a direct positive correlation observed between attendance and grades.

Exams:

Exam dates are posted on the class outline on the class web site. Exams in the online section will be on eCampus and you will have a continuous two-hour period to complete the test. For exams in the lecture sections, you will need to be present in the lab to take the exam. Unless other arrangements* are agreed upon in advance, you will have a continuous two-hour period to complete the exam.

*Students who have presented a letter from disability services will be given additional time as needed.

No makeup exams will be given except for students presenting excused absences as defined in the University Regulations. When possible, documentation should be presented to the instructor prior to the missed class for all reasons except sudden illness or family emergencies. These should be discussed with the instructor upon return to class.

Due Dates:

Each assignment will have a submission due date and time. For full credit, the completed assignment must be submitted prior to that deadline. Assignments submitted after the due date but within the next week will be subject to a 20%
penalty. After that time, assignments will receive a failing grade unless there is an officially excused absence.

If you wait until the last day or the last hour to submit an assignment, you may encounter difficulties with the eCampus system and miss the deadline. Check each submission to be certain that it is complete and that the submission worked. Also, be certain that your submitted files have the correct file extension—those with no extension (.docx, .xlsx, etc.) will not be viewable on eCampus and will receive a grade of 0. This is especially important for students submitting files from home Apple computers since these often eliminate the extension.

All assignments must be Microsoft Office compatible. Apple documents with the extension .pages cannot be viewed through eCampus. If you cannot save files in WORD format, then submit them as rich-text-format files (extension = .rtf), but recognize that this will probably strip graphics from your document. The University Explanatory Statement for Absence from Class form must be submitted with any late work. Failure to do so will result in lowered grades, regardless of whether or not you gave oral notification or received prior permission from the instructor.

If there are insurmountable problems with submitting assignments through the eCampus system, try attaching the file and sending it through email. The date/time stamp on the email must be before the deadline for the assignment. All excused late work must be submitted by no later than 5 PM of the day before lab finals.

**Incomplete (I) Grades:**

A grade of I or Incomplete will be given only under exceptional circumstances which are beyond the student’s control and only if 50% or more of the work has been completed (if less, see your Dean to seek other relief). If an incomplete is given, it must be completed before the last class day of the next regular semester or it will automatically change to a grade of F with no further opportunity to complete the class.
Assignments and Grading Criteria:

Assignments will be available on the class web site but may also be placed in eCampus.

Instructions for each assignment will be explained in class on or near the date shown in the class outline.

Assignments change from semester to semester. All submitted assignments must be from those developed for the current semester. Submission of a similar assignment from any previous semester will receive a grade of zero.

On assignments that may have no absolute right or wrong answers, grading will be based on the following criteria:

Adherence to the instructions;
Originality/Creativity expressed in the project;
Quality of the presentation (format, neatness, grammar, spelling and typographical correctness);
Technical accuracy of the program/computer use; and
The rationale and logic used to justify the decisions made and the answers given.

Guidelines:

Review and learn the Aggie code of honor (http://student-rules.tamu.edu/aggiecode) which applies to this and all university courses. While you may ask others for help; you are NOT permitted to work together on the creative expression required to produce the assignments. Copying work from others is considered academic misconduct and will result in a grade of 0 for both the original and copy of the assignments. Proper attribution of sources of information is required on all reports. Plagiarism, whether deliberate or inadvertent, will result in a rejection of the assignment which will be graded as work which was not-submitted.

All reports, projects and assignments which are presented for a grade must be prepared using computer software. Unless otherwise noted, the student’s name, course, section number, and date should be entered as a header on each page of work submitted. Grammar and spelling must be correct on all submitted
reports, projects, and assignments. Points will be deducted from those students who fail to accurately proof their work.

Read the assignments carefully and be certain to submit **all** required files. If you make an omission or error, you will be permitted a single resubmission up to the deadline for the original due date but with a penalty of 10% of the grade (a late resubmission will have a 30% penalty). "Do-overs" are limited to playground activities, not to assignments, **unless** you are instructed to redo an assignment.

