1. Approval of the e-vote minutes of April 1, 2016.

2. New Courses
   
   A32 ACCT 430 – cross-listed w/IBUS 430  
   A33 ANTH 370  
   A34 IBUS 430 – cross-listed w/ACCT 430  
   A35 OCNG 203  
   A36 OCNG 303
   
   A37 OCNG 443  
   A38 OCNG 453  
   A39 PETE 408  
   A40 PETE 418  
   A41 RPTS 380

3. Change in Courses
   
   C19 **College of Agriculture and Life Sciences**  
   Department of Soil and Crop Sciences  
   SCSC 484, SCSC 491 – SCH, include zero credit hours
   
   C20 EHRD 101 – grading to S/U  
   C21 LING 307 – prerequisites  
   C22 PHLT 201 – course number (to 301)  
   C23 RENR 201 – course number (to RPTS 230), title, description  
   C24 SCEN 289 – include zero credit hours  
   C25 SCSC 304 – prerequisites

4. Change in Curricula
   
   **College of Agriculture and Life Sciences**  
   Department of Agricultural Communications and Journalism  
   D4 BS in Agricultural Communications and Journalism
   
   D5 Minor in Agricultural Communications and Journalism
   
   **College of Liberal Arts**  
   Africana Studies Program  
   D6 Minor in Africana Studies

5. Texas A&M University at Galveston
   
   a. Change in Course
      
      G5c MARB 405 – lab hrs, SCH
   
   b. Special Consideration
      
      **Texas A&M University at Galveston**  
      Department of Maritime Systems Engineering  
      G1h BS in Offshore and Coastal Systems Engineering  
      Request to discontinue degree program
6. Special Consideration

**College of Geosciences**
Department of Oceanography
H5   BS in Oceanography
Request for a new degree program

7. Other Business
The Undergraduate Curriculum Committee recommends approval of the following:

1. The minutes of the March 4, 2016 e-vote meeting.

2. New Courses

   **BMEN 458. Motion Biomechanics. (3-0). Credit 3.** Skeletal anatomy and mechanics; muscle anatomy and mechanics; theory and application of electromyography; motion and force measuring equipment and techniques; inverse dynamics modeling of the human body; current topics in musculoskeletal biomechanics research. Prerequisites: BMEN 207 or approval of instructor; junior or senior classification.

   **RPTS 381. Visitor and Resource Protection II. (2-0). Credit 2.** Fundamental values and operations of the visitor and resource protection branch of the National Park Service; law enforcement, customer service, ethics and team cohesion. Prerequisites: RPTS 380; junior or senior classification; approval of instructor.

3. Change in Courses

   **ENGR 111. Foundations of Engineering I.**

   Prerequisites
   - From: Corequisite: MATH 151; admission to the College of Engineering.
   - To: Corequisite: MATH 150 or MATH 151; admission to the College of Engineering.

   **ENGR 112. Foundations of Engineering II.**

   Prerequisites
   - From: ENGR 111, MATH 151.
   - To: ENGR 111; MATH 151 or concurrent enrollment; admission to the College of Engineering.

   **RPTS 304. Administration of Recreation Resource Agencies.**

   Prerequisites
   - From: RPTS 201 and RPTS 209; RENR 201.
   - To: RPTS 201.

   **RPTS 336. Research and Analysis in Recreation and Tourism.**

   Prerequisites
   - From: RENR 201 and STAT 201 or equivalents; all mathematics requirements satisfied.
   - To: RENR 201 or RPTS 230 or equivalent; STAT 201 or equivalent; all mathematics requirements satisfied.

   **RPTS 421. Planning and Implementation of Events in Resorts and Hotels.**

   Course title
   - From: Planning and Implementation of Events in Resorts and Hotels.
   - To: Hotel and Resort Operations.
Course description
From: Principles and applications for effective planning and management of events in resorts and hotels; planning, promotion, operational logistics, sponsorship and evaluation.
To: Examination of the crucial elements involved in the successful operation of a hotel or resort and how they interrelate; analysis and application of management principles in the major departments of hotels and resorts to include rooms division, food and beverage, recreation, sales and marketing.

RPTS 484. Internship.

Prerequisites
From: Approval of department head.
To: RPTS 311, RPTS 340 and RPTS 481.

4. Change in Curriculum

College of Science
Department of Physics and Astronomy
Minor in Physics

5. Texas A&M University at Galveston

a. Change in Curriculum

Texas A&M University at Galveston
Department of Maritime Administration
BS in Maritime Administration and MMAL in Maritime Administration and Logistics – 3+2 program

6. Special Consideration

College of Engineering
Department of Nuclear Engineering
BS in Radiological Health Engineering
Request to discontinue degree program

School of Public Health
Department of Public Health Studies
Minor in Occupational Health and Safety
Request for a new minor

College of Science
Department of Biology
Minor in Bioinformatics
Request for a new minor

7. Tabled Item

New Course
BIOL 301 - Attendance policy; needs measurable learning objectives (1 and 3 need revision); outdated aggie honor URL.
NEW COURSES
Texas A&M University
Department Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Catalog course description (not to exceed 50 words):
The course is a combination of classroom work in the spring and a field trip to the selected country in summer. Students will be introduced to international opportunities within the public accounting firms and meet with former students to gain a local and corporate view of business in the selected country.

5. Prerequisite(s):
   ACCT 327 and approval of instructor.
   Cross-listed with:
   IBJS 430
   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 CL/M ☐

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.B.A. Accounting, M.S. Accounting, B.A. Business Honors

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

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>ACCT 430 Global Immersion in Accounting</th>
</tr>
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<tbody>
<tr>
<td>Lec</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>3.00</td>
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</tbody>
</table>

Approval recommended by:
Jim Benjamin
Department Head or Program Chair (Name & Sign) Date

Michele Chandler Diaz
Chair, College Review Committee Date

Martha Loudermilk
Dean of College Date

Julian Gaspar
Department Head or Program Chair (Name & Sign) Date
(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 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14

RECEIVED APR 18 2016
CURRICULAR SERVICES
ACCT 430 — GLOBAL IMMERSION IN ACCOUNTING
Section 501 — Spring 2015
Thursdays 8-9:30am
Wehner 462

Instructor: Joan E. Sanders, C.P.A
Office: 485L Wehner
Phone: 979-845-8587
E-Mail: j-sanders@tamu.edu
Office Hours: By Appointment

COURSE OVERVIEW

Global Immersion in Accounting is a combination of pre-departure classes taught in the semester prior to international immersion. Sessions include historical and cultural overviews of the target region and an in-depth look at companies that will be visited during the trip. The course culminates in a two week tour of the region in June.

The trip to Australia is a 17-day adventure combining an enriching academic experience with the cultural wonders of Australia. Students will be introduced to international opportunities within the Big 4 public accounting firms, listen to industry experts discuss current issues and gain insight into how IFRS is being adopted around the world and visit with executives at Australian based companies to get a global view of business.

Excursions to the Great Barrier Reef along with personal guided tours of Australia’s main attractions will provide students with a glimpse of life and culture down under. The itinerary combines scheduled group activities with time for student’s to explore their own personal interests in the area.

COURSE LEARNING OUTCOMES

At the completion of the course, students will be able to:

- Research key aspects of the target region in order to prepare for their international experience. This includes, but is not limited to, the geographical, government, historical, cultural, societal and business facets of the country.
- Recognize international opportunities within the public accounting firms
- Compare & contrast public accounting in the US & another country including
  - Culture
  - Business practices
  - Personnel structure
- Describe how IFRS is being adopted in different countries
CATALOG DESCRIPTION

The Global Immersion in Accounting Field Trip to Australia is a 17-day adventure combining an enriching academic experience with the cultural wonders of Australia. Students will be introduced to international opportunities within the public accounting firms, meet with native Australians as well as Ex-pats to gain a local and corporate view of business in Australia, and interact with their peers in Australia’s version of the Professional Program.

Exploring the Great Barrier Reef, jungle surfing in the Daintree Rainforest, swimming in the Niua Waterfall, spear-fishing with the aborigines and cuddling a koala are just a few of the adventures that provide students with a glimpse of life and culture down under. The itinerary combines the traditional sights of Sydney, Cairns and Melbourne with the benefit of seeing the Aggie Network in action across the world plus the opportunity to contribute back to the people of Australia.

COURSE PREREQUISITES

ACCT 327 – Intermediate Accounting and Instructor approval

COURSE MATERIALS

Research material available via the internet and other public sources

GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
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<tr>
<td>80 - 89</td>
<td>B</td>
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<td>70 - 79</td>
<td>C</td>
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<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Quality of Research 10%
Written Report 10%
Oral Presentation 10%
Class Participation 20%
Trip Project 20%
Trip Participation 30%
Total 100%
RESEARCH:

Students will research all aspects of the topic given. Results should include items listed below but may include additional points of interest as well. Resources should be properly documented and may include books, articles, reviews, web sites, interviews, etc. Findings should be relevant and interesting to accounting students who will be traveling to the country and cover enough material to fill a 30 minute presentation.

WRITTEN REPORT:

Research results should be presented in a written format so that the information can be disseminated to enrolled students who were not able to attend the presentation, contacts assisting with the trip who need to know what material our students have been exposed to before the trip, and/or other students or faculty who might be traveling to the area on their own. Results could be formatted in an outline, paper, slides, etc. Creativity is encouraged.

ORAL PRESENTATION:

Students will provide an informal, entertaining yet professional presentation of their results to the class. Presentations should be 30 minutes for a single speaker or an hour if presenting with a partner. Creativity is encouraged.

TOPICS:

- Culture & Recreation
  - People, culture and lifestyle
    - Be sure to note any cultural differences we should be aware of
  - Famous Citizens (living or deceased)
  - Suggested activities for free days
    - Include cost and times
    - Festivities for Queen’s Holiday in Cairns
    - National Pastime
  - Suggested activities for free evenings
  - Snorkeling/Diving options at the Barrier Reef
    - I have contacted the company about this and will forward it to you
  - Food
    - Restaurants
    - Native Cuisine
    - Recommended budget based on $30/day for food/spending
  - Language/Terms
- Geography, Social Structure & History
  - States & Territories
  - National & Local Governments
  - City Profile - Sydney, Cairns & Melbourne
    - Population
    - Climate
    - Maps with our points of interest
    - Most similar US city
  - Indigenous Peoples & Lands
  - International Relations
    - Defense/Security
    - Business
  - Religious Influences
  - Government vs Private Sector
    - Education
    - HealthCare
  - Significant National Historical Events
  - Important facts about the country
- Business & Industry Profiles
  - Current Economic State
    - Effect of European Debt Crisis
    - Asian influence
SUGGESTED RESOURCES FOR AUSTRALIA:


TRIP PROJECT:

Students will answer prompts in their course notebook throughout the trip and then document their experiences from the trip in one of the selected formats including but not limited to a written journal, photo journal, or scrapbook.

TRIP & CLASS PARTICIPATION:

Students must attend all class meetings in weeks 1-8 (unless they have an excused absence). Unexcused absences will count off 10% for each missed class period.

Students must attend all planned activities throughout the entire trip (unless they have an excused absence) and must behave in accordance with the Field Trip Terms of Participation. Unexcused absences will count off 10% for each missed activity.

ATTENDANCE POLICY

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Under Student Rule 7, an excused absence is defined as follows:

The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

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

MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the "make-up" policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

LATE WORK POLICY

Any course deliverable turned in late will not be graded. "Late" means submitting deliverable any time after the assignment deadline has passed.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

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, in White Creek Apartments (Building 62) at 701 West Campus Boulevard or call 979-845-1637. For additional information visit http://disability.tamu.edu.
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. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

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

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

STATEMENT ON PLAGIARISM

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under "Plagiarism" (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

FOOD AND DRINK IN THE CLASSROOM

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introductions and Project Topic Assignments</td>
</tr>
<tr>
<td>2</td>
<td>Student Presentations - Culture</td>
</tr>
<tr>
<td>3</td>
<td>Student Presentations – Culture &amp; Recreation</td>
</tr>
<tr>
<td>4</td>
<td>Student Presentations – Geography, Social Structure &amp; History</td>
</tr>
<tr>
<td>5</td>
<td>Student Presentations – Business &amp; Industry Profiles</td>
</tr>
<tr>
<td>6</td>
<td>Student Presentations – Business &amp; Industry Profiles</td>
</tr>
<tr>
<td>7</td>
<td>Student Presentations – Wildlife &amp; Environment</td>
</tr>
<tr>
<td>8</td>
<td>Final Paperwork and Trip Preparation</td>
</tr>
<tr>
<td>9-14</td>
<td>Contact hours for weeks 9-14 will be earned during the trip dates (e.g. between June 1-17).</td>
</tr>
</tbody>
</table>
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Accounting

2. Course prefix and number: ACCT 430

3. Texas Common Course Number:

4. Complete course title: Global Immersion in Accounting

5. Semester credit hours: 3

6. Frequency the class will be offered: Every spring

7. Number of sections per semester: 1

8. Number of students per semester: 20 or less

9. Historic annual enrollment for the last three years:
   - 2014-2015: 9
   - 2013-2014: 10
   - 2012-2013: 10

10. Statement on how this course meets the criteria for International and Cultural Diversity:

    Global Immersion in Accounting will provide students a historical and cultural overview of the target country and an in-depth look at companies that will be visited during the international field trip. The field trip that follows the course will enable students to be immersed in an international business environment for 14-17 days. Students will be introduced to international opportunities within the Big 4 public accounting firms, listen to industry experts discuss current issues and gain insight into how IFRS is being adopted around the world and visit with executives at internationally based companies to get a global view of business.

    Students enrolled in this course will be exposed to the global business environment through lecture during the spring semester and first-hand through participation in the international field trip that follows the course. Additionally, students will gain geographical, government, historical, cultural and societal knowledge and understanding of their international destination.

11. Course Instructor

12. Department Head

13. College Dean/Designee

Date: 5/15/14

Date: 4/18/14

Date: 6/14/14

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
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
3. Course prefix, number and complete title of course: ANTH 370 Cultural Diversity and Ethics

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

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 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

   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 | 003632

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 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14

Receiving Date April 22, 2016
CURRICULAR SERVICES
ANTH370
Cultural Diversity & Ethics
Fall 2016
Class Meeting: XXX
Classroom: XXX

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 Archaeology, 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 10 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 (RJ)**
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 RJ assignment, you are also required to respond to at least two other team member's RJ with your own unique thoughts or perspectives (no less than 150 words): remember to be respectful and scholarly in your submissions. RJ responses (RJR) are due two days after the original RJ assignment.

For each assignment, roughly half will be randomly chosen to be graded, such that each student will have two RJ/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 Journals and responses (RJ) (2):** 20%
- **Quick Tasks (QT) (8):** 20%
- **Participation:** 100%

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/J 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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Instructor Introduction</td>
<td></td>
<td>Student introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus and technology review</td>
<td></td>
<td>Exercise: Syllabus Treasure Hunt</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>3</td>
<td></td>
<td>What is Holism? What is Culture? What is Ethnocentrism? &lt;br&gt; <strong>Do:</strong> QT  <strong>Due:</strong> RJ</td>
<td></td>
<td>Exercise: Anthropology in practice - Observing and interviewing the other  <strong>Due:</strong> RJR</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>What is, and why support, diversity? &lt;br&gt; <strong>Do:</strong> QT</td>
<td></td>
<td>Guest Speaker: Diversity and Learned Ignorance</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Paradigms &amp; Epistemology</td>
<td></td>
<td>Introducing Your Final Project (FP) &lt;br&gt; Exercise: Engaging in meta-reflexivity  <strong>Due:</strong> RJR</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>What is Ethics?</td>
<td></td>
<td>Exercise: Creating a Code of Ethics  <strong>Due:</strong> FP Proposal</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>The Code of Ethics in your discipline. What is valued and why? What results? Worldview &lt;br&gt; <strong>Do:</strong> QT  <strong>Due:</strong> RJ</td>
<td></td>
<td>TAMU Writing Center FP workshop  <strong>Due:</strong> RJR</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Critical Cultural Relativism</td>
<td></td>
<td>Exploring Definitions &amp; Perspectives &lt;br&gt; Role Play: Unintended 'Sticky' Consequences  <strong>Due:</strong> Interim Checkpoint of FP</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Fractious Problem Solving (FPS) &amp; Responsible Innovation &lt;br&gt; <strong>Do:</strong> QT  <strong>Due:</strong> RJ</td>
<td></td>
<td>Exercise: Analyzing Fractious Problems  <strong>Due:</strong> RJR</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Myths, naturalistic fallacies and assumptions &lt;br&gt; <strong>Do:</strong> QT</td>
<td></td>
<td>Exercise: Revisiting our meta-reflexivity</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Technological Determinism &amp; Cultural Construction of Technology.  <strong>Due:</strong> RJ</td>
<td></td>
<td>TAMU Writing Center Workshop: Mechanics of writing  <strong>Due:</strong> RJR</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Bribery, corruption, nepotism, gifts, and grease payments &lt;br&gt; <strong>Do:</strong> QT</td>
<td></td>
<td>Workshop: Peer Review of FP  <strong>Due:</strong> First Draft of FP</td>
</tr>
<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; <strong>Do:</strong> QT</td>
<td></td>
<td>Guided discussion:    &lt;ul&gt;&lt;li&gt;Displacement for large sporting events&lt;/li&gt;&lt;li&gt;Bhopal or Chernobyl disaster&lt;/li&gt;&lt;li&gt;Ship breaking in Bangladesh&lt;/li&gt;&lt;/ul&gt;  <strong>Due:</strong> Final Version of FP &lt;br&gt; <strong>Do:</strong> 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.