An electronic copy of each submitted assignment **should be placed** in the individual student's flash drive or Google drive so it may be accessible in the computer lab.

Protect your personal computer account--log out of your account and shut off the computer before leaving the lab. Also, remember to remove your flash drive, headphones and other electronic devices. Pick up your books, phone, keys, rings, and anything else you may have set down beside your computer or on the floor. If you find flash drives or other personal property at the computer you are using, bring them to your instructor.

If you need special accommodations in this class related to a disability, please make an appointment to discuss this with your instructor as soon as possible or bring notification from the appropriate University office (See ADA Statement).

Please observe some rules of courtesy in using the laboratory. Food or drinks are permitted in the RPTS computer lab, but not in the university labs, but if spilled may foul the keyboard or electronic components (leave them on the floor or in your backpack when not in use). Clean up after yourself, including placing all trash and paper in appropriate containers; **properly** exit the computer; put chairs back in place at the tables; and immediately report any broken, malfunctioning, or virus-infected computers.

Do not attempt to alter the operating system, background images, files, or any other components of the campus computer systems.

Save copies of all assignments to your personal Google drive (or flash drive) before exiting the lab computers. Also, select "Save As" rather than "Save" for any files downloaded from the internet because you do not have permission to save back to the original location and your work will disappear.
Note to Mac Users: The software used in this class includes Microsoft Office and other PC programs. Some programs such as Microsoft Excel do not function in exactly the same fashion on the Macs. When that is the case, you should complete the assignments in the lab on the PC units.

Functionally equivalent software on your Mac computer may be used to complete certain assignments such as the movie assignment.
# RPTS 230 -- Computer Applications in Recreation, Parks & Tourism
## Fall, 2016

<table>
<thead>
<tr>
<th>Section</th>
<th>Day</th>
<th>Morning</th>
<th>PM</th>
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<td>700</td>
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<td>501</td>
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<td>AGLS 413</td>
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<td>502</td>
<td>TR 9:35AM-11:35AM</td>
<td>AGLS 413</td>
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(Dates, Topics and Assignments are subject to revisions)