1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (MBA, MFA, Pharm, JD, PA)

2. Request submitted by (Department or Program Name): International Business
IBUS 430 Global Immersion in Accounting

4. Catalog course description (not to exceed 50 words):
The course is a combination of classroom work in the spring and a field trip to the selected country in summer. Students will be introduced to international opportunities within the public accounting firms and meet with former students to gain a local and corporate view of business in the selected country.

5. Prerequisite(s): ACCT 327 and approval of instructor.
Cross-listed with: ACCT 430
Stacked with:

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 geography)
B.B.A. Accounting, M.S. Accounting, B.A. Business Honors

12. ☑ 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).

13. Prefix Course # Title (excluding punctuation)
IBUS 430 Global Immersion in Accounting

<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>FICE Code</th>
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<td>5211010016</td>
<td>0010</td>
<td>17</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:
Julian Gaspar
Department Head or Program Chair (Type Name & Sign) Date 1/28/16
Michelle Chandler Diaz Chair, College Review Committee Date
Jim Benjamin
Department Head or Program Chair (Type Name & Sign) Date 3/11/16
Martha Loudder Dean of College Date 4/14/16

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
ACCT 430 – GLOBAL IMMERSION IN ACCOUNTING
Section 501 – Spring 2015
Thursdays 8-9:30am
Wehner 462

Instructor: Joan E. Sanders, C.P.A
Office: 485L Wehner
Phone: 979-845-8587
E-Mail: j-sanders@tamu.edu
Office Hours: By Appointment

COURSE OVERVIEW

Global Immersion in Accounting is a combination of pre-departure classes taught in the semester prior to international immersion. Sessions include historical and cultural overviews of the target region and an in-depth look at companies that will be visited during the trip. The course culminates in a two week tour of the region in June.

The trip to Australia is a 17-day adventure combining an enriching academic experience with the cultural wonders of Australia. Students will be introduced to international opportunities within the Big 4 public accounting firms, listen to industry experts discuss current issues and gain insight into how IFRS is being adopted around the world and visit with executives at Australian based companies to get a global view of business.

Excursions to the Great Barrier Reef along with personal guided tours of Australia’s main attractions will provide students with a glimpse of life and culture down under. The itinerary combines scheduled group activities with time for student’s to explore their own personal interests in the area.

COURSE LEARNING OUTCOMES

At the completion of the course, students will be able to:

- Research key aspects of the target region in order to prepare for their international experience. This includes, but is not limited to, the geographical, government, historical, cultural, societal, and business facets of the country.
- Recognize international opportunities within the public accounting firms
- Compare & contrast public accounting in the US & another country including
  o Culture
  o Business practices
  o Personnel structure
- Describe how IFRS is being adopted in different countries
CATALOG DESCRIPTION

The Global Immersion in Accounting Field Trip to Australia is a 17-day adventure combining an enriching academic experience with the cultural wonders of Australia. Students will be introduced to international opportunities within the public accounting firms, meet with native Australians as well as Ex-pats to gain a local and corporate view of business in Australia, and interact with their peers in Australia’s version of the Professional Program.

Exploring the Great Barrier Reef, jungle surfing in the Daintree Rainforest, swimming in the Niau Waterfall, spear-fishing with the aborigines and cuddling a koala are just a few of the adventures that provide students with a glimpse of life and culture down under. The itinerary combines the traditional sights of Sydney, Cairns and Melbourne with the benefit of seeing the Aggie Network in action across the world plus the opportunity to contribute back to the people of Australia.

COURSE PREREQUISITES

ACCT 327 – Intermediate Accounting and Instructor approval

COURSE MATERIALS

Research material available via the internet and other public sources

GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
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<td>70 - 79</td>
<td>C</td>
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<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Quality of Research 10%
Written Report 10%
Oral Presentation 10%
Class Participation 20%
Trip Project 20%
Trip Participation 30%
Total 100%
RESEARCH:

Students will research all aspects of the topic given. Results should include items listed below but may include additional points of interest as well. Resources should be properly documented and may include books, articles, reviews, web sites, interviews, etc. Findings should be relevant and interesting to accounting students who will be traveling to the country and cover enough material to fill a 30 minute presentation.

WRITTEN REPORT:

Research results should be presented in a written format so that the information can be disseminated to enrolled students who were not able to attend the presentation, contacts assisting with the trip who need to know what material our students have been exposed to before the trip, and/or other students or faculty who might be traveling to the area on their own. Results could be formatted in an outline, papar, slides, etc. Creativity is encouraged.

ORAL PRESENTATION:

Students will provide an informal, entertaining yet professional presentation of their results to the class. Presentations should be 30 minutes for a single speaker or an hour if presenting with a partner. Creativity is encouraged.

TOPICS:

- Culture & Recreation
  - People, culture and lifestyle
    - Be sure to note any cultural differences we should be aware of
  - Famous Citizens (living or deceased)
  - Suggested activities for free days
    - Include cost and times
    - Festivities for Queen’s Holiday in Cairns
    - National Pastime
  - Suggested activities for free evenings
  - Snorkeling/Diving options at the Barrier Reef
    - I have contacted the company about this and will forward it to you
  - Food
    - Restaurants
    - Native Cuisine
    - Recommended budget based on $30/day for food/spending
  - Language/Terms
- Geography, Social Structure & History
  - States & Territories
  - National & Local Governments
  - City Profile - Sydney, Cairns & Melbourne
    - Population
    - Climate
    - Maps with our points of interest
    - Most similar US city
  - Indigenous Peoples & Lands
  - International Relations
    - Defense/Security
    - Business
  - Religious Influences
  - Government vs Private Sector
    - Education
    - HealthCare
  - Significant National Historical Events
  - Important facts about the country
- Business & Industry Profiles
  - Current Economic State
    - Effect of European Debt Crisis
    - Asian influence
Currency & Exchange Rates
Financial Market Structure
Accounting Standards, Regulations & Certifications
Big 4 Accounting Firms
  • Office locations
  • Clients
  • Specializations
  • Busy Season
Oracle in Melbourne
Main Economic Industries
Exports/Trading
  • Wildlife & Environment
    • Environmental Issues
    • Protected Areas
    • Customs Restrictions
      • Food
      • Animal
      • Plant
    • ATT Kings Wildlife Tour
    • Taronga Zoo in Sydney

SUGGESTED RESOURCES FOR AUSTRALIA:


TRIP PROJECT:

Students will answer prompts in their course notebook throughout the trip and then document their experiences from the trip in one of the selected formats including but not limited to a written journal, photo journal, or scrapbook.

TRIP & CLASS PARTICIPATION:

Students must attend all class meetings in weeks 1-8 (unless they have an excused absence). Unexcused absences will count off 10% for each missed class period.

Students must attend all planned activities throughout the entire trip (unless they have an excused absence) and must behave in accordance with the Field Trip Terms of Participation. Unexcused absences will count off 10% for each missed activity.

ATTENDANCE POLICY

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Under Student Rule 7, an excused absence is defined as follows:

The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

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

**MAKE-UP WORK POLICY**

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – [http://student-rules.tamu.edu](http://student-rules.tamu.edu)).

Students with unexcused absences will receive no credit for missed deliverables.

**LATE WORK POLICY**

Any course deliverable turned in late will not be graded. “Late” means submitting deliverable any time after the assignment deadline has passed.

**Exception:** Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 – [http://student-rules.tamu.edu](http://student-rules.tamu.edu)).

**STUDENTS WITH DISABILITIES**

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, in White Creek Apartments (Building 62) at 701 West Campus Boulevard or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
**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. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

[http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

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

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case." [http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx](http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see [http://aggiehonor.tamu.edu/RulesAndProcedures](http://aggiehonor.tamu.edu/RulesAndProcedures)).

**Statement on Plagiarism**

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under "Plagiarism" (see Student Rule 20 [http://student-rules.tamu.edu](http://student-rules.tamu.edu) and Aggie Honor System Rules [http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx](http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)).

**Food and Drink in the Classroom**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions and Project Topic Assignments</td>
</tr>
<tr>
<td>2</td>
<td>Student Presentations - Culture</td>
</tr>
<tr>
<td>3</td>
<td>Student Presentations – Culture &amp; Recreation</td>
</tr>
<tr>
<td>4</td>
<td>Student Presentations – Geography, Social Structure &amp; History</td>
</tr>
<tr>
<td>5</td>
<td>Student Presentations – Business &amp; Industry Profiles</td>
</tr>
<tr>
<td>6</td>
<td>Student Presentations – Business &amp; Industry Profiles</td>
</tr>
<tr>
<td>7</td>
<td>Student Presentations – Wildlife &amp; Environment</td>
</tr>
<tr>
<td>8</td>
<td>Final Paperwork and Trip Preparation</td>
</tr>
<tr>
<td>9-14</td>
<td>Contact hours for weeks 9-14 will be earned during the trip dates (e.g. between June 1-17).</td>
</tr>
</tbody>
</table>
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): International Business

2. Course prefix and number: IBUS 430

3. Texas Common Course Number: Click here to enter text

4. Complete course title: Global Immersion in Accounting

5. Semester credit hours: 3

6. Frequency the class will be offered: Every spring

7. Number of sections per semester: 1

8. Number of students per semester: 20 or less

9. Historic annual enrollment for the last three years:
   - 2014-2015: 9
   - 2013-2014: 10
   - 2012-2013: 10

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    Global Immersion in Accounting will provide students a historical and cultural overview of the target country and an in-depth look at companies that will be visited during the international field trip. The field trip that follows the course will enable students to be immersed in an international business environment for 14-17 days. Students will be introduced to international opportunities within the Big 4 public accounting firms, listen to industry experts discuss current issues and gain insight into how IFRS is being adopted around the world and visit with executives at internationally based companies to get a global view of business.

    Students enrolled in this course will be exposed to the global business environment through lecture during the spring semester and first-hand through participation in the international field trip that follows the course. Additionally, students will gain geographical, government, historical, cultural and societal knowledge and understanding of their international destination.

11. Course Instructor

12. Department Head

13. College Dean/Designee

Submit this form and current course syllabus to iso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
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 basic 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 (CLMID)

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  Course #  Title (excluding punctuation)
   OCNG  203  Communicating Oceanography Lab

   Lect. Lab Other SClH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0.00 2.00 0.00 1.00 4006070002 2 4 0 17 - 18 0 0 3 6 3 2

   Approval recommended by:

   Deborah Thomas  (Type Name & Sign)  Date

   Chris Houser  (Type Name & Sign)  Date

   Kate Miller  (Type Name & Sign)  Date

   Department Head or Program Chair (if cross-listed course)

   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 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 location  W 01:50 – 3:50pm
                           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. Homework and in-class assignments include summaries of selected papers, graphing and figure captioning and description, and brief compare and contrast papers. Feedback on the assignment 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. The final 10% of the grade will be assessed from the completion of constructive critiques of the oral presentations and in-class discussion of the presentation topics.

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

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Americans with Disabilities Act (ADA)

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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 • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   - [✓] Undergraduate
   - [ ] Graduate
   - [ ] First Professional (D.D.S, M.D., J.D., PharmD, D.V.M)

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

3. Course prefix, number and complete title of course:
   OCGN 303

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):
   OCGN 203, COMM 203 or COMM 205, with or permission of instructor

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 submitted to the Core Curriculum Council?
   - [ ] Yes
   - [✓] No

9. How will this course be graded?
   - [✓] Grade
   - [ ] S/U
   - [ ] PiF (LAFD)

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. [✓] 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)

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<thead>
<tr>
<th>OCGN</th>
<th>303</th>
<th>Professional Comm in Oceanography</th>
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</thead>
<tbody>
<tr>
<td>Lecl.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Chris Houser
Chair, College Review Committee Date

Kato Miller
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 845-8201 or sandra.williams@tamu.edu

Curricular Services - 07/14

RECEIVED
APR 25 2016
CURRICULAR SERVICES
Course title and number  OCNG 303: Professional Communication in 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 and COMM 203 or 205; or permission 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:


Additional resources that should be used commonly in this course include:

1. TAMU library home page: [http://library.tamu.edu](http://library.tamu.edu)
2. ISI Web of Science: [http://www.webofknowledge.com](http://www.webofknowledge.com)
3. EndNote Information at TAMU Library: [http://guides.library.tamu.edu/endnote](http://guides.library.tamu.edu/endnote)
4. University Writing Center: [http://writingcenter.tamu.edu/](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 and participation (20%), 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%).

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment Due</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Assignment Due</td>
<td>Course overview; Plagiarism discussion; ABCs of communication</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>Manuscript structure</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Manuscript structure</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Referencing/citations, Compelling visual aids</td>
<td></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>Oral presentation components, Knowing your audience, Being a good speaker, Answering questions</td>
<td>Oral presentation due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Oral presentation components, Knowing your audience, Being a good speaker, Answering questions</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Oral presentation components, Knowing your audience, Being a good speaker, Answering questions</td>
<td>Final paper due</td>
</tr>
<tr>
<td>Week 10</td>
<td>Speaking to non-scientists, 2-minute elevator talks</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Ocean science careers, CVs and resumes</td>
<td></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><strong>Thanksgiving Break-No Classes</strong></td>
</tr>
<tr>
<td>Week 13</td>
<td>Cover letter due</td>
<td>15-minute presentations</td>
</tr>
<tr>
<td>---------</td>
<td>------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
<td>15-minute presentations</td>
</tr>
</tbody>
</table>

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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 • Professional
Submit original form and attach a course syllabus.

**Form Instructions**

1. Course request type: 
   - [x] 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 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, UGP or permission of instructor

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

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 (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. 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)

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

<table>
<thead>
<tr>
<th>OCNG</th>
<th>443</th>
<th>Oceanographic Field and Laboratory Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>2.00</td>
<td>2.00</td>
<td>0.00</td>
</tr>
</tbody>
</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

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

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

[RECEIVED APR 25 2016]
**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. Chemistry 102. U3/U4 or Permission of the 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 terryl@erg.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.

Cruse 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 the appropriate excuse forms 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,</td>
</tr>
</tbody>
</table>
Safety
Discussion of Standard Operating Procedures. Lab tour

2 Cruise/Field work. Collect Samples. Measure CDOM, Salinity, Temperature, Depth, Chlorophyll, and Total Suspended Solids

3 Cruise Data collection and interpretation
Generate Cruise Data Base

4 Nutrients, Dissolved and Total Nutrients (lab) Cruse Report due

5 Mercury
Mercury analyses of sediments (lab) Interpretive Report due

6 Solvent Extraction/Fluorescence
Analysis of water aromatic hydrocarbons by fluorescence (lab)

7 Automated Solvent Extraction (ASE) and Chromatography Mercury Cass Narrative due
ASE sediment extraction (lab)

8 Polycyclic Aromatic Hydrocarbons (PAH)
Column Chromatography (lab) Chromatography Paper due

9 Polychlorinated Biphenyls (PCB)
Analysis of PAH by GC/MS (lab)

10 Detectors in gas chromatography
Analysis of PCB by GC/MS (lab)

11 Data Interpretation and
Presentation
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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Academic Integrity

For additional information please visit: [http://aggiehonor.tamu.edu](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 [ ] 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 & 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 by permission of instructor

6. Is this a variable credit course? [ ] Yes [✓] No

7. Is this a repeatable course? [ ] Yes [✓] No

8. How will this course be graded? [✓] Grade [ ] S/U [ ] P/F (CL, MD)

9. 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.

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

11. [✓] 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).