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<thead>
<tr>
<th>Class #</th>
<th>Day</th>
<th>Topics</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Accessing your accounts, review of the RPTS 230 web site and syllabus, using eCampus. &quot;Where at are you?&quot; Photographs at next class</td>
<td>Setup Exercise #1 Reading #1 Reading #2</td>
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<td>8/30</td>
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<td>2</td>
<td>9/5</td>
<td>Bring your flash drive today Word Processing Fundamentals and Special Features, creating an Adobe PDF file Photographs taken today!</td>
<td>Word Exercise #1 Reading #3</td>
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<td>9/7</td>
<td>Word Processing--Spelling and Grammar Checking, Thesaurus; Smart Art--organizational chart</td>
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<td>9/12</td>
<td>Mail Merge--merging text and data base files;</td>
<td>Word Exercise #3</td>
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<td>5</td>
<td>9/14</td>
<td>Word Processing--Flyer, Poster, Brochure and Newsletter</td>
<td>Word Exercise #4</td>
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<td>9/19</td>
<td>Spread Sheet Basics, Absolute vs. Relative References Charts and Graphs</td>
<td>Spread Sheet Exercises #1, 4</td>
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<td>Spread Sheet Template Design (Exponential Growth)</td>
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<td>Spread Sheet-3 Borrowing Money</td>
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<td>Spread Sheet-5 Statistics</td>
<td>Spread Sheet Exercise #5</td>
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<td>10/5 10/6</td>
<td>Spread Sheet-6 linked sheets Date and Time functions</td>
<td>Spread Sheet Exercise #6 &amp; #7</td>
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<td>11</td>
<td>10/10 10/11</td>
<td>Data Bases-1 Creating a Database--Importing Data</td>
<td>Data Base Exercise #1</td>
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<tr>
<td>12</td>
<td>10/12 10/13</td>
<td>Data Bases-2 Designing a Database</td>
<td>Data Base Exercise #2</td>
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<tr>
<td>13</td>
<td>10/17 10/18</td>
<td>Sectional Exam (Word, Excel, Access)</td>
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<td>14</td>
<td>10/19 10/20</td>
<td>Google Earth Introduction</td>
<td>Google Earth #1</td>
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<td>15</td>
<td>10/24 10/25</td>
<td>Photo Shop Graphics</td>
<td>Photo Shop Exercise #2</td>
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<td>10/31 11/01</td>
<td>Photo Shop Graphics</td>
<td>Photo Shop Exercise #1</td>
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<td>17</td>
<td>11/2 11/3</td>
<td>Power Point-1--Basics--Animation, hyperlinks, and sounds</td>
<td>Power Point Exercise</td>
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<td>18</td>
<td>11/7 11/8</td>
<td>Power Point-2--Internal Links</td>
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<tr>
<td>19</td>
<td>11/9 11/10</td>
<td>Prezi</td>
<td>Prezi #1</td>
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<tr>
<td>20</td>
<td>11/14 11/15</td>
<td>PodCasting/Movie Making, recording with Audacity</td>
<td>Movie Maker #1</td>
</tr>
<tr>
<td>21</td>
<td>11/16 11/17</td>
<td>Internet Fundamentals; planning your web page</td>
<td>Internet-1</td>
</tr>
<tr>
<td>22</td>
<td>11/21 11/22</td>
<td>Web Page-1 Frames and Fundamentals</td>
<td>Web Page Assignment</td>
</tr>
<tr>
<td>23</td>
<td>11/23 11/24</td>
<td>Web Page-2 Lists and Tables; sounds and music; image maps</td>
<td>Web Page Assignment</td>
</tr>
<tr>
<td>24</td>
<td>11/28 11/29</td>
<td>Web Page-3 Uploading to Public Server; trouble shooting</td>
<td>Web Page Assignment</td>
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<tr>
<td>25</td>
<td>11/30 12/1</td>
<td>Lab Final</td>
<td>Exam</td>
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</tbody>
</table>
April 12, 2016

MEMORANDUM

TO: University Curriculum Committee

FROM: Timothy P. Scott, Associate Dean

SUBJECT: Zero Hour Designation for SCEN 289

The College of Science wishes to extend to zero hours credit for SCEN 289. It is currently listed as 1-3 hours of credit and can be repeated for credit. There are learning community experiences the College wishes to track that this zero course designation will allow us to do. Please don't hesitate to contact me if more information is required.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type: [✓] Undergraduate  [ ] Graduate  [ ] First Professional (DVM, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Soil and Crop Sciences
3. Course prefix, number and complete title of course: SCSC 304 PLANT BREEDING AND GENETICS

4. Change requested
   a. Prerequisite(s): From: SCSC 105 To: SCSC 205, APPROVAL OF INSTRUCTOR
   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 in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? [✓] Yes  [ ] No
6. If grade type is changing for existing course, indicate the new grade type: [✓] Grade
   [ ] S/U  [ ] P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course: 
9. Complete current course title and current catalog course description: no changes

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>SCSC</td>
<td>304</td>
<td>PLANT BREEDING AND GENETICS</td>
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<th>Other</th>
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<th>Admin. Unit</th>
<th>FICE Code</th>
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   b. Change to:

   | Prefix | Course # | Title (excluding punctuation) |

   | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |

Approval recommended by:
Wayne Smith

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee
Kim Dooley
Dean of College

Submitted to Coordinating Board by:
Chair, GC or UCC

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandrawilliams@tamu.edu

Curricular Services – 08/14

RECEIVED
APR 12 2016
CURRICULAR SERVICES
March 17, 2015

To Whom It May Concern:

The department of Soil and Crop Sciences is requesting the prerequisite of SCSC 105 be removed from the course SCSC 304, Plant Breeding and Genetics and replaced with SCSC 205 or approval of instructor. If you have further questions please contact Megan Teel, 862-4165.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
* Submit original form and attachments *

Form Instructions

1. Course request type: 
   ☑ Undergraduate  □ Graduate  □ First Professional (DO, MD, JD, PharmD, DVMA)

2. Request submitted by (Department or Program Name): Department of Soil and Crop Sciences

3. Course prefix, number and complete title of course: SCSC 484, INTERNSHIP

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________

5. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

6. Is this an existing core curriculum course? □ Yes  ☑ No

7. If grade type is changing for existing course, indicate the new grade type: ☑ Grade S/U □ P/F (C/M/D)

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control.php) and have gone through the Export Control Basics for Distance Education course.