12. 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 | 2140 | 17 | 18 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) 1/18/16

Chair, College Review Committee 1/19/16

Dean of College

Chair, GC or UCC

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 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>
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<tr>
<td>Week 2</td>
<td></td>
<td>Earth structure, plate tectonics</td>
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<tr>
<td>Week 3</td>
<td></td>
<td>Petrology, paleomagnetism</td>
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<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>
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<tr>
<td>Week 5</td>
<td></td>
<td>Vent fluid chemistry (variety, spatial/temporal variability)</td>
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<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>
<td>Week 7</td>
<td></td>
<td>Hydrothermal diffuse flow, hydrothermal sediments</td>
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<tr>
<td>Week 8</td>
<td></td>
<td>Serpentinitization and shallow sea vents, Hotspots</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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<td>Week 10</td>
<td></td>
<td>Hydrothermal engineering: how hydrothermal</td>
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<td>Week 11</td>
<td>Hydrothermal animals/symbioses</td>
<td>Outlining due</td>
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<tr>
<td>Week 12</td>
<td>Hydrothermal microbiology</td>
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<tr>
<td><strong>NO CLASSES – Happy Thanksgiving</strong></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>
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<tr>
<td>Week 14</td>
<td>Student presentations</td>
<td>Term paper due</td>
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<tr>
<td></td>
<td>Final Exam</td>
<td>FINAL EXAM</td>
<td></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
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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 (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:
   PETE 353 or approval of instructor

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):
   Cross-listed with:  
   Stacked with: PETE 651-Probabilistic Reserves
   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 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

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)
    PETE 408  PROBABILISTIC RESERVES EVAL

<table>
<thead>
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<th>Lect.</th>
<th>Lab</th>
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<th>Admin. Unit</th>
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Approval recommended by:

A. D. Hill
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

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

RECEIVED
FEB 24 2016
ESSAP

APR 01 2016
CURRICULAR SERVICES
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
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<tr>
<td>20%</td>
<td>Homework</td>
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<tr>
<td>50%</td>
<td>Mid-semester exams (2)</td>
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<tr>
<td>30%</td>
<td>Final Exam</td>
</tr>
<tr>
<td>100%</td>
<td>Total</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>
Course Topics, Calendar of Activities, Major Assignment Dates

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<table>
<thead>
<tr>
<th>Week 1</th>
<th>SPE Petroleum Resources Management System (PRMS)</th>
</tr>
</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>
<tr>
<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>
</tbody>
</table>

Americans with Disabilities Act (ADA)

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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 (BDS, 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: PETE 652-Deterministic Reserves

6. Is this a variable credit course? ☑ No If yes, from _____ to _____
7. Is this a repeatable course? ☑ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? ☑ No
8. Will this course be submitted to the Core Curriculum Council? ☑ 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 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. ☑ 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)

<table>
<thead>
<tr>
<th>PETE</th>
<th>418</th>
<th>DETERMINISTIC RESERVES EVAL</th>
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</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>3.00</td>
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Approval recommended by:

A. D. Hill

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 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
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</tr>
<tr>
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<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>

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

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| Week 1 | Overview, introduction to PRMS |
| Week 2 | PRMS (cont’d) |
| Week 3 | SEC reserves reporting requirements |
| Week 4 | Reserves estimation methods |
| Week 5 | Deterministic reserves examples; Mid-semester Exam 1 |
| Week 6 | Reservoir fluid flow theory review and extension |
| Week 7 | Arps decline models |
| Week 8 | Advanced decline analysis |
| Week 9 | Alternative decline models |
| Week 10 | Linear flow and Duong model; Mid-semester Exam 2 |
| Week 11 | Decline analysis workflow |
| Week 12 | RTA workflow, Marcellus example |
| Week 13 | SPEE Monograph 4 |
| Week 14 | PUDs and SPEE Monograph 3 |
| Week 15 | Final exam |

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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.

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

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

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

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 (CLMD)

12. 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)

13. B.S. in RPTS; open to other majors

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

15. □ 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).

16. Prefix Course # Title (excluding punctuation)
RPTS 380 Visitor Resource Protection I

<table>
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<th>Lab</th>
<th>Other</th>
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<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by:
Gary D. Ellis, PhD
Department Head or Program Chair (Type Name & Sign) 1/22/16

Chair, College Review Committee
Date 3/27/16

Kim Dooley
Department Head or Program Chair (Type Name & Sign)
Date 3/29/16

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 Status; Permission of the 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 1964, 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](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 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 10 points unless students provide University-excused absence documentation.

Attendance and Make-up Policies

The university attendance policy can be found at this link link to student rule 7 [http://studentrules.tamu.edu/rule07](http://studentrules.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/interpretation-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 to 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 description 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 Kosehman
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 Epley online training website

**February 4**
Introduction to the National Park Service: The Organization of the NPS
Instructor: Matt Staffalono 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 Epley Institute for Parks and Public Lands The History of the NPS http://epley.org/elearning/ (Due March 31)
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 14 – 19 Spring Break>>>>>>>>>>>>>

March 24
Operational Leadership
Instructor: FLET C SLET E 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
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 in good Standing

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

Based on Supervisor Evaluation and Professional Paper
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."
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.

The Aitkenhead-Peterson Laboratory is BL2 classified. This means that SCSC 491, students will need to complete specialized training before being allowed to work in the laboratory. Call the courses are free of charge and are a one-off 2 hour class. Minimum Training to be completed includes:

1) Blood Borne Pathogens (http://rcb.tamu.edu/bohp/training)
2) Biosafety Level 2 (http://rcb.tamu.edu/training)
3) Laboratory Safety Training (https://ehsd.tamu.edu/Pages/register-for-training.aspx)
4) Lab Specific Training – This will be the specific training you will receive during your 491

Depending on your research project additional training may be required particularly if you will be using foreign soils or soils retrieved from beneath decomposing human or mammal remains (1)Biological Safety Cabinet training and 2) fit-testing. All these training are free of charge (and will be a good addition to your resume).

The Aitkenhead-Peterson Laboratory specializes in determining the sources, transformations and fates of nutrients in surface waters and soils and the effect of land cover or land management practices on nutrient transport.

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:**

- To acquaint undergraduate students with the basic principles of standard methods for the analysis of elements and compounds in surface water, soil extracts, soil solution and vegetation using analytical instruments.
- To introduce field sampling techniques for soil and water sampling
- To introduce QA/QC (Quality Assessment/Quality Control)
- To introduce statistical analyses and report writing

**Specific Objectives:**

- Gain first-hand experience in some of the analytical techniques used in water, soil, plant and water analysis.
- Gain experience of dealing with various analytical hardware and software.
- Learn the importance of QA/QC, Standard curves, NIST traceable standards, check standards and sample replicates.

**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 coursework, 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."
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

Attach a brief supporting statement for changes made to items 4a thru 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:

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:

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b. Change to:

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Approval recommended by: Karen Smith

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 845-6201 or smwilliams@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. 979.845.2716 Fax. 979.842.4347
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 (DDS, MD, JD, PharmD, DVM)
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

4. Change requested
   a. Prerequisite(s): From: LING/ENGL 209 To: junior or senior classification
   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: 

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:

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

11. a. As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation) |
   ------ | -------- | ----------------------------- |
   LING   | 307      | LANGUAGE AND CULTURE         |

   Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
   ----- | ---- | ------ | ---- | ----------------- | ------------ | --------- | ----- |
   3.00 | 0.00 | 0.00   | 3.00 | 1601020001        | 0990         | 0 0 3 6 3 2 | 3     |

   b. Change to:

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

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

   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 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 (DVM, MD, JD, PharmD, DPA)
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

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 (CLHD)
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://export.tamu.edu/yourcourse/export-control/export-control-basics-for-distance-education).

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>
<td>201</td>
<td>Orientation to Public Health</td>
</tr>
</tbody>
</table>

<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>ECTS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
<td>512201</td>
<td>2414</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding pronunciation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLT</td>
<td>301</td>
<td>Orientation to Public Health</td>
</tr>
</tbody>
</table>

| Lect. | Lab    | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | ECTS Code |
|-------|--------|-------|-----|------------------|-------------|-----------|
| 1.00  | 0.00   | 0.00  | 1.00| 512201           | 2414        | 15 - 16    | 0 0 3 6 3 2 |

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

Ranjana Mahta
Chair, College Review Committee  Date

Jay Maddock
Dean of College  Date

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

Associate Director, Curricular Services  Effective Date

RECEIVED
By Curricular Services at 5:52 pm, Apr 20, 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 Outcome</th>
<th>Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal 1. Understand the history, ethics, and traditions of the field of public health.</td>
<td></td>
</tr>
</tbody>
</table>
| Describe the history, ethics, and traditions of public health to include its core values, concepts and functions in society. | • Recall the history of public health.  
• Describe public health milestones.  
• Express the philosophy of public health in the framework of population health  
• Broadly characterize the contributions and value of public health  
• Relate core public health values to broader health concerns.  
• List core functions and essential services of public health.  
• Recognize functions of public health in addressing global issues. |
<p>| Program Goal 2. Value the scope and nature of problems and challenges addressed by the field of public health. |
| Describe socioeconomic, behavioral, biological, environmental and other factors that impact population health and contribute to health disparities. | • Categorize types of determinants that impact the public's health. |
| Explain fundamental | • Identify elements of the US Public Health System. |</p>
<table>
<thead>
<tr>
<th>Program Goal 3. Appreciate the breadth, depth and variety of intellectual and practical skills employed in the field of public health.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>- Recognize commonly used terms in public health.</td>
</tr>
<tr>
<td>- Define commonly used terms in public health.</td>
</tr>
<tr>
<td>- Recognize commonly used tools and strategies in public health.</td>
</tr>
<tr>
<td>Employ basic intervention processes and approaches to address public health concerns of populations.</td>
</tr>
<tr>
<td>- Organize the 10 essential services of public health within the three core functions.</td>
</tr>
<tr>
<td>- Categorize public health activities within the framework of core functions and essential services.</td>
</tr>
<tr>
<td>- Give examples of public health interventions reflecting sciences/concentrations associated with public health.</td>
</tr>
</tbody>
</table>

**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- 1/19/16</td>
<td>Course Introduction, Public Health History and Philosophy</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>2- 1/26/16</td>
<td>Public Health Core Concepts and Values</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>3- 2/2/16</td>
<td>Determinants of Health – Behavioral and Socio-economic</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>4- 2/9/16</td>
<td>Determinants of Health – Biological and Environmental</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>5- 2/16/15</td>
<td>Public Health Systems, Partners and Stakeholders</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>6- 2/23/16</td>
<td>Data in Public Health</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>7- 3/1/16</td>
<td>Public Health and Medicine</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>8- 3/8/16</td>
<td>Public Health and Emergency Preparedness, Response and Recovery</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>9- 3/22/16</td>
<td>Tackling Public Health Issues through Environmental Health</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>10- 3/29/16</td>
<td>Tackling Public Health Issues through Occupational Health</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>11- 4/5/16</td>
<td>Tackling Public Health Issues through Policy</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>12- 4/12/16</td>
<td>Tackling Public Health Issues through Community Approaches</td>
<td>Required Materials posted to eCampus</td>
</tr>
<tr>
<td>13- 4/19/16</td>
<td>Tackling Public Health Issues through Health Promotion</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>14- 4/26/16</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>
<td></td>
</tr>
</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. Handouts, 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.
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 (DNS, MPh, JDA, 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. 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.

   a. 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        | 0 0 3 6 3 2 | 2     |

   Approval recommended by:
   Gary D. Ellis, PhD
   Date 1/22/16

   Chair, College Review Committee
   Date 3/29/16

   Department Head or Program Chair (Type Name & Sign)
   Date 1/22/16

   Date 3/29/16

   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 – 08/14
RPTS 230: Computer Applications in Recreation, Parks & Tourism

Fall, 2016

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) gain a 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) develop and utilize 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/.
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>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>700</td>
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<tr>
<td>501</td>
<td>MW 11:30AM-1:30PM</td>
<td>AGLS 413</td>
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<td>502</td>
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(Dates, Topics and Assignments are subject to revisions)

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<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,</td>
<td>Setup</td>
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<td>using eCampus. &quot;Where at are you?&quot; Photographs at next class</td>
<td>Exercise #1</td>
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<td>Reading #1</td>
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<td>Reading #2</td>
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<td>2</td>
<td>9/5</td>
<td><strong>Bring your flash drive today</strong> Word Processing Fundamentals and Special Features, creating an</td>
<td>Word</td>
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<tr>
<td></td>
<td>9/6</td>
<td>Adobe PDF file Photographs taken today!</td>
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<td>Reading #3</td>
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<td>Word Processing--Spelling and Grammar Checking, Thesaurus; Smart Art--organizational chart</td>
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<td>Exercise #2</td>
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<td>Mail Merge--merging text and data base files;</td>
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<td>Word Processing--Flyer, Poster, Brochure and Newsletter</td>
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<td>Spread Sheet Basics, Absolute vs. Relative References Charts and Graphs</td>
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<td>Spread Sheet Template Design (Exponential Growth)</td>
<td>Spread Sheet Exercise #2</td>
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<td>Spread Sheet-3 Borrowing Money</td>
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<td>Spread Sheet-5 Statistics</td>
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<td>Spread Sheet-6 linked sheets</td>
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<td>Date and Time functions</td>
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<td>Data Bases-1 Creating a Database--Importing Data</td>
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<td>Data Bases-2 Designing a Database</td>
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<td>Sectional Exam (Word, Excel, Access)</td>
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<td>10/18</td>
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<td>10/19</td>
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<td>Google Earth #1</td>
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<td>Photo Shop Exercise #2</td>
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<td>Photo Shop Exercise #1</td>
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<td>Power Point-1--Basics--Animation, hyperlinks, and sounds</td>
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<td>Power Point Exercise</td>
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<td>Power Point-2--Internal Links</td>
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<td>11/9</td>
<td>Prezi</td>
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<td>Prezi #1</td>
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<td>11/14</td>
<td>PodCasting/Movie Making, recording with Audacity</td>
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<td>11/15</td>
<td>Movie Maker #1</td>
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<td>11/16</td>
<td>Internet Fundamentals; planning your web page</td>
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<td>Internet-1</td>
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<td>11/21</td>
<td>Web Page-1 Frames and Fundamentals</td>
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<td>Web Page Assignment</td>
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<td>Web Page-2 Lists and Tables; sounds and music; image maps</td>
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<td>11/24</td>
<td>Web Page Assignment</td>
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<td>Web Page-3 Uploading to Public Server; trouble shooting</td>
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<td>Lab Final</td>
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<td>12/1</td>
<td>Exam</td>
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</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, DVMD)
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
   - Attach a brief supporting statement for changes made to items 4 thru 4d and 10 below.
   - 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://ypr.tamu.edu/resources/exports/controls/export-control-basics-for-distance-education).
8. Complete current course title and current catalog course description:
   - no changes
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
10. As currently in course inventory:
    a. Course #
        - Title (excluding punctuation)
        - SCSC
        - 304
        - PLANT BREEDING AND GENETICS
        - Lect.
        - Lab
        - Other
        - SCH
        - CIP and Fund Code
        - Admin. Unit
        - PICE Code
    b. Change to:
        - Prefix
        - Course #
        - Title (excluding punctuation)
        - Lecl.
        - Lab
        - Other
        - SCH
        - CIP and Fund Code
        - Admin. Unit
        - Acad. Year
        - FICE Code

Approval recommended by:
- Wayne Smith
- Kim Dooley

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

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 – 08/14
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.
CHANGE IN CURRICULA
CHANGE IN CURRICULUM

COLLEGE OF AGRICULTURE AND LIFE SCIENCES
DEPARTMENT OF AGRICULTURAL COMMUNICATIONS AND JOURNALISM
BS IN AGRICULTURAL COMMUNICATIONS AND JOURNALISM
Texas A&M University
Request for a Change in Curriculum
Undergraduate • Graduate • Professional

1. Program request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (e.g., DVM, JD, MD, etc.)

2. Request change for:
   ☑ Degree Program ☐ Minor ☐ Certificate

3. Request submitted by (Department or Program Name): Agricultural Communications and Journalism

Program Designation and Name
(e.g., B.A. in History, Minor in History, Certificate in European Union): B.S. in Agricultural Communications and Journalism

5. Brief description of change:
   Adding AGCI 411, Research Methods in Agricultural Communications, as an option for the currently required statistics course under the mathematics heading in the degree plan.

6. Rationale for change:
The course, taught in our program, provides students with a basic understanding of communications research and some practical experience with gathering, analyzing and reporting research information in the communications field.

Use the checkboxes below to make sure that all information is included.

7. a. Proposed curriculum attached. ☑ Yes ☐ No
    b. Current catalog curriculum with handwritten edits attached. ☑ Yes ☐ No
    c. Current Howdy degree evaluation with handwritten edits attached. ☑ Yes ☐ No

Please make sure the attached proposed curriculum, catalog and Howdy degree evaluation match.

8. a. Will degree program hours change (increase/decrease) due to the proposed curriculum changes? ☐ Yes ☑ No
    b. If yes, degree program hours will change from: ________ to: ________
    c. If yes, is the Texas Higher Education Coordinating Board form attached? http://www.thecb.state.tx.us/index.cfm?objectid=A0F9F7FA-9A92-4F11-2756AD3BBFF01D60 ☑ Yes ☐ No

9. If proposed changes affect other unit(s), are letters of support attached? ☑ Yes ☐ No

IMPORTANT NOTE: Curriculum changes submitted through the approval process and fully approved by February (December-UCC/GC, January-Faculty Senate, February-President) will be effective in the next academic year. Changes requiring approval beyond the University should complete the internal approval process early in the fall semester whenever possible in order to ensure timely implementation.

Approval recommended by:

[Signature]

Department Head or Program Chair (Type Name & Sign) Date 3/21/16

Dean of College Date

Chair, College Review Committee Date 4/6/16

Chair, GC or UCC Date

Questions regarding this form should be directed to Curricular Services at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 04/14

APR 08 2016
CURRICULAR SERVICE
AGRICULTURAL COMMUNICATIONS AND JOURNALISM - BS

- Home
- Undergraduate Catalog
- College of Agriculture and Life Sciences
- Agricultural Leadership, Education, and Communications
- Agricultural Communications and Journalism - BS

PROGRAM REQUIREMENTS

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
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<td>AGCJ 105</td>
<td>Introduction to Agricultural Communications</td>
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<tr>
<td>AGCJ 281</td>
<td>Journalism Concepts for Agriculture</td>
<td>3</td>
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<tr>
<td>AGCJ 307</td>
<td>Design for Agricultural Media</td>
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<tr>
<td>AGCJ 312</td>
<td>Editing for Agricultural Audiences</td>
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<td>AGCJ 313</td>
<td>Agricultural Media Writing I</td>
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<td>AGCJ 314</td>
<td>Agricultural Media Writing II</td>
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<td>AGCJ 481</td>
<td>Senior Seminar</td>
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Agricultural Communications and Journalism Core electives 6

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<tr>
<td>AGCJ 305</td>
<td>Theory and Practice of Agricultural Publishing</td>
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<td>AGCJ 306</td>
<td>Theory and Practice of Agricultural Public Relations</td>
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<td>AGCJ 308</td>
<td>Agricultural Photography</td>
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<td>AGCJ 366</td>
<td>Radio Broadcasting</td>
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<td>AGCJ 380</td>
<td>Workshop in Agricultural Communications and Journalism</td>
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Agricultural Communications and Journalism Professional Skills 9

Select three of the following:

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<tr>
<td>AGCJ 404</td>
<td>Communicating Agricultural Information to the Public</td>
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<td>AGCJ 405</td>
<td>Agricultural Publications Production</td>
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<td>AGCJ 406</td>
<td>Agricultural Public Relations Methods</td>
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<td>AGCJ 407</td>
<td>Web Authoring in Agricultural Communication</td>
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<td>AGCJ 409</td>
<td>Television Production for Agricultural Journalists</td>
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<td>AGCJ 411</td>
<td>Audience and Communications Research Methods</td>
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<td>AGCJ 413</td>
<td>Emerging Media in Agriculture</td>
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<td>AGCJ 466</td>
<td>Advanced Radio Broadcasting</td>
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<td>AGCJ 485</td>
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Select one of the following:

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<th>Course Title</th>
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<tbody>
<tr>
<td>AGEC 105</td>
<td>Introduction to Agricultural Economics</td>
</tr>
<tr>
<td>AGEC 314</td>
<td>Marketing Agricultural and Food Products</td>
</tr>
<tr>
<td>AGEC 315</td>
<td>Food and Agricultural Sales</td>
</tr>
<tr>
<td>AGEC 340</td>
<td>Agribusiness Management</td>
</tr>
<tr>
<td></td>
<td>Animal science directed elective</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC 107</td>
<td>General Animal Science</td>
</tr>
<tr>
<td>ANSC 108</td>
<td>General Animal Science</td>
</tr>
<tr>
<td>DASC 202</td>
<td>Dairying</td>
</tr>
<tr>
<td>ENTO 201</td>
<td>General Entomology</td>
</tr>
<tr>
<td>ENTO 208</td>
<td>Veterinary Entomology</td>
</tr>
<tr>
<td>POSC 201</td>
<td>General Avian Science</td>
</tr>
<tr>
<td>WFSC 301</td>
<td>Wildlife and the Changing Environment</td>
</tr>
<tr>
<td>WFSC 304</td>
<td>Wildlife and Fisheries Conservation</td>
</tr>
<tr>
<td></td>
<td>Plant science directed elective</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCSC 105</td>
<td>World Food and Fiber Crops</td>
</tr>
<tr>
<td>SCSC 302</td>
<td>Recreational Turf</td>
</tr>
<tr>
<td>HORT 301</td>
<td>Garden Science</td>
</tr>
<tr>
<td>PLPA 301</td>
<td>Plant Pathology</td>
</tr>
<tr>
<td>ESSM 203</td>
<td>Forest Trees of North America</td>
</tr>
<tr>
<td>ESSM 301</td>
<td>Wildland Watershed Management</td>
</tr>
<tr>
<td>ESSM 302</td>
<td>Wildland Plants of North America</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>ESSM 314</td>
<td>Principles of Rangeland Management Around the World</td>
</tr>
<tr>
<td></td>
<td>Human performance directed elective</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
</tr>
<tr>
<td>ALED 340</td>
<td>Survey of Leadership Theory</td>
</tr>
<tr>
<td>ALED 440</td>
<td>Leading Change</td>
</tr>
<tr>
<td>NUTR 202</td>
<td>Fundamentals of Human Nutrition</td>
</tr>
<tr>
<td>NUTR 430</td>
<td>Community Nutrition</td>
</tr>
<tr>
<td>FSTC 201</td>
<td>Food Science</td>
</tr>
<tr>
<td>Agricultural electives</td>
<td></td>
</tr>
<tr>
<td>General electives</td>
<td></td>
</tr>
<tr>
<td>American history electives</td>
<td></td>
</tr>
<tr>
<td>POLS 206</td>
<td>American National Government</td>
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<tr>
<td>POLS 207</td>
<td>State and Local Government</td>
</tr>
<tr>
<td>Communication electives</td>
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</tr>
<tr>
<td>Creative arts elective</td>
<td></td>
</tr>
<tr>
<td>Language, philosophy and culture elective</td>
<td></td>
</tr>
<tr>
<td>Life and physical sciences electives</td>
<td></td>
</tr>
<tr>
<td>Mathematics electives</td>
<td></td>
</tr>
<tr>
<td>STAT 201-STAT 225</td>
<td></td>
</tr>
<tr>
<td>STAT 301-STAT 415</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credit Hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

1 All agricultural electives will be used to develop a cohesive career emphasis and are to be selected in consultation with an advisor.

The Graduation requirements include a requirement for 6 hours of international and cultural diversity courses. A course satisfying a Core category, a college/department requirement, or a free elective can be used to satisfy this requirement.
Detail Requirements

Information for Degree Evaluation

This is NOT an official evaluation.

Program Evaluation

Limitation: Correspondence: No more than 12 hours of correspondence earned through an accredited institution may be used for an undergraduate degree.

Limitation: Combination: Maximum combination of 18 hours of 481, 482, 485 and/or 491 courses may be used for an undergraduate degree.

Program:
BS AGCI
College: College Station
Degree: Bachelor of Science
Level: Undergraduate
Majors: Ag Communications & Journalism
Departments: Ag Leadership, Educ & Comm

Catalog Term:
Fall 2015 - College Station
Spring 2016 - College Station

Expected Graduation Date:
A

Results as of:
Feb 26, 2016

Minors:
Concentrations:

Met Credits Courses

<table>
<thead>
<tr>
<th>Required</th>
<th>Used</th>
<th>Required</th>
<th>Used</th>
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</thead>
<tbody>
<tr>
<td>Total Required:</td>
<td></td>
<td>120.00</td>
<td>0.00</td>
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<tr>
<td>Program GPA:</td>
<td>Yes</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Overall GPA:</td>
<td>No</td>
<td>2.00</td>
<td>0.00</td>
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<tr>
<td>Other Course Information</td>
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<tr>
<td>Transfer:</td>
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<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

This is NOT an official evaluation.

Area: Major Coursework (36.000 credits) - Not Met

Description: A grade of "C" or better must be maintained in all AGCI courses.

Met Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses

No A. AGCI 105 Must make a grade of "C" or better.
No AND B. AGCI 281 Must make a grade of "C" or better.
No AND C. AGCI 312 Must make a grade of "C" or better.
No AND D. AGCI 313 Must make a grade of "C" or better.
No AND E. AGCI 314 Must make a grade of "C" or better.
No AND F. AGCI 307
No AND G. AGCI 481
No AND H. 300 Level AGCI Rgmt 6hrs Select from AGCI 305, 306, 308, 380, 365. Must make a grade of "C" or better.
No AND I. 400 Level AGCI Rgmt 9hrs Select from AGCI 404, 407, 480, 494. Must make grade of "C" or better.

Total Credits and GPA

https://compass-ssb.tamu.edu/pls/PROD/bwckcapp.P_VerifyDispEvalViewOption

2/26/2016
unofficial evaluation

Area: Supporting Coursework (25,000 credits) - Not Met

<table>
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<th>Rule</th>
<th>Subject</th>
<th>Attribute</th>
<th>Low</th>
<th>High</th>
<th>Required</th>
<th>Term</th>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>A.</td>
<td>ALED/FSCNUTR Rqmt 3hrs</td>
<td>Select from ALED 340, 440, FSCN 201, NUTR 202, 430.</td>
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<td></td>
</tr>
<tr>
<td>No</td>
<td>AND</td>
<td>B.</td>
<td>Animal Science Electives 3hrs</td>
<td>Select from ANSC 107, 108; DASC 202; ENTO 201, 208; POSC 201; WFSC 201, 301, 304.</td>
<td></td>
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</tr>
<tr>
<td>No</td>
<td>AND</td>
<td>C.</td>
<td>Plant Science Electives 3hrs</td>
<td>Select from HIHY 301, PLPA 301, 302; ESST 203, 301, 302, 314; SCSC 105, 302.</td>
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</tr>
<tr>
<td>No</td>
<td>AND</td>
<td>D.</td>
<td>Emphasis Area 16hrs</td>
<td>Chosen in consultation with academic advisor.</td>
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</tbody>
</table>

Total Credits and GPA 0.000

unofficial evaluation

Area: Communication (6,000 credits) - Not Met

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<tr>
<th>Met</th>
<th>Condition</th>
<th>Rule</th>
<th>Subject</th>
<th>Attribute</th>
<th>Low</th>
<th>High</th>
<th>Required</th>
<th>Term</th>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>A.</td>
<td>Communication Requirement</td>
<td>Select 6 hours from any courses with the Communication attribute [CM]:</td>
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</tr>
</tbody>
</table>

Total Credits and GPA 0.000

unofficial evaluation

Area: Mathematics (9,000 credits) - Not Met

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<tr>
<th>Met</th>
<th>Condition</th>
<th>Rule</th>
<th>Subject</th>
<th>Attribute</th>
<th>Low</th>
<th>High</th>
<th>Required</th>
<th>Term</th>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>A.</td>
<td>Math Rqmt 6hrs</td>
<td>Select any course with the [MATH] attribute.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>No</td>
<td>AND</td>
<td>B.</td>
<td>Statistics Rqmt 3hrs</td>
<td>Select from STAT 201-225, 301-415.</td>
<td></td>
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</table>

Total Credits and GPA 0.000

unofficial evaluation

Area: Life and Physical Sciences (9,000 credits) - Not Met

<table>
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<tr>
<th>Met</th>
<th>Condition</th>
<th>Rule</th>
<th>Subject</th>
<th>Attribute</th>
<th>Low</th>
<th>High</th>
<th>Required</th>
<th>Term</th>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>A.</td>
<td>Life/Physical Sciences 9hrs</td>
<td>Select 9 hours from any courses with the Life and Physical Sciences attribute [LPS].</td>
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</tbody>
</table>

Total Credits and GPA 0.000

unofficial evaluation

**Area: Language, Philosophy & Culture (3.000 credits) - Not Met**

<table>
<thead>
<tr>
<th>Met</th>
<th>Condition Rule</th>
<th>Subject Attribute</th>
<th>Low High Required</th>
<th>Required Term Subject</th>
<th>Course Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>A. Lang, Phil, Culture Rqmt 3hrs</td>
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<tr>
<td></td>
<td></td>
<td>Select any course with the Language, Philosophy and Culture attribute [KLPC].</td>
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Total Credits and GPA 0.000

unofficial evaluation

**Area: Creative Arts (3.000 credits) - Not Met**

<table>
<thead>
<tr>
<th>Met</th>
<th>Condition Rule</th>
<th>Subject Attribute</th>
<th>Low High Required</th>
<th>Required Term Subject</th>
<th>Course Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>A. Creative Arts Requirement</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Select three hours from any course with the Creative Arts attribute [KCRA].</td>
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</tbody>
</table>

Total Credits and GPA 0.000

unofficial evaluation

**Area: Social and Behavioral Science (3.000 credits) - Not Met**

<table>
<thead>
<tr>
<th>Met</th>
<th>Condition Rule</th>
<th>Subject Attribute</th>
<th>Low High Required</th>
<th>Required Term Subject</th>
<th>Course Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>A. Social Science Rqmt 3hrs</td>
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<tr>
<td></td>
<td></td>
<td>Select from AGEC 103; ECON 202, 203.</td>
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</tr>
</tbody>
</table>

Total Credits and GPA 0.000

unofficial evaluation

**Area: Citizenship (12.000 credits) - Not Met**

**Description:** Completion of 4 semesters of Upper-Level ROTC may be substituted for 3 hours of American History and 3 hours of Political Science.

<table>
<thead>
<tr>
<th>Met</th>
<th>Condition Rule</th>
<th>Subject Attribute</th>
<th>Low High Required</th>
<th>Required Term Subject</th>
<th>Course Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>A. American History Rqmt 6hrs</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Select from any course with the [KHIS] attribute.</td>
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</tr>
<tr>
<td>No</td>
<td>AND</td>
<td>B. Political Science Rqmt 6hrs</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Take POLS 206 and POLS 207.</td>
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</table>

Total Credits and GPA

unofficial evaluation

**Area: General Electives (14.000 credits) - Not Met**

<table>
<thead>
<tr>
<th>Met</th>
<th>Condition Rule</th>
<th>Subject Attribute</th>
<th>Low High Required</th>
<th>Required Term Subject</th>
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<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
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<tbody>
<tr>
<td>No</td>
<td></td>
<td>A. General Electives 14hrs</td>
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</table>

Total Credits and GPA

unofficial evaluation

<table>
<thead>
<tr>
<th>Area: Work Not Applied - Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description: See advisor for acceptable substitutions.</td>
</tr>
<tr>
<td>Met</td>
</tr>
<tr>
<td>No</td>
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</table>

unofficial evaluation

<table>
<thead>
<tr>
<th>Area: University Writing Requirement - Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
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<tr>
<td>No</td>
</tr>
<tr>
<td>Two courses required.</td>
</tr>
<tr>
<td>Only sections of AGCI 303, 491 with the Writing attribute (UWRT) may be used to satisfy this requirement.</td>
</tr>
</tbody>
</table>

unofficial evaluation

<table>
<thead>
<tr>
<th>Area: Int'l &amp; Cult Diversity - Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Select from courses with the International and Cultural Diversity attribute (UICD) (except sections of BUSN 269 with the UWRT attribute).</td>
</tr>
</tbody>
</table>

unofficial evaluation

<table>
<thead>
<tr>
<th>Area: Foreign Language - Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Complete one of the following:</td>
</tr>
<tr>
<td>1. Two years of the same foreign language in High School.</td>
</tr>
<tr>
<td>2. A two semester sequence of the same foreign language for University credit.</td>
</tr>
</tbody>
</table>

unofficial evaluation

<table>
<thead>
<tr>
<th>Area: Residence Requirement - Not Met</th>
</tr>
</thead>
</table>

**Description:** A minimum of 36 hours of 300-400 level coursework must be completed at Texas A&M University. 12 hours must be in the major field.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Rule</th>
<th>Subject</th>
<th>Attribute</th>
<th>Low</th>
<th>High</th>
<th>Required</th>
<th>Required Term</th>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Attribute</th>
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<th>Courses</th>
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<tbody>
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<tr>
<td>B.</td>
<td></td>
<td>Residence 300-499</td>
<td>24hrs</td>
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</tbody>
</table>

Select from any 300-400 level course at Texas A&M.

**Total Credits and GPA**

**unofficial evaluation**

---

**Area:** GPR-Major - Not Met

**Description:** A minimum GPR of 2.000 is required in all major field of studies courses.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Rule</th>
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<th>Attribute</th>
<th>Low</th>
<th>High</th>
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<tr>
<td>A.</td>
<td></td>
<td>Major GPR 27+hrs</td>
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</table>

Includes AGCI 100-499, JOUR 405.

**Total Credits and GPA**

**unofficial evaluation**

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**Back to Display Options**

Print
CHANGE IN CURRICULUM

COLLEGE OF AGRICULTURE AND LIFE SCIENCES
DEPARTMENT OF AGRICULTURAL COMMUNICATIONS AND JOURNALISM
MINOR IN AGRICULTURAL COMMUNICATIONS AND JOURNALISM
Texas A&M University
Request for a Change in Curriculum
Undergraduate • Graduate • Professional

1. Program request type:
   ☑ Undergraduate □ Graduate □ First Professional (e.g., DVM, JD, MD, etc.)

2. Request change for:
   □ Degree Program ☑ Minor □ Certificate

3. Request submitted by (Department or Program Name):
   Agricultural Communications and Journalism

4. Program Designation and Name
   (e.g., B.A. in History, Minor in History, Certificate in European Union):
   Minor in Agricultural Communications and Journalism

5. Brief description of change:
   Removing Agricultural Media Writing II (AGCJ 314) from the required courses for the minor and adding it to the 300-level course options for the minor. Adding Design for Agricultural Media to the required courses for the minor and removing it from the 300-level course options for the minor. Adding Research (AGCJ 411), Emerging Media (AGCJ 413) and Advanced Radio (AGCJ 466) to the 400-level options for the minor.