9. Complete current course title and current catalog course description: INTERNSHIP. CREDIT 1-3

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): INTERNSHIP. CREDIT 0-4

11. a. As currently in course inventory:
   Prefix Course # Title (excluding punctuation) SCSC 484 INTERNSHIP
   Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code Level
   3.00 0.00 3.00 01.1102.00 2620 0 0 3 6 3 2 4
   b. Change to:
   Prefix Course # Title (excluding punctuation) SCSC 484 INTERNSHIP
   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code Level
   4.00 0.00 4.00 01.1102.00 2620 17 - 18 0 0 3 6 3 2

Approval recommended by: Wayne Smith
Department Head or Program Chair (Type Name & Sign) 5-2-16
Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by: Kim Dooley
Chair, GC or UCC 5/2/16
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
August 11, 2015

To: Chair
   Undergraduate Curriculum Council

Through: Dean, College of Agriculture and Life Sciences
         Chair, College of Agriculture and Life Sciences Undergraduate Curriculum Council

Through: Dr. Wayne Smith, Associate Department Head
         Soil and Crop Sciences

Subject: Modification to Variable Credit for SCSC 484/491

We request to submit that the following courses be modified from their current variable credit of 1-3, to 0-4.

SCSC 484
SCSC 491

The change in variable hours will allow students who have completed their curricular requirement of an internship or research to document high impact experiences through the use of zero credit hours without the additional expense.

Please contact me if there are any questions regarding this request.

Thank you
Course prefix and number: SCSC 484
Term: XXX
Meeting times and location: TBD
Course Credit: 0-4

Course Description and Prerequisites

Course Summary: Internship is a formal course that provides academic credit for the internship which is a cooperative educational program between the Soil and Crop Sciences Department and approved employers who furnish facilities and instruction to help students acquire skills and knowledge needed in their chosen professions to:

- Provide an opportunity for an off-campus learning experience relevant to a student’s educational program.
- Permit students independent exploration of their fields of interest
- Assist students in establishing career goals related to their specific interests and professional aspirations.
- Increase student motivation for their chosen field by integrating prior classroom instruction with planned and supervised practical experience.
- Prepare students for employment in an agriculturally-related occupation through field training and professional experience.
- Make students aware of additional training/experience/courses necessary to reach their career goals.

The student Professional Internship, as practiced, enables students to:

- Have well-defined work activities that are regarded as worthwhile by the cooperating agency with whom the intern is affiliated, the intern, and the faculty advisor.
- Develop specific learning objectives that can be readily defined and reviewed periodically throughout the work period.
- Be supported by an academic advisor and a cooperating agency representative. The roles of these individuals are assisting with task identification, establishing learning objectives, carrying out the task, counseling the intern and carrying through with ideas and projects initiated.
- Contract as an independent agent with the cooperating agency to do the work and pursue the learning objectives.
- Assess the work of the field study/internship experience and produce a final report to demonstrate learned perspectives and competencies.

Prerequisites: Junior or Senior

Learning Outcomes or Course Objectives

8. Communicate effectively in speaking and writing.
   - Deliver a convincing presentation and/or paper, with critical analysis and develop the ability to accept and positively respond to criticism.
   - Demonstrate effective communication among diverse stakeholders, policy makers, and professional peers.
   - Organize thoughts and ideas in a manner that allows effective written and oral communication

• Apply knowledge to real world applications through team collaboration.
• Organize, lead, and participate with peers and stakeholders to develop and evaluate sustainable turfgrass systems and operational plans.
• Function in a multi-disciplinary team.
• Work in diverse settings with peoples of other cultures, races, religions, nationalities and scientific disciplines.