6. Rationale for change:
   Both Media Writing II and Design for Agricultural Media are required in the program's major. Changing the minor to require the design course will give students a more well-rounded skill set while still providing sufficient writing and editing experience. Adding Research as a 400-level option for the minor will give students interested in analytics and/or graduate school will give students with those interests options for focused preparation. Adding Emerging Media and Advanced Radio allows students in the minor to have the same choices for 400-level courses as the students in the AGCJ major.

Use the checkboxes below to make sure that all information is included.

7. a. Proposed curriculum attached. ☑ Yes □ No
   b. Current catalog curriculum with handwritten edits attached. ☑ Yes □ No
   c. Current Howdy degree evaluation with handwritten edits attached. ☑ Yes □ No

   Please make sure the attached proposed curriculum, catalog and Howdy degree evaluation match.

8. a. Will degree program hours change (increase/decrease) due to the proposed curriculum changes? □ Yes ☑ No
   b. If yes, degree program hours will change from: _______ to: _______
   c. If yes, is the Texas Higher Education Coordinating Board form attached?
      http://www.thecb.state.tx.us/index.cfm?objectid=A0F9F7FA-9A92-4F11-2756AD3BBFF01D60
      □ Yes □ No

9. If proposed changes affect other unit(s), are letters of support attached? □ Yes ☑ No

IMPORTANT NOTE: Curriculum changes submitted through the approval process and fully approved by February (December-UCC/GC, January-Faculty Senate, February-President) will be effective in the next academic year. Changes requiring approval beyond the University should complete the internal approval process early in the fall semester whenever possible in order to ensure timely implementation.

Approval recommended by:

[Signature]
Date 3-21-16

Dean of College
Date 3/24/16

Chair, GC or lCC
Date

Questions regarding this form should be directed to Curricular Services at 845-8201 or currensrv@tamu.edu
Curricular Services – 04/14
AGRICULTURAL COMMUNICATIONS AND JOURNALISM - MINOR

- AGCJ 105 Introduction to Agricultural Communications 3
- AGCJ 312 Editing for Agricultural Audiences 3
- AGCJ 313 Agricultural Media Writing I 3
- AGCJ 314 Agricultural Media Writing II 3
- AGCJ 307 Design for Agricultural Media

Select one of the following: 3
- AGCJ 305 Theory and Practice of Agricultural Publishing
- AGCJ 306 Theory and Practice of Agricultural Public Relations
- AGCJ 307 Design for Agricultural Media
- AGCJ 314 Agricultural Media Writing II

Select one of the following: 3
- AGCJ 405 Agricultural Publications Production
- AGCJ 406 Agricultural Public Relations Methods
- AGCJ 407 Web Authoring in Agricultural Communication
- AGCJ 411 Audience and Communications Research Methods
- AGCJ 413 Emerging Media in Agriculture
- AGCJ 466 Advanced Radio Broadcasting

Total Semester Credit Hours 18
<table>
<thead>
<tr>
<th>Met</th>
<th>Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute C Credits Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>A. American History Rqmt 6hrs Select from any course with the [KHIS] attribute.</td>
</tr>
<tr>
<td>No</td>
<td>AND B. Political Science Rqmt 6hrs Take POLS 206 and POLS 207.</td>
</tr>
</tbody>
</table>

unofficial evaluation

<table>
<thead>
<tr>
<th>Area : General Electives (22.000 credits) - Not Met</th>
<th>Met</th>
<th>Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute C Credits Courses</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>A.</td>
<td>General Electives 22hrs Include 15-10 hours used to satisfy the minor and 4-7 hours selected from any 100-499 course not used elsewhere.</td>
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unofficial evaluation

<table>
<thead>
<tr>
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<tbody>
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<td>No</td>
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<td>Courses not applied</td>
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unofficial evaluation

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<th>Area : Ag Comm &amp; Journalism Minor (18.000 credits) - Not Met</th>
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<td>A.</td>
<td>AGCJ 105 Must make a grade of 'C' or better.</td>
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<td>No</td>
<td>AND B.</td>
<td>AGCJ 313 Must make a grade of 'C' or better.</td>
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<td>No</td>
<td>AND C.</td>
<td>AGCJ 314 Must make a grade of 'C' or better. 307</td>
</tr>
<tr>
<td>No</td>
<td>AND D.</td>
<td>AGCJ 312 Must make a grade of 'C' or better.</td>
</tr>
<tr>
<td>No</td>
<td>AND E.</td>
<td>AGCJ Elect I 3hrs Must make a grade of 'C' or better. Select from AGCJ 3CS-350</td>
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<tr>
<td>No</td>
<td>AND F.</td>
<td>AGCJ Elect II 3hrs Must make a grade of 'C' or better. Select from AGCJ 4G-497 409-4 649</td>
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</tbody>
</table>
CHANGE IN CURRICULUM

COLLEGE OF LIBERAL ARTS
AFRICANA STUDIES PROGRAM
MINOR IN AFRICANA STUDIES
Texas A&M University
Request for a Change in Curriculum
Undergraduate • Graduate • Professional

1. Program request type:  
   ☑ Undergraduate  ☐ Graduate  ☐ First Professional (e.g., D1M, JD, MD, etc.)

2. Request change for:  
   ☐ Degree Program  ☑ Minor  ☐ Certificate

3. Program submitted by (Department or Program Name):  
   Africana Studies Program

4. Program Designation and Name  
   (e.g., B.A. in History, Minor in History, Certificate in European Union):  
   Minor in Africana Studies

5. Brief description of change:  
   AFST 206/PSYC 206, Black Psychology, is acceptable as an elective for a minor in Africana Studies.  
   AFST 208/PSYC 208, Stereotypes, Prejudice, and Minority Experience, is acceptable as an elective for a minor in Africana Studies.  
   AFST 209/PSYC 209, Psychology of Culture and Diversity, is acceptable as an elective for a minor in Africana Studies.

6. Rationale for change:  
   At this time AFST 206/PSYC 206, AFST 208/PSYC 208, or AFST 209/PSYC 209 will not pull up on a student's degree evaluation as a course that will fulfill the requirement for an elective in the Africana Studies Minor. These courses were always designed to be an elective for the AFST Minor, and the fact that they are not automatically pulling into the minor requirements for electives on students' degree evaluations is creating difficulty for students, faculty, and staff.

7. Use the checkboxes below to make sure that all information is included.
   a. Proposed curriculum attached.  ☐ Yes  ☐ No
   b. Current catalog curriculum with handwritten edits attached.  ☑ Yes  ☐ No
   c. Current Howdy degree evaluation with handwritten edits attached.  ☑ Yes  ☐ No

   Please make sure the attached proposed curriculum, catalog and Howdy degree evaluation match.

8. a. Will degree program hours change (increase/decrease) due to the proposed curriculum changes?  ☐ Yes  ☑ No
   b. If yes, degree program hours will change from:  _______  to:  _______
   c. If yes, is the Texas Higher Education Coordinating Board form attached?  ☐ Yes  ☐ No

   [http://www.thec.state.tx.us/index.cfm?objectid=A0F9F7FA-9A92-4F11-2756AD3BBFF01D60]

9. If proposed changes affect other unit(s), are letters of support attached?  ☐ Yes  ☐ No

IMPORTANT NOTE: Curriculum changes submitted through the approval process and fully approved by February (December-UCC/GC, January-Faculty Senate, February-President) will be effective in the next academic year. Changes requiring approval beyond the University should complete the internal approval process early in the fall semester whenever possible in order to ensure timely implementation.

Approval recommended by:

Violet Johnson  4/20/16

Dean of College  4/21/16

Chair, College Review Committee  4/22/16

Questions regarding this form should be directed to Curricular Services at 845-8201 or sandra.williams@tamu.edu
Curricular Services - 04/14
International Studies
Performance Studies
Philosophy and Humanities
Political Science
Psychology
Sociology
University Studies Programs
College of Nursing
School of Public Health
College of Science
College of Veterinary Medicine and Biomedical Sciences
School of Military Science
Texas A&M University at Galveston
Texas A&M University at Qatar
Course Descriptions
Faculty
Appendices
Graduate and Professional Catalog
Archives
Africana Studies - Minor
Home >
Undergraduate Catalog >
College of Liberal Arts >
Africana Studies Minor
The College of Liberal Arts offers a minor in Africana Studies.
An interdisciplinary minor that can be paired easily with any major, Africana Studies is a program which provides students with a unique opportunity to think critically about the cultural, historical and social contributions and experiences of people from Africa and of African descent. In our program, students examine the construction of blackness across ethnic, regional, and national boundaries. Africana Studies courses are a comingling of traditional approaches to the field and cutting edge scholarship that challenges stereotypical portrayals of blacks the world over.
AFST 302 Gateway Course 3
AFST 481 Seminar 3
Select four from the following:
AFST 201
AFST 204/ENGL 204
AFST 205/ENGL 205
AFST 252/PHIL 252
AFST 285
AFST 289
AFST 300/HIST 300
AFST 301/HIST 301
AFST 317/SOCI 317
AFST 323/SOCI 323
AFST 324
AFST 325
AFST 326
AFST 327
AFST 329/ENGL 329
AFST 339/ENGL 339
AFST 344/HIST 344
AFST 345/HIST 345
AFST 346/HIST 346
AFST 352/PHIL 352
AFST 353/PHIL 353
AFST 357/HIST 357
Introduction to Africana Studies
Introduction to African-American Literature
Introduction to Africana Literature
Introduction to Hip-Hop Philosophy
Directed Studies
Special Topics in...
Blacks in the United States, 1607-1877
Blacks in the United States Since 1877
Racial and Ethnic Relations
Sociology of African Americans
Africana Social Sciences
Africana Humanities
Africana Popular Culture
Popular Musics in the African Diaspora
African-American Literature Pre-1930
African-American Literature Post-1930
History of Africa to 1800
Modern Africa
History of South Africa
Africana Philosophy
Radical Black Philosophies of Race and Racism
Out of Africa: The Black Diaspora and the Modern World

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AFST 379/ENGL 379</td>
<td>Postcolonial Literatures</td>
</tr>
<tr>
<td>AFST 391</td>
<td>Africana Feminisms</td>
</tr>
<tr>
<td>AFST 393/ENGL 393</td>
<td>Studies in Africana Literature and Culture</td>
</tr>
<tr>
<td>AFST 401</td>
<td>Slavery in World History</td>
</tr>
<tr>
<td>AFST 425/COMM 425</td>
<td>Rhetoric of the Civil Rights Movement</td>
</tr>
<tr>
<td>AFST 485</td>
<td>Directed Studies</td>
</tr>
<tr>
<td>AFST 489</td>
<td>Special Topics in…</td>
</tr>
<tr>
<td>AFST 491</td>
<td>Research</td>
</tr>
<tr>
<td>POLS 320</td>
<td>Race and Politics in the United States</td>
</tr>
<tr>
<td>SOCI 319/SPMT 319</td>
<td>Sociology of Sport</td>
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Total Semester Credit Hours: 18

Students must make a grade of C or better.
<table>
<thead>
<tr>
<th>Met</th>
<th>Condition</th>
<th>Rule</th>
<th>Subject</th>
<th>Attribute</th>
<th>Low High</th>
<th>Required</th>
<th>Required</th>
<th>Term Subject</th>
<th>Course Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
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<tr>
<td>No</td>
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unofficial evaluation

**Area:** Africana Studies Minor (18.000 credits) - Not Met

**Description:** Minimum of 6 hrs at 300- to 400-level.
No grade below a 'C' is acceptable.

<table>
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<tr>
<th>Met</th>
<th>Condition</th>
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<th>Subject</th>
<th>Attribute</th>
<th>Low High</th>
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<th>Term Subject</th>
<th>Course Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
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<tr>
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<td>Must make a grade of 'C' or better.</td>
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<td>AND B.</td>
<td>AFST 48</td>
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<td>Must make a grade of 'C' or better.</td>
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<td>AND C.</td>
<td>Minor Electives 12hrs</td>
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</table>

unofficial evaluation

**Area:** History Residence Requirement - Not Met

**Description:** Must complete a minimum of 18 hours of major coursework at Texas A&M University.

<table>
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<th>Met</th>
<th>Condition</th>
<th>Rule</th>
<th>Subject</th>
<th>Attribute</th>
<th>Low High</th>
<th>Required</th>
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<th>Term Subject</th>
<th>Course Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
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<td>A.</td>
<td>Resident -- 18hrs</td>
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unofficial evaluation

**Area:** Additional Coursework - Not Met

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<th>Met</th>
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<th>Term Subject</th>
<th>Course Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
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<tbody>
<tr>
<td>No</td>
<td>A.</td>
<td>Premodern History Rqmt. I</td>
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<tr>
<td></td>
<td></td>
<td>Must make grade of 'C' or better. Select from HIST 101, 103.</td>
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<tr>
<td>No</td>
<td>AND B.</td>
<td>Premodern History Rqmt. II</td>
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unofficial evaluation

**Area:** University Writing Requirement - Not Met

<table>
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<th>Attribute</th>
<th>Low High</th>
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<th>Credits</th>
<th>Courses</th>
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<td>Writing Requirement</td>
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</table>

Total Credits and GPA

0.000
unofficial evaluation

Area: Int'l & Cult Diversity - Not Met
Met Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses
No A. Int'l & Cultural Diversity 6hr

Select from courses with the International and Cultural Diversity attribute [UICD] (except sections of BUSN 289 with the UWRT attribute).

unofficial evaluation

Area: Residence Requirement - Not Met
Description: A minimum of 36 hours of 300-400 level coursework must be completed at Texas A&M University. 15 hours must be in the major field.
Met Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses
No A. Residence-Major 15hrs
No AND B. Residence - 300-499 21hrs

unofficial evaluation

Area: GPR-Major - Not Met
Description: A GPR of 2.00 must be maintained in all major field courses.
Met Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses
No A. Major GPR 33+hrs

unofficial evaluation

Back to Display Options

Print
Detail Requirements

Information for Degree Evaluation

This is NOT an official evaluation.

Program Evaluation

Limitation Correspondence: No more than 12 hours of correspondence earned through an accredited institution may be used for an undergraduate degree.

Limitation Combination: Maximum combination of 18 hours of 481, 482, 485 and/or 491 courses may be used for an undergraduate degree.

Limitation Only one course from MATH 141, 166 may be used in this degree program.

Limitation Only one course from MATH 131, 142, 151, 171 may be used in this degree program.

Limitation Only 14 hours of KINE 199; AERS 100-499; MLSC 100-499; NVSC 100-499; SOMS 100-499 may be used in this degree program to include hours counted toward Residency.

Limitation Only 6 hours of HIST 485 may be used in this degree program.

Program: BA HIST
Campus: College Station
College: Liberal Arts
Degree: Bachelor of Arts
Level: Undergraduate
Majors: History
Departments: History
Catalog Term: Fall 2015 - College Station
Evaluation Term: Spring 2016 - College Station
Expected Graduation Date: Request Number: 23
Results as of: Apr 06, 2016
Minors: Africana Studies
Concentrations:

<table>
<thead>
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<tr>
<td>Total Required:</td>
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<tr>
<td>Program GPA:</td>
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<tr>
<td>Overall GPA:</td>
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<tr>
<td>Other Course Information</td>
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</table>

This is NOT an official evaluation.

Area: Major Coursework (33,000 credits) - Not Met

Description: A maximum of 6 hours of HIST 200-299 may be included in this area. (HIST 280 for 3 hours is required, and the remaining three hours must be selected from HIST 200-299.)

<table>
<thead>
<tr>
<th>Met</th>
<th>Condition</th>
<th>Rule</th>
<th>Subject</th>
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<th>Course</th>
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<th>Attribute</th>
<th>C</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>A.</td>
<td></td>
<td>HIST Ruml I</td>
<td>3 hrs</td>
<td>Select from HIST 101, 103. Must make a grade of &quot;C&quot; or better.</td>
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<tr>
<td>No</td>
<td>AND</td>
<td>B.</td>
<td>HIST Ruml II</td>
<td>3 hrs</td>
<td>Select from HIST 102, 104. Must make a grade of &quot;C&quot; or better.</td>
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<td>No</td>
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<td>No</td>
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<td>E.</td>
<td>HIST 280</td>
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<tr>
<td>No</td>
<td>AND</td>
<td>F.</td>
<td>HIST 485</td>
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</tbody>
</table>
Must make grade of 'C' or better.

**History Elective I** 5hrs

Must make grade of 'C' or better. 3 of 5 hours must be 'Premodern' as described in area 'Additional Coursework' Rule B.

Select 3 hours from three of five lists:

- **Latin America & Caribbean: HIST 304, 320-322, 326-327, 341-343, 446-449, 449.**
- **Africa, Asia, and Middle East: HIST 344-358.**
- **Thematic: HIST 220-221, 280, 376, 401, 442, 445-446, 464-465, 469, 475-476, 481, 485, 491, 497.**

**History Elective II** 6hrs

Must make grade of 'C' or better.


**Total Credits and GPA**

### Unofficial Evaluation

#### Area: Communication (12.000 credits) - Not Met

<table>
<thead>
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<th>Condition Rule</th>
<th>Subject</th>
<th>Attribute</th>
<th>Low High</th>
<th>Required</th>
<th>Required Term</th>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Attribute</th>
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<th>Courses</th>
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<td>A.</td>
<td>ENGL 104</td>
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Must have a grade of 'C' or better.

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Select from ENGL 203, 210; COMM 203, 205, 243.

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**Total Credits and GPA**

0.000

### Unofficial Evaluation

#### Area: Mathematics (6.000 credits) - Not Met

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<th>Attribute</th>
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<th>Courses</th>
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Select from any course with the Mathematics attribute [KMT].

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Select from any course with the Mathematics attribute [KMT].

**Total Credits and GPA**

0.000
unofficial evaluation

Area: Life and Physical Sciences (9.000 credits) - Not Met

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<th>Courses</th>
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<td>A.</td>
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<td>Life/Physical Sciences</td>
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<td>Select 9 hours from any courses with the Life and Physical Sciences attribute [KLPS].</td>
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unofficial evaluation

Area: Foreign Language (14.000 credits) - Not Met

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<tbody>
<tr>
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<td>{</td>
<td></td>
<td>A.</td>
<td>Arabic</td>
<td>14hrs</td>
<td></td>
<td>1. 8 hours. Take ARAB 101 and 102.</td>
<td>2. 6 hours. Take ARAB 201 and 202.</td>
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<tr>
<td>No</td>
<td>OR(</td>
<td></td>
<td>B.</td>
<td>Chinese</td>
<td>14hrs</td>
<td></td>
<td>1. 8 hours. Take CHIN 101 and 102.</td>
<td>2. 6 hours. Take CHIN 201 and 202.</td>
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<tr>
<td>No</td>
<td>OR(</td>
<td></td>
<td>C.</td>
<td>French</td>
<td>14hrs</td>
<td></td>
<td>1. 8 hours. Take FREN 101 and 102.</td>
<td>2. 3 hours. Select from FREN 201 or 221.</td>
<td>3. 3 hours. Select from FREN 202 or 222.</td>
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<tr>
<td>No</td>
<td>OR(</td>
<td></td>
<td>D.</td>
<td>German</td>
<td>14hrs</td>
<td></td>
<td>1. 8 hours. Take GERM 101 and 102.</td>
<td>2. 3 hours. Select from GERM 201 or 221.</td>
<td>3. 3 hours. Select from GERM 202 or 222.</td>
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<tr>
<td>No</td>
<td>OR(</td>
<td></td>
<td>E.</td>
<td>Greek</td>
<td>14hrs</td>
<td></td>
<td>1. 8 hours. Take CLAS 101 and 102.</td>
<td>2. 3 hours. Take CLAS 211.</td>
<td>3. 3 hours. Select from CLAS 311 or 312.</td>
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<tr>
<td>No</td>
<td>OR(</td>
<td></td>
<td>F.</td>
<td>Italian</td>
<td>14hrs</td>
<td></td>
<td>1. 8 hours. Take ITAL 101 and 102.</td>
<td>2. 6 hours. Take ITAL 201 and 202.</td>
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<tr>
<td>No</td>
<td>OR(</td>
<td></td>
<td>G.</td>
<td>Japanese</td>
<td>14hrs</td>
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<td>1. 8 hours. Take JAPN 101 and 102.</td>
<td>2. 6 hours. Take JAPN 201 and 202.</td>
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<tr>
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<td>OR(</td>
<td></td>
<td>H.</td>
<td>Latin</td>
<td>14hrs</td>
<td></td>
<td>1. 8 hours. Take CLAS 121 and 122.</td>
<td>2. 6 hours. Take CLAS 221 and 222.</td>
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<td>No</td>
<td>OR(</td>
<td></td>
<td>I.</td>
<td>Portuguese</td>
<td>14hrs</td>
<td></td>
<td>1. 8 hours. Take PORT 101 and 102.</td>
<td>2. 6 hours. Take PORT 201 and 202.</td>
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<tr>
<td>No</td>
<td>OR(</td>
<td></td>
<td>J.</td>
<td>Russian</td>
<td>14hrs</td>
<td></td>
<td>1. 8 hours. Take RUSS 101 and 102</td>
<td>2. 6 hours. Select from RUSS 201, 202, 221, 222.</td>
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<td>No</td>
<td>OR(</td>
<td></td>
<td>K.</td>
<td>Spanish</td>
<td>14hrs</td>
<td></td>
<td>1. 4 hours. Take SPAN 101.</td>
<td>2. 4 hours. Select from SPAN 102 or 140.</td>
<td>3. 3 hours. Select from SPAN 201 or 221.</td>
<td>4. 3 hours. Select from SPAN 202, 203 or 222.</td>
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Total Credits and GPA 0.000

unofficial evaluation

**Area**: Creative Arts/Lang, Phil, Cult (9.000 credits) - Not Met

<table>
<thead>
<tr>
<th>Met</th>
<th>Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses</th>
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<tbody>
<tr>
<td>No</td>
<td>A. Lang, Phil, Culture Rqmt 3hrs Select any course with the Language, Philosophy and Culture attribute [KLPC].</td>
</tr>
<tr>
<td>No</td>
<td>B. Creative Arts 3hrs Select any course with the Creative Arts attribute [KCRA].</td>
</tr>
<tr>
<td>No</td>
<td>C. Cr. Arts /Lang, Phil, Cul 3hrs Select from any course with the Create Arts [KCRA] or Language, Philosophy, and Culture [KLPC] attribute.</td>
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</table>

Total Credits and GPA 0.000

unofficial evaluation

**Area**: Social and Behavioral Science (6.000 credits) - Not Met

<table>
<thead>
<tr>
<th>Met</th>
<th>Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses</th>
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<tbody>
<tr>
<td>No</td>
<td>A. Social Science Rqmt 3hrs Select any course with the Social and Behavioral Science attribute [KSOC].</td>
</tr>
<tr>
<td>No</td>
<td>B. Social Science 3hrs Select any course with a [KSOC] attribute.</td>
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Total Credits and GPA 0.000

unofficial evaluation

**Area**: Government / Political Science (6.000 credits) - Not Met

**Description**: Completion of 4 semesters of Upper-Level ROTC may be substituted for 3 hours of Political Science.

<table>
<thead>
<tr>
<th>Met</th>
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<tbody>
<tr>
<td>No</td>
<td>A. POLS 206</td>
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<td>AND</td>
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Total Credits and GPA 0.000

unofficial evaluation

**Area**: General Electives (25.000 credits) - Not Met

<table>
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<tr>
<th>Met</th>
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<tbody>
<tr>
<td>No</td>
<td>A. General Electives 25hrs Select any 100-499 course not used elsewhere, (except HIST 100-499)</td>
</tr>
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</table>

Total Credits and GPA 0.000

unofficial evaluation

**Area**: Work Not Applied - Met

**Description**: See advisor for acceptable substitutions.
To: Steve Oberhelman  
Associate Dean, College of Liberal Arts

From: Heather Lench  
Head, Psychology

RE: Support for course inclusion in AFST minor

I support the inclusion of PSYC206, PSYC208, and PSYC209 in the Africana Studies minor. I also support any other AFST/PSYC cross-listed course appearing in the Africana Studies minor in the future.

CC: Violet Johnson  
Mindy Bergman
TAMUG

CHANGE IN COURSE
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): Department of Marine Biology

3. Course prefix, number and complete title of course: MARB 405: Marine Parasitology

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 (CLAD)

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://vec.tamu.edu/resources/export-control/export-control-basics-for-distance-education)

9. Complete current course title and current catalog course description:

MARB 405. Marine Parasitology. (3-3). Credit 4. Fundamentals of parasitology, with emphasis on marine applications. Survey of major parasites of marine animals and the diseases they cause, especially in ecologically and commercially-important host species. Prerequisites: BIOL 112. Junior or senior classification or approval of instructor.

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

MARB 405. Marine Parasitology. (3-0). Credit 3. Fundamentals of parasitology, with emphasis on marine applications. Survey of major parasites of marine animals and the diseases they cause, especially in ecologically and commercially-important host species. Prerequisites: BIOL 112. Junior or senior classification or approval of instructor.

11. As currently in course inventory:

   a. Course Title (excluding punctuation):

      MARB 405 MARINE PARASITOLOGY

      | Lect | Lab | Other | SCH | CP and Fund Code | Admin. List | EICE Code | Level |
      |------|-----|-------|-----|-----------------|------------|----------|-------|
      | 3.00 | 3.00 | 0.00  | 4.00 | 2613002002      | 1805       | 0 1 0 2 9 8 4 |

   b. Change to:

      MARB 405 MARINE PARASITOLOGY

      | Lect | Lab | Other | SCH | CP and Fund Code | Admin. List | EICE Code | Level |
      |------|-----|-------|-----|-----------------|------------|----------|-------|
      | 3.00 | 3.00 | 0.00  | 3.00 | 261302002        | 1805       | 0 1 0 2 9 8 4 |

Approval recommended by: ____________________________

Chair, College Review Committee: ____________________________ Date: 3/16/16

Dean of College: ____________________________ Date: 4/8/16

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 845-2201 or sandra.williams@tamu.edu.
Curricular Services - 98/14

RECEIVED

By Curricular Services at 4:18 pm, Apr 11, 2016
Course title and number    MARB 405 – Marine Parasitology
Term                      Spring 2018
Meeting times and location TBD.

COURSE DESCRIPTION: MARB 405 (3-0). 3 Credits.
Fundamentals of parasitology, with emphasis on marine applications. Survey of major parasites of
marine animals and the diseases they cause, especially in ecologically and commercially-important host
species.

PREREQUISITES:
- BIOL 112
- Junior or senior classification or approval by instructor.

LEARNING OUTCOMES:
After completing the course, students should be able to:
- Discriminate between the morphology and biodiversity of marine parasites.
- Explain the life-cycle of marine parasites.
- Describe the order of different marine parasites.
- Evaluate the changes in host behavior once infected with different parasites.
- Apply knowledge of different parasites to determine their economic and environmental
  importance.
- Examine the medical importance of select marine parasites.

INSTRUCTOR INFORMATION:
Name                      Dr. Lene H. Petersen
Telephone number          409-740-4786
Email address             petersel@tamug.edu
Office hours              By appointment
Office location           Bldg. 3029, room # 241
TEXTBOOK AND RESOURCE MATERIAL:
Textbooks are optional, but highly recommended.

GRADING:
A = 89.5 to 100%
B = 79.5 to 89.4%
C = 69.5 to 79.4%
D = 59.5 to 69.4%
F = 59.4 and below

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<th>Basis for grading</th>
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<td>Exam 1</td>
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<td>Exam 2</td>
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<tr>
<td>Total points</td>
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<td>100%</td>
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<td>LECTURE DATES</td>
<td>LECTURE TOPICS</td>
<td>RECOMMENDED READING/SUPPLEMENTARY MATERIALS</td>
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<td>--------------</td>
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<tr>
<td>Week 1</td>
<td>Course description, objectives, syllabus, expectations</td>
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<tr>
<td>Week 2</td>
<td>Protistan parasites and Myxozoa</td>
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<td>Helminth parasites</td>
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<td>Helminth parasites</td>
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<td>Week 5</td>
<td>Crustacean parasites</td>
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<td>Week 6</td>
<td>Crustacean parasites</td>
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<tr>
<td>Week 7</td>
<td>Minor parasite groups</td>
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<tr>
<td>Week 8</td>
<td>Minor parasite groups</td>
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<td>Week 9</td>
<td>Behavioral aspects of parasitism</td>
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<td>Week 10</td>
<td>Ecology of marine parasites</td>
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<td>Week 11</td>
<td>Co-evolution and speciation</td>
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<td>Week 12</td>
<td>Zoogeography</td>
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<td>Week 13</td>
<td>Economic and Environmental importance</td>
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<td>Week 14</td>
<td>Medical Importance</td>
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*syllabus is subject to change*
EXAMS: There will be 4 exams each worth 100 points. All exams are in-class, closed book and must be done independently. No electronic devices will be allowed to be out during the exam. Exams 1-4 are not comprehensive, however, an understanding of all topics covered up until the exam is expected. Exams may contain true/false, multiple choice, diagrams/graphs, short answer and short essay questions. Point totals will be on the exam. Students may ask clarification from the exam proctor but may not ask for help getting the answer. Students will have entire class time to complete the exam.

MAKE-UP POLICY
If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.
1) Participation in an activity that is required for a class for which a University excused absence has been issued by the Vice President for Academic Affairs.
2) Death or major illness in a student’s immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student’s presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or Illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or Illness of less than three class days:
      Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence:
      (i) Texas A&M University Explanatory Statement for Absence from Class form available at http://www.tamug.edu/stulife/Absence%20Statement.pdf or (ii) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

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.

ATTENDANCE/PARTICIPATION: To successfully complete this course, you should attend all lectures. The textbook covers advanced topics and hence lectures will interpret and synthesize topics presented in the text. In order to obtain a full comprehension of marine parasitology, it is essential to read the material before coming to class. If a student misses a class, it is the student’s responsibility to obtain lecture notes and material from classmates.

ABSENCES: Information concerning absences is contained in the University Student Rules Section 7 (http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

INDEPENDENCE, APPROPRIATE REFERENCES AND THEIR CITATION: All aspects of the course must be done independently and NOT as team efforts except where specifically requested by the course teachers. All perceived copying or sharing will be penalized by subtraction of that part of the assignment from the final grade. Plagiarism can include but is not limited to:
- Steal and pass off (the ideas or words of another) as one’s own.
• To use (another’s production) without crediting the source.
• To commit literary theft.
• To present as new and original an idea or product derived from an existing source.

CLASSROOM BEHAVIOR: The TAMUG Academic Rule 21 states “Texas A&M University supports the principle of freedom of expression for both instructors and students. The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. Classroom behavior that seriously interferes with either (1) the instructor’s ability to conduct the class or (2) the ability of other students to profit from the instructional program will not be tolerated. And individual engaging in disruptive classroom behavior may be subject to disciplinary action”. Limit private conversations, use of electronic devices, or anything that could distract the instructor or other students. If you have business to conduct, quietly leave the room. See http://www.tamug.edu/stulife/Academic%20Rules/Rule%2021.pdf for more information.

AGGIE CODE OF HONOR AND ACADEMIC INTEGRITY: For many years Aggies have followed a code of Honor, which is stated in this very simple verse:

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. This code also applies in the classroom. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. The Aggie code of honor and the scholastic dishonesty section in the TAMUG University Rules will be the standard upon which scholastic integrity is maintained in MARB 405. Refer to the Honor Council Rules and Procedures at http://www.tamug.edu/HonorSystem.

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 the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.tamug.edu/counsel/Disabilities.html.

STATEMENT ON THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA): FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office. Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPA or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

STATEMENT ON COURSE EVALUATIONS: The PICA (Personalized Instructor/Course Appraisal) is an online course evaluation for Texas A&M. We highly encourage you to complete an evaluation for each course on your schedule. Student input is a critical component used to improve curriculum and teaching. Each faculty member values your input to improve his/her methodology. Your comments can also significantly impact the mix and membership of faculty. The PICA website is available at http://pica.tamu.edu or your Howdy portal, or by scanning:
TAMUG

SPECIAL CONSIDERATION

TEXAS A&M UNIVERSITY AT GALVESTON
DEPARTMENT OF MARITIME SYSTEMS ENGINEERING
BS IN OFFSHORE AND COASTAL SYSTEMS ENGINEERING
REQUEST TO DISCONTINUE DEGREE PROGRAM
To: University Curriculum Committee

Through: Dr. Patrick Louchouarn, Executive Associate Vice President (TAMUG) & Associate Provost (TAMU)

From: Dr. Donna Lang, Associate Vice President

Transmittal Document for the Teach-out Plan for the BS in Offshore and Coastal Systems Engineering

In fall 2015, the Departments of Maritime Systems Engineering at Texas A&M University Galveston (TAMUG) and the Ocean Engineering program at Texas A&M University College Station (TAMU-CS) combined to establish the Department of Ocean Engineering (OCEN) existing across both the TAMU-CS and TAMUG campuses. With the establishment of the Department of OCEN, students will no longer be admitted into the BS OCSE beginning fall 2016. Attached is the teach-out plan for the existing degree program which will be submitted to the THECB and SACS for notification. The program should not be deleted from the TAMUG Table of Programs until December 2019.
Teach-out Plan

Bachelor of Science Offshore and Coastal Systems Engineering
Galveston
Texas A&M University

Adapted from the Southern Association of Colleges and Schools Commission on Colleges
Substantive Change for Accredited Institutions of the Commission of Colleges.

1. Date of program closure.
   BS Offshore and Coastal Systems Engineering (OCSE) will be discontinued at the end of
   fall 2019 (December 2019) assuming that all students have graduated. In fall 2015, the
   Departments of Maritime Systems Engineering at Texas A&M University Galveston
   (TAMUG) and the Ocean Engineering program at Texas A&M University College
   Station (TAMU-CS) combined to establish the Department of Ocean Engineering
   (OCEN) existing across both the TAMU-CS and TAMUG campuses. With the
   establishment of the Department of OCEN, students will no longer be admitted into the
   BS OCSE beginning fall 2016.