10. **Demonstrate personal and social responsibility.**
• Distinguish and evaluate the interrelationships of research, education, extension and service to the profession and a multicultural society.
• Recognize and practice ethical standards in personal and professional interactions.
• Apply, analyze, and evaluate knowledge and skills through completion of an undergraduate research project or professional internship and active participation in a professional club or competition and a regional or national professional meeting.
• Build professional skills and awareness through participation in: a student research experience, or a professional internship, and participation in a professional club, national meeting or competition.
• Prepare to engage in lifelong learning
• Demonstrate high capacity and zeal for continuing education and planned self improvement in one’s chosen field.

11. **Solve problems using scientific reasoning and critical thinking.**
• Think critically and make sound decisions with incomplete information.
• Apply theoretical concepts to solve real-world problems.
• Find, critically evaluate and integrate new information from multiple sources, transferring this knowledge into practice.

12. **Demonstrate comprehensive knowledge of business principles and corporate governance.**
• Illustrate regulatory abidance.
• Communicate with clientele, employees and upper management.
• Recommend processes to address conflict.
• Diagram ways to streamline efficiency.
• Illustrate ways to adapt to change with a changing work force.
• Motivate and train others.

**Instructor Information**

Name: Richard White  
Telephone number: 979-845-1550  
Email address: rh-white@tamu.edu  
Office hours: By appointment  
Office location: Heep 233

**Textbook and/or Resource Material**
None

**Grading Policies**

90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
< 60 = F

Attendance/Evaluation-40%  
Quality of Paper/Presentation-60%
Include the proposal and build upon it to include summarized activities, experiences, results, discussion, conclusions, and references (if utilized) in manuscript format (double spaced, 12 pt font, 10-page, 1500 word maximum), according to a journal appropriate to your field. Students may choose to reflect upon their expectations, experiences, and if they would recommend their internship to other students and include these reflections in their final project report. The content, substance, and professional quality of the report will be evaluated. Note: The final project report for your internship experience can be in the form of a poster if it captures the same information and either has been, or will be presented at a meeting, conference, or other similar venue.
Attendance Policy

“The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully.

See the Student Rules at Texas A&M University for descriptions of excused absences and http://student-rules.tamu.edu/academicrules and http://student-rules.tamu.edu/rule07

Americans with Disabilities Act (ADA) Policy Statement

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.

Academic Integrity

Aggie Honor Code: 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 TAMU community from the requirements or the process of the Honor System.

For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
- Submit original form and attachments -

Form Instructions
1. Course request type: ☑ Undergraduate  □ Graduate  □ First Professional (DMD, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Soil and Crop Sciences
3. Course prefix, number and complete title of course: SCSC 491, RESEARCH
   Attach a brief supporting statement for changes made to items 4a through 4d, and 10 below.
4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?  ☑ Yes  □ No
6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade  □ S/U  □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vps.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description:
   RESEARCH. CREDIT 1-3
   1 to 3
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   RESEARCH. CREDIT 0-4
   1 to 4

10. Course prefix, course number and complete title of course:
   SCSC 491, RESEARCH

   a. As currently in course inventory:
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCSC</td>
<td>491</td>
<td>RESEARCH</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other SCH</td>
</tr>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

   b. Change to:
<table>
<thead>
<tr>
<th>Prefix</th>
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<td>Other SCH</td>
</tr>
<tr>
<td>4.00</td>
<td>0.00</td>
<td>4.00</td>
</tr>
</tbody>
</table>

   Approval recommended by:
   Wayne Smith  5/2/16
   Robert Knight  5/2/16
   Kim Dooley  5/2/16

   Date

   Department Head or Program Chair (Type Name & Sign)

   Date

   Department Head or Program Chair (Type Name & Sign)
   (If cross-listed course)

   Date

   Submitted to Coordinating Board by:
   Chair, GC or UCC
   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 6/8/14
August 11, 2015

To:       Chair
         Undergraduate Curriculum Council

Through:  Dean, College of Agriculture and Life Sciences
         Chair, College of Agriculture and Life Sciences Undergraduate Curriculum Council

Through:  Dr. Wayne Smith, Associate Department Head
         Soil and Crop Sciences

Subject:  Modification to Variable Credit for SCSC 484/491

We request to submit that the following courses be modified from their current variable credit of 1-3, to 0-4.

SCSC 484
SCSC 491

The change in variable hours will allow students who have completed their curricular requirement of an internship or research to document high impact experiences through the use of zero credit hours without the additional expense.

Please contact me if there are any questions regarding this request.

Thank you
Course title and number: SCSC 491-532 Undergraduate Directed Research

Offered: Spring/Summer/Fall Semesters

Meeting times and location: Laboratory or field – to fit schedules

Credit Hours: 0-4

Professor: Dr. Jacqueline A. Aitkenhead-Peterson

Office and Contact: 620 Heep Center. Tel: 979-845-3682. Email: jpeterson@ag.tamu.edu

Prerequisites and Course Description

Permission of Instructor. Junior or Senior status.

Depending on your research project additional training may be required.

Students will either be allocated to a graduate student and will help them with their research or will be allocated a project where they will work with Dr. A-P. Past undergraduate research projects have included a) soil adsorption of C and N in Hungarian forest soils, b) determining post mortem interval of human remains using soil chemistry, c) determining plant species effect on soil chemistry in growth medium of green roofs, d) chemistry of urban ponds e) surface water chemistry and f) quantifying soil chemistry under different urban land uses. While this is a chemistry based program, some students also use field E. coli indicators to assess nutrient effect on E. coli counts.

Goals of Course:

- Students will be able to demonstrate critical thinking skills by establishing testable hypotheses, presenting logical experimental methods, analyzing data, interpreting results and discussing findings.
- Students will be able to demonstrate technical competency through correct usage of terminology, concepts, principles, and logic in all aspects of the research project.
Course Structure:

Student will meet weekly with professor or graduate student for 1-6 hours each week to conduct research (field sampling, soil processing, soil extracts, soil and water analysis, statistical analysis and paper writing). Past students have presented their research at poster sessions for on-campus conferences in addition to writing a final paper.

Text:

Peer reviewed journal papers appropriate to the students’ research topic will be used to help the student formulate introduction and discussion in their term paper.

Grading:

1 cr – Satisfactory (S) or Unsatisfactory (U)
2-3 cr - A to F

Grades:

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
< 60 = F

Assessment:

Assessment is determined by a) attendance (50%), b) performance in field and/or laboratory (10%) and c) quality of term paper (40%)

For 1 credit hour: a written materials and methods section describing what you did and the analysis completed. For 2-3 credit hours: a full research paper including introduction, materials and methods, statistical analysis, results, discussion and literature used sections. Expectations are that the paper will have 2-3 edits between the first draft and final document. Production of a poster and attendance at a conference either on-campus or in-state where you will describe and defend your research will also be encouraged.
MAKE-UP POLICY: Completion of assignments and participation in all activities of the class are the responsibility of the student. Therefore, it is the responsibility of the student to present a valid reason, such as a signed medical excuse from a doctor, to be given consideration in the assessment of timeliness and submission of assignments. Assignments not returned will be given a grade of zero. Consideration in the assessment of timeliness and submission of assignments is subject to University Rules for Excused Absences."

Americans with Disabilities Act (ADA) Policy Statement

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.

Students in this class are expected to conduct themselves in a professional and honorable manner as outlined in the Aggie Honor Code.

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 in this class, the following Honor Pledge shall be signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. See the Student Rules at Texas A&M University for descriptions
of excused absences and http://student-rules.tamu.edu/academicrules and http://student-rules.tamu.edu/rule07

Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu

b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

To view all Student Rules, please go to: http://student-rules.tamu.edu/

To view Rule 7 of the Student Rules please visit http://studentrules.tamu.edu/rule07

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”