2. An explanation of how affected parties (students, faculty, staff) will be informed of the
   impending closure.
   Faculty were transferred into the Department of OCEN in the fall 2015. A press release,
   announcing the formation of the Department of OCEN was publicly announced in fall
   2015 after authorization through TAMU, TAMUS, and the Texas Higher Education
   Coordinating Board. This teach out plan is to now bring the curriculum in alignment
   with the new academic department. The BS program in Offshore and Coastal Systems
   Engineering (OCSE) will be phased out and the BS in Ocean Engineering will reflect the
   capabilities of the new department including both campuses. Once approved, students,
   staff, and faculty will receive formal written notice including specific information for the
   students concerning course offerings and progress to degree from the OCEN department
   head’s office. The anticipated date for the last graduates to be conferred will be
   December 2019. Current students will be able to complete the BS-OCSE by December
   2019 (five year time period), apply to change majors to the BS-OCEN, or consider other
   programs offered by either the Galveston campus or main campus in College Station.
   Faculty will be assigned teaching assignments in the normal schedule process for the new
   department. Every effort will be made to align the TAMUG teaching loads with those of
   TAMU, and minimize any unnecessary course changes.

3. An explanation of how students will be helped to complete their programs of study with
   minimal disruption or additional expense.
   All courses required for graduation with a BS OCSE will be active through fall 2019.
   Faculty will be retained to support the existing BS OCSE program through fall 2019. The
   last entering class was admitted in Fall 2015. This allows for five full years to complete
   the current program or choose to move to the new program. All incoming students met
   with academic advisors during the intake process and are held to mandatory advising
   each semester. In addition, all students are required to have an approved degree plan by
the second semester of enrollment. The plan requires all students to have progressed from lower level engineering (OCSE) to the major before the beginning of the Fall 2017 term. All students not admitted into the major (OCSE) by that date will be contacted for additional advising about optional paths to graduation including Ocean Engineering (OCEN).

4. Signed copies of teach-out agreements with other institutions, if any.
   None needed. (NOTE, there are articulation agreements in place but students will be able to apply to Ocean Engineering. All Catalogs and agreements after Fall 2015 do not include OCSE.)

5. How faculty and staff will be redeployed or helped to find new employment
   Tenured, tenure-track and non-tenure track OCSE faculty appointments were moved to TAMU-CS under the Department of OCEN as of 9/1/15. Tenure of tenured faculty was also transferred. Strategic hiring of teaching and research faculty for OCEN will proceed as determined to be appropriate. Teaching loads may be adjusted to accommodate changes in curriculum. All staff positions were retained; there was a reallocation of duties to capitalize on efficiencies for the Department of OCEN.

   No reduction in faculty or staff is needed. All faculty and staff are “migrated” to the new department and will continue to facilitate the BS in Ocean Engineering.

6. If closing an institution, arrangement for the storing of student records, disposition of final financial resources and other assets
   No institution is being closed as a result of the discontinuation of OCSE.

7. Please provide the following additional information:
   a. How many students are currently enrolled in the program?
      There are a total of 190 current students in the BS Offshore and Coastal Systems Engineering program. Sixty-six students are currently in the upper division major (OSCE). One hundred twenty four students are enrolled in the lower division program (OCSL).
   b. Projected graduation date for the last student(s) in the program?
      December 2019
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SPECIAL CONSIDERATION
SPECIAL CONSIDERATION

COLLEGE OF GEOSCIENCES
DEPARTMENT OF OCEANOGRAPHY
BS IN OCEANOGRAPHY
REQUEST FOR A NEW DEGREE PROGRAM
April 8, 2016

MEMORANDUM

TO: Dr. Chris Houser
   Associate Dean, Undergraduate and Faculty Affairs, College of Geosciences

FROM: Dr. Debbie Thomas
      Department Head, Department of Oceanography

SUBJECT: New Bachelor of Science degree in Oceanography

Please find attached a proposal for a new Bachelor of Science degree in Oceanography to be offered by the Department of Oceanography.

Please let me know if any additional information is needed.
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
Undergraduate • Graduate • Professional
• Proposal Checklist •

Program request type: ☒ Undergraduate ☐ Graduate ☐ First Professional (ex., DVM, JD, MD, etc.)

Requested by the Department or Unit of: Oceanography

Program Type, Level, Designation, Title, Description, Hours
Program Type: ☐ Certificate Program ☒ Degree Program
Program Level: ☐ UG Certificate ☐ Grad Certificate ☒ Bachelor ☐ Master ☐ Doctoral ☐ Professional
Degree Designation (i.e., BS, BA, MA, MS, MAg, MEd, PhD, EdD, etc.) BS
Title of proposed program: Oceanography
Proposed CIP Code (if known): 40.0607.0002

Brief program description (provide a catalog description for undergraduate and graduate certificates):
The BS in Oceanography provides students with an interdisciplinary education and training in one of three areas of ocean science: Ocean Observing Systems and Technology (OOST), Ocean Climate (OC) and Marine Ecosystem Science and Health (MESH). All students will gain skill in handling, evaluating and analyzing large datasets.

The BS in Oceanography curriculum: 1) Provides students with an interdisciplinary understanding of the oceans and the processes affecting them for use in careers in marine science or other related fields; 2) Provides students with the skills to retrieve, evaluate, and analyze large oceanographic datasets such as those generated from long term oceanographic studies and observing systems; and 3) Emphasizes critical thinking and problem solving skills.

Minimum program semester credit hours (SCH) Certificates - 12 hours* Bachelors - 120 hours Masters - 30 hours

Proposed program hours: [ ]

*12 hours minimum to appear on transcript

Certificate Programs: ☐ Embedded

Students take coursework that will result in a degree and certificate being earned at the same time.

☐ Standalone

Non-degree seeking students take coursework to earn a certificate only (no degrees are awarded).

Off-Campus or Distance Delivery
% of Program a student can take off-campus or through Distance Education Program Start Date SACSCOC Approval** When Provost needs to inform SACSCOC

☐ 25% Notification Only 6 months before first day of program

☐ 50% Approval Required 6 months before first day of program

☐ 80% Approval Required 6 months before first day of program

☐ 100% Approval Required 6 months before first day of program

**Notification letter arranged through the Vice Provost for Academic Affairs and sent by TAMU President.

Program Delivery Mode

☒ On-campus TAMU College Station
☐ Broadcast / TTVN
☐ Specific off-campus location***
☐ Distance Education / Internet ☐ In-State ☐ Out-of-State Start Date
☐ Out-of-Country

Will this program be offered with another institution? ☐ Yes ☐ No
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
Undergraduate • Graduate • Professional
• Proposal Checklist •
If yes, contact the Vice Provost for Academic Affairs for additional reporting requirements.

***Is this an approved SACSCOC location? ☐ Yes ☐ No If no, a program prospectus must be sent to SACSCOC. Approved locations as of March 2012: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, CityCentre-Houston, Dubai and Saudi Arabia.

Program Funding
Has program funding been finalized at the department or college level? ☑ Yes ☐ No
If no, explain or attach budget: ______

Will new costs for the first five years of the program be under $2 million? ☑ Yes ☐ No
If new costs exceed $2 million, coordinating board approval is required.
Submitted by (Contact Person):

Shari A. Yvon-Lewis

Name

Professor and Assistant Department Head

Title

Syvon-lewis@tamu.edu

Email

979-458-1816

Phone

Certification Statement

By signing below, the Dean of the College certifies the proposed program complies with coordinating board standards. If the program is delivered through Distance Education, the Dean of the College certifies that they are following the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.

Use additional signature lines if program is between three or more departments or colleges.

Signature, Department Head or Interdisciplinary Program Chair

Deborah Thomas

Typed or Printed Name

Date

Signature, Department Head or Interdisciplinary Program Chair (if joint program)

Typed or Printed Name

Date

Chair, College Review Committee

Date

Chair, College Review Committee

Date

Dean of College

Date

Dean of College

Date

Chair, University Curriculum Committee or Graduate Council

Date

Chair, University Curriculum Committee or Graduate Council

Date

Additional Approvals Required: Faculty Senate and President.
To: Dr. Debbie Thomas, Professor, Department Head, Department of Oceanography

From: Patrick Louchouarn, Executive Associate Vice President for Academic Affairs and Chief Academic Officer (TAMUG), Associate Provost (TAMU)

Subject: BS in Oceanography (MOST)

Date: 11 April 2016

Dear Dr. Thomas,

I thank you for sending the Department of Oceanography's proposal for a new B.Sc. program in Oceanography with a focus on an interdisciplinary education and training in one of three areas of ocean science: Ocean Observing Systems and Technology (OOST), Ocean Climate (OC) and Marine Ecosystem Science and Health (MESH). Your proposal offers a new and exciting option for students who seek to obtain a degree in an interdisciplinary STEM program at Texas A&M. The expertise of your Department and of your Faculty will strongly support this new degree in Geoscience, which will offer new opportunities to students on both the College Station and Galveston campuses.

This proposed program complements, but does not compete with, existing marine sciences degree programs at Texas A&M University Galveston. Texas A&M University at Galveston thus supports this proposal and has no objection for OCNG to offer it.

Sincerely yours,

Patrick Louchouarn, Ph.D.
Executive Associate Vice President of Academic Affairs, and
Chief Academic Officer, TAMUG
Associate Provost, TAMU

Professor
Dept. of Marine Sciences (TAMUG)
Dept. of Oceanography (TAMU)
Request: New Program - Bachelor's Master's

Program Approval Checklist

Univ Texas A&M University

Program Bachelor of Science degree with a major in Oceanography

Reviewed:

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Proposal

Administrative Information

1. Institution  YES
2. Program Name  YES
3. Proposed CIP Code  YES
4. Program Description  YES
5. Administrative Unit  YES
6. Implementation Date  YES
7. Contact Person
   a. Name  YES
   b. Title  YES
   c. Email  YES
   d. Telephone  YES

Program Information

I. YES
   a. Job Market Need  YES
   b. Student Demand  YES
   c. Enrollment Projections  YES

II. Quality
   a. Degree Requirements  YES
   b. Curriculum  YES
   c. Faculty  YES
   d. Students  YES
   e. Library  YES
   f. Facilities and Equipment  YES
   g. Accreditation  YES
   h. Evaluation  YES

III. Cost and Funding

Briefing/Minute Order

Signatures

Program Review Outline

Complete  YES

Certification Form

Signatures

Comments:

Approval:
AGENDA ITEM BRIEFING

Submitted by: Michael K. Young, President/CEO
Texas A&M University

Subject: Approval of a New Bachelor of Science Degree Program with a major in Oceanography and Authorization to Request Approval from the Texas Higher Education Coordinating Board

Proposed Board Action:

Approve the establishment of a new degree program at Texas A&M University leading to a Bachelor of Science degree with a major in Oceanography, authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval and certify that all applicable THECB criteria have been met.

Background Information:

The new Bachelor of Science degree with a major in Oceanography will be administered by the Department of Oceanography. We currently offer a thesis based MS degree in Oceanography, a PhD in Oceanography and have recently developed a non-thesis professional Master of Ocean Science and Technology. A natural extension of our current strength in educating future ocean researchers and professional ocean scientists is to offer a Bachelor of Science degree in Oceanography.

The exploration and exploitation of energy resources in deeper waters offshore (e.g. Gulf of Mexico), the continued growth of human populations along the coast, and growing efforts to predict and mitigate coastal hazards (e.g. hurricanes, tsunami, oil spills, and harmful algal blooms) is driving an increase in the need and opportunities for well-trained ocean scientists. Estimates of revenues for businesses that have some ocean enterprise activities in the US are $58 billion in overall revenues, with $14 billion of overall revenues attributable to maritime related activities, and $7 billion of maritime revenues attributable to ocean enterprise activities (NOAA’s Ocean Enterprise Study, 2016). Total employment in the ocean enterprise is estimated to be between 223,000 and 268,000 employees in the U.S.

We aim to develop students who will not only possess knowledge and skills based on scientific evidence and practice, but who will be able to retrieve, analyze, assess and model large datasets (Big Data). The program's goals are to produce graduates that can solve problems and analyze data to critically assess the complex interactions among forcings and processes in the ocean and who can effectively communicate in a variety of settings. Following our departmental motto of “Teaching through research”, we aligned the proposed educational tracks with the research themes that highlight the department’s expertise. The program’s three tracks will allow each student to gain specific knowledge and skills to address problems in ocean observing system technology and data (OOST Track), marine ecosystem science and health assessment (MESH Track), and ocean climate modeling for the past (e.g. Paleoclimate), present (e.g. El Nino) and future (e.g. Climate Change) (OC Track).

A&M System Funding or Other Financial Implications:

Texas A&M University certifies that the proposed new degree program meets the criteria under the 19 Texas Administrative Code, Section 5.45 in regards to need, quality, financial and faculty resources, standards and costs. New costs during the first five years will not exceed $2 million.
Members, Board of Regents
The Texas A&M University System

Subject: Approval of a New Bachelor of Science Degree Program with a major in Oceanography, and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

"The Board of Regents of The Texas A&M University System approves the establishment of a new degree program at Texas A&M University leading to a Bachelor of Science Degree Program with a major in Oceanography.

The Board also authorizes submission of Texas A&M University's new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met."

Respectfully submitted,

Michael K. Young, President/CEO

(One or two spaces)
Approval Recommended:
(Three spaces)

John Sharp
Chancellor

Approved for Legal Sufficiency:

Ray Bonilla
General Counsel

Billy Hamilton
Executive Vice Chancellor and Chief Financial Officer

James R. Hallmark, Ph.D.
Vice Chancellor for Academic Affairs
Texas A&M University
Bachelor of Science
with a major in Oceanography
(CIP 40.0607.0002)

Program Review Outline

BACKGROUND & PROGRAM DESCRIPTION

Administrative Unit: College of Geosciences; Department of Oceanography

The new Bachelor of Science degree with a major in Oceanography will be administered by the Department of Oceanography. We currently offer a thesis based MS degree in Oceanography, a PhD in Oceanography and have recently developed a non-thesis professional Master of Ocean Science and Technology. A natural extension of our current strength in educating future ocean researchers and professional ocean scientists is to offer a Bachelor of Science degree in Oceanography.

The exploration and exploitation of energy resources in deeper waters offshore (e.g. Gulf of Mexico), the continued growth of human populations along the coast, and growing efforts to predict and mitigate coastal hazards (e.g. hurricanes, tsunami, oil spills, and harmful algal blooms) is driving an increase in the need and opportunities for well-trained ocean scientists.

Educational Objectives

The BS in Oceanography provides students with an interdisciplinary education and training in one of three areas of ocean science: Ocean Observing Systems and Technology (OOST), Ocean Climate (OC) and Marine Ecosystem Science and Health (MESH). All students will gain skill in handling, evaluating and analyzing large datasets.

The BS in Oceanography curriculum:

- Provides students with an interdisciplinary understanding of the oceans and the processes affecting them for use in careers in marine science or other related fields;
- Provides students with the skills to retrieve, evaluate, and analyze large oceanographic datasets such as those generated long term oceanographic studies and observing systems; and
- Emphasizes critical thinking and problem solving skills.

Learning Outcomes

We aim to develop students who will not only possess knowledge and skills based on scientific evidence and practice, but who will be able to retrieve, analyze, assess and model large datasets (Big Data). The program’s goals are to produce graduates that can solve problems and analyze data to critically assess the complex interactions among forcings and processes in the ocean and who can effectively communicate in a variety of settings. Following our departmental motto of “Teaching through research”, we aligned the proposed educational tracks with the research themes that highlight the department’s expertise. The program’s three tracks will allow each student to gain specific knowledge and skills to address problems in ocean observing system technology and data (OOST Track), marine ecosystem science and health
assessment (MESH Track), and ocean climate modeling for the past (e.g. Paleoclimate), present (e.g. El Nino) and future (e.g. Climate Change) (OC Track).

- Graduates will possess an interdisciplinary understanding of the oceans and the processes affecting them.
- Graduates will be able to think critically about individual ocean issues and propose solutions
- Graduates will be capable of interpreting and using data from multiple sources
- Graduates will be capable of communicating effectively with other scientists, policy-makers and the public.

**Curriculum Requirements**

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<td><strong>TOTAL DEGREE HOURS</strong></td>
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The proposed implementation date is Fall 2017.

I. NEED

A. Employment Opportunities

The National Oceanic and Atmospheric Administration (NOAA), through the U.S. Integrated Ocean Observing System (IOOS), recently (February 2016) released “The Ocean Enterprise Study” ([http://www.ioos.noaa.gov/ioos_in_action/ocean_enterprise_study.html](http://www.ioos.noaa.gov/ioos_in_action/ocean_enterprise_study.html)). This report is an attempt to determine the extent of the U.S. private sector, commercial activity in support of ocean measurement, observation and forecasting and the sale of ocean information to underpin safety, economic and environmental benefits. Some findings contained in the report include:

- Estimates of revenues for businesses that have some ocean enterprise activities in the US are $58 billion in overall revenues, with $14 billion of overall revenues attributable to maritime related activities, and $7 billion of maritime revenues attributable to ocean enterprise activities:
- Total employment in the ocean enterprise is estimated to be between 223,000 and 268,000 employees in the U.S.
- The business outlook for the ocean enterprise is one of optimism, with many organizations reporting they will be developing new products and finding new users for ocean observation data. The potential for new business for existing firms, and for opportunities for new arrivals is vast as expanding infrastructure needs and the need for new applications using ocean observation data become magnified in conjunction with the growth and demand from the sectors the ocean enterprise directly underpins.

B. Projected Enrollment

Enrollment is projected to grow to reach somewhere between 130 majors (the number enrolled in the Bachelor of Science degree in Environmental Geosciences) and 900 majors (the number enrolled in the Bachelor of Science degree in Coastal Carolina University which increased from 600 to 900 majors from 2010 to 2014). We are hoping to reach between 150 and 200 majors within the first five years.

C. Existing State Programs
Texas is ranked third in numbers of jobs in the Marine Science and Technology industry. However, the provision of education and training in Ocean Sciences and Technology does not match other coastal states such as South Carolina, New Jersey and California. The development and growth of the ocean enterprise produces a need for trained ocean scientists, a need that is currently overlooked by educational institutions in Texas.

There are three existing undergraduate marine programs in the state of Texas. One is at the University of Texas where the College of Natural Sciences offers a B.S. degree in Marine and Freshwater Biology, which includes many courses offered by the Department of Marine Science. This is not an encompassing oceanography program for undergraduates. The others are the BS in Marine Biology offered by the Marine Biology Department on the TAMU Galveston campus and the BS in Marine Science offered by the Marine Science department on the TAMU Galveston campus. The marine biology degree is not an encompassing oceanography degree. The strengths of Marine Science program and the new program proposed here will complement one another rather than compete with one another. Faculty on the Galveston campus support this proposal for a BS in Oceanography to be offered through the department of Oceanography (see attached letter of support).

II. QUALITY & RESOURCES

A. Faculty
The Department currently has 25 faculty members in College Station, with two an additional faculty members joining the department in Summer 2016. All faculty members have a Ph.D in Oceanography or related science discipline.

B. Program Administration
The program will be administered by the Department of Oceanography. Day-to-day management of the program will be led by the Head of Department of the Department of Oceanography.

C. Other Personnel
The program will be supported by the 4 administrative staff and the Graduate Advisor within the Department of Oceanography. Specialist staff are available to support IT, communications and engagement, assessment, and recruitment in the Dean’s office of the College of Geosciences.

D. Supplies, Materials
Adequate supplies and materials are in place. Adequate supplies for teaching are available within the Department and College of Geosciences. There are clear procedures and resources available for requesting additional materials and supplies to support teaching if needs arise.

E. Library
The Department of Oceanography is located 2 minute walk from the Evans Library, the main library of the 5 on the College Station campus. In addition, the digital library offers access to ebooks and journals via the university Howdy portal both on and off campus. We will work with Mr. Rusty Kimball, the Oceanography librarian, to ensure that needs continue to be met in Oceanography. The current Oceanography collection is 11,432 books and 659 serials (i.e. journals and book series) and continues to grow.

F. Equipment, Facilities
The Department is well equipped to provide this program. Facilities include the O&M Building in College Station, the Geochemical and Environmental Research Group (GERG) facility in College Station, and the new Ocean and Coastal Studies Building (completed in 2010) and associated facilities (marina and sea life center) in Galveston. Substantial resources have been invested into the development of new
facilities at GERG, including the recent purchase of a pair of Slocum gliders, which are remotely operated vehicles (ROV) used to make measurements from the ocean while being controlled from the shore. Students in the proposed program will gain experience with state-of-the-art technologies and tools used in the Ocean Sciences by researchers who use the tools on a daily basis.

G. Accreditation
The program does not seek national accreditation. Texas A&M University is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges.

III. NEW 5 YEAR COSTS & FUNDING SOURCES
Costs for the proposed degree are minimal as instruction can be met with existing resources. The new course and the additional teaching of existing courses needed for this program will be accomplished with the addition of new faculty arriving in the summer of 2016. It is projected that the program will not require any new faculty or other resources for the first five years.

Texas A&M University certifies that the proposed new degree program meets the criteria under the 19 Texas Administrative Code, Section 5.45 in regards to need, quality, financial and faculty resources, standards and costs. New costs during the first five years will not exceed $2 million.

<table>
<thead>
<tr>
<th>NEW FIVE-YEAR COSTS</th>
<th>SOURCES OF FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Formula Income</td>
</tr>
<tr>
<td>$122,895</td>
<td>$439,114</td>
</tr>
<tr>
<td>Program Administration</td>
<td>Statutory Tuition</td>
</tr>
<tr>
<td></td>
<td>$770,650</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Reallocation</td>
</tr>
<tr>
<td></td>
<td>$122,895</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>Designated Tuition</td>
</tr>
<tr>
<td>$7,500</td>
<td>$2,746,134</td>
</tr>
<tr>
<td>Library &amp; IT Resources</td>
<td>Other Funding:</td>
</tr>
<tr>
<td></td>
<td>$1,721,827</td>
</tr>
<tr>
<td>Equipment, Facilities</td>
<td>List other funding</td>
</tr>
<tr>
<td></td>
<td>Fees ($1675.69 per FTSE)</td>
</tr>
<tr>
<td>Other</td>
<td>Estimated 5-Year Revenues</td>
</tr>
<tr>
<td></td>
<td>$5,800,6207</td>
</tr>
<tr>
<td>Estimated 5-Year Costs</td>
<td></td>
</tr>
<tr>
<td>$130,395</td>
<td></td>
</tr>
</tbody>
</table>

Keep this Program Review Outline to a maximum of 4 pages, using the pagination format included.
Certification Form for New Bachelor's and Master's Programs  
Texas Higher Education Coordinating Board

Directions: An institution shall use this form to request a new bachelor's or master's degree program that meets all criteria for automatic approval in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44: (a) The program has institutional and governing board approval; (b) the program complies with the Standards for Bachelor's and Master's Programs; (c) adequate funds are available to cover the costs of the new program; (d) new costs during the first five years of the program will not exceed $2 million; (e) the program is a non-engineering program (i.e., not classified under CIP code 14); and (f) the program will be offered by a university or health-related institution.

If a new bachelor's or master's program does not meet the criteria above, an institution must submit a request using the Form for Requesting a New Bachelor's and Master's Degree Program.

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. Institution: Texas A&M University

2. Program Name: Show how the program would appear on the Coordinating Board's program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting; Bachelor of Arts in Interdisciplinary Studies with 4-8 ESL Generalist Certification). Bachelor of Science degree with a major in Oceanography

3. Proposed CIP Code: 40.0607.0002

4. Number of Required Semester Credit Hours (SCHs) (If the number of SCHs exceeds 120 for a bachelor's program, the institution must request a waiver documenting the compelling academic reason for requiring more SCHs): 120 SCHs

5. Administrative Unit: Identify where the program would fit within the organizational structure of the university (e.g., The Department of Electrical Engineering within the College of Engineering). The Department of Oceanography in the College of Geosciences

6. Delivery Mode: Identify how and where the program would be delivered, e.g. on-campus face-to-face, online, off-campus, interactive videoconferencing, hybrid, etc. On-campus face-to-face

7. Implementation Date: Report the first semester and year that students would enter the program. Fall 2017

8. Contact Person: Provide contact information for the person who can answer specific questions about the program.

   Name: Shari Yvon-Lewis
   Title: Professor and Assistant Department Head
   E-mail: syvon-lewis@tamu.edu

Updated 9.9.09
Signature Page

I hereby certify that all of the following criteria have been met in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44:

(a) The program has institutional approval.
(b) The program complies with the *Standards for Bachelor's and Master's Programs*.
(c) Adequate funds are available to cover the costs of the new program.
(d) New costs during the first five years of the program will not exceed $2 million.
(e) The program is a non-engineering program (i.e., not classified under CIP code 14).
(f) The program will be offered by a university or health-related institution.

I understand that the Coordinating Board will update the program inventory for the institution if no objections to the proposed program are received during the 30-day public comment period.

_________________________________________  _____________
Chief Executive Officer                        Date

I hereby certify that the Board of Regents has approved this program.

Date of Board of Regents approval: ___________________________

_________________________________________  _____________
Board of Regents (or Designee)                   Date
Proposal for Bachelor's and Master's Degrees
Program Information

Background Information

The new Bachelor of Science degree with a major in Oceanography will be administered by the Department of Oceanography. We currently offer a thesis based MS degree in Oceanography, a PhD in Oceanography and have recently developed a non-thesis professional Master of Ocean Science and Technology. A natural extension of our current strength in educating future ocean researchers and professional ocean scientists is to offer a Bachelor of Science degree in Oceanography. This new program will help support both the Land-Grant and Sea-Grant missions of Texas A&M University, as this new degree is tailored to providing skills for the new oceanography related jobs as well as skills that are transferrable to a wide array of technical careers.

The exploration and exploitation of energy resources in deeper waters offshore (e.g. Gulf of Mexico), the continued growth of human populations along the coast, and growing efforts to predict and mitigate coastal hazards (e.g. hurricanes, tsunami, oil spills, and harmful algal blooms) is driving an increase in the need and opportunities for well-trained ocean scientists. The BS in Oceanography provides students with an interdisciplinary education and training in one of three areas of ocean science: Ocean Observing Systems and Technology (OOST), Ocean Climate (OC) and Marine Ecosystem Science and Health (MESH). All students will gain skill in handling, evaluating and analyzing large datasets.

The BS in Oceanography curriculum: 1) Provides students with an interdisciplinary understanding of the oceans and the processes affecting them for use in careers in marine science or other related fields; 2) Provides students with the skills to retrieve, evaluate, and analyze large oceanographic datasets such as those generated from long term oceanographic studies and observing systems; and 3) Emphasizes critical thinking and problem solving skills.

There are three existing undergraduate marine programs in the state of Texas. One is at the University of Texas where the College of Natural Sciences offers a B.S. degree in Marine and Freshwater Biology, which includes many courses offered by the Department of Marine Science. This is not an encompassing oceanography program for undergraduates. The others are the BS in Marine Biology offered by the Marine Biology Department on the TAMU Galveston campus and the BS in Marine Science offered by the Marine Science department on the TAMU Galveston campus. The marine biology degree is not an encompassing oceanography degree. The strengths of the Marine Science program at TAMUG and the new program proposed here will complement one another rather than compete with one another. Faculty on the Galveston campus support this proposal for a BS in Oceanography to be offered through the department of Oceanography (see attached letter of support).

I. Need

NEEDS ASSESSMENT

A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

The National Oceanic and Atmospheric Administration (NOAA), through the U.S. Integrated Ocean Observing System (IOOS), recently (February 2016) released “The Ocean Enterprise Study” (http://www.ioos.noaa.gov/ioos_in_action/ocean_enterprise_study.html). This report is an attempt to determine the extent of the U.S. private sector, commercial activity in
support of ocean measurement, observation and forecasting and the sale of ocean information to underpin safety, economic and environmental benefits. Some interesting findings contained in the report include:

- Estimates of revenues for businesses that have some ocean enterprise activities in the US are $58 billion in overall revenues, with $14 billion of overall revenues attributable to maritime related activities, and $7 billion of maritime revenues attributable to ocean enterprise activities:
- Total employment in the ocean enterprise is estimated to be between 223,000 and 268,000 employees in the U.S.
- The business outlook for the ocean enterprise is one of optimism, with many organizations reporting they will be developing new products and finding new users for ocean observation data. The potential for new business for existing firms, and for opportunities for new arrivals is vast as expanding infrastructure needs and the need for new applications using ocean observation data become magnified in conjunction with the growth and demand from the sectors the ocean enterprise directly underpins.

There is a growing need for trained ocean science and technology professionals, both in the public (e.g. integrated global ocean observing systems) and private sectors (e.g. energy and transportation industries). These needs are both on the short and long term. A series of trends are leading to an expansion of opportunities in this sector, including the exploration and exploitation of energy resources in deeper waters offshore (e.g. Gulf of Mexico and the Arctic Ocean), the continued growth of human populations along the coast, and growing efforts to predict and mitigate coastal hazards (e.g. hurricanes, tsunami, oil spills, and harmful algal blooms). Perhaps the greatest opportunity will come from the growth of ocean observing systems, integrated systems designed to collect, store and deliver ocean data. In the United States, the Integrated Coastal and Ocean Observation System Act of 2009 (33 U.S.C §3601-3610) legislates for the establishment of such a system, at an estimated 15-year cost of $54.2 billion dollars from a variety of public and private sector sources (Interagency Ocean Observation committee: Independent Cost Estimate, 2012). The construction, maintenance and operation of these systems will provide countless opportunities for professionals for decades to come. Based on the societal benefits proposed by NOAA (National Oceanic and Atmospheric Administration), there will be careers for our graduates in the field of severe weather prediction, forecasting hazards, improving search and rescue success, marine operations, homeland security applications, monitoring water quality, predicting threats to human health, oil spill response, and climate change research. Examples of recent career openings in the Ocean sciences and Technology field are listed in Appendix 1

At the state level, Texas is ranked third in numbers of jobs in the Marine Science and Technology industry (Barrow et al. 2005). However, the provision of education and training in Ocean Science and Technology does not match other coastal states such as South Carolina, New Jersey, Washington and California. By offering a BS in Oceanography, we will cater to an expanding job market nationally and a need within Texas to ensure that the State remains competitive in industries associated with emerging fields within Ocean Science.

At present, oceanography education and training in the United States is focused on producing Ph.D. scientists suited to research and academic settings. Through this new program, Texas A&M University will provide access to an undergraduate degree that will provide new graduates with the skills to take advantage of this growing market and enter into the workforce well-prepared for jobs in these growing new sectors.
B. **Student Demand** – Provide short- and long-term evidence of demand for the program.

The most recent data (from 2012) shows that there are currently 340,000 geoscientists employed in the United States and it is expected that 48% of these workers will be of retirement age over the next decade (Wilson, 2014). Consequently, there will be a severe shortage of geoscientists over the next few decades and therefore career opportunities for students graduating with a BS in Oceanography.

Examples of recent career openings requiring a BS in Oceanography or a related marine field are listed in Appendix 1. Since there are no other BS programs in Oceanography in Texas, there is no other Texas Institution to compare with. The BS in Marine Science at TAMU Galveston is the closest comparison in Texas, however that degree program is currently being revised, so the enrollment trends may change. For Coastal Carolina University, enrollment in Marine Science went from ~600 students to ~900 students from 2010 to 2014. A geosciences program here at TAMU grew to ~130 majors in a few years.

With the projected growth in Oceanography related fields and the lack of programs in Texas to accommodate the need for providing graduates with the skills needed for those jobs, we are well-positioned to fill that gap with this new BS degree in Oceanography.

C. **Enrollment Projections** – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. *(Include majors only and consider attrition and graduation.)*

Texas A&M University is growing its enrollment every year, providing residents of Texas with a strong education and skills for future job markets. This new program will capitalize on that growth and help support both the Land-Grant and Sea-Grant missions of the university with this new degree tailored to providing skills for the new oceanography related jobs as well as skills that are transferrable to a wide array of technical careers.

Enrollment in this program is projected to grow to reach somewhere between 130 majors (the number enrolled in the Bachelor of Science degree in Environmental Geosciences) and 900 majors (the number enrolled in the Bachelor of Science degree in Coastal Carolina University which increased from 600 to 900 majors from 2010 to 2014). We are hoping to reach between 150 and 200 majors within the first five years.

We will take advantage of the College of Geosciences strong recruiting efforts in community colleges and high schools. Efforts have been focused on institutions with larger numbers of students from underrepresented groups to try to increase enrollment from these groups in other areas of the geosciences. The new BS degree in Oceanography will be part of these recruiting efforts once it is approved.

Retention efforts include engaging the students from the beginning with field and research experiences. The program is designed to engage students from the first year with a field
experience in the first year and the fourth year. We have included professional
development in the curriculum through our communication courses (OCNG 203 and OCNG
303) to help students connect with their future job opportunities and give them the skills to
successfully compete for these new ocean related jobs.

**Estimated Cumulative Headcount and Full-Time Student Equivalent (FTSE)**
Enrollment for the First Five Years of the Proposed Program

<table>
<thead>
<tr>
<th>Bachelors Degree</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Returning from Previous Yr</td>
<td></td>
<td>18</td>
<td>53</td>
<td>90</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>New Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>10</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>10</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Total # of Students</td>
<td>20</td>
<td>58</td>
<td>103</td>
<td>150</td>
<td>190</td>
<td></td>
</tr>
<tr>
<td>FTSE</td>
<td>20</td>
<td>57</td>
<td>102</td>
<td>150</td>
<td>191</td>
<td></td>
</tr>
<tr>
<td>Attrition Following Current Year</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Graduates During Current Year</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>25</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

II. Quality

A. **Degree Requirements** – Use this table to show the degree requirements of the program.
(Modify the table as needed; if necessary, replicate the table for more than one option.)

For bachelor’s degree:

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum <em>(bachelor's degree only)</em></td>
<td>62</td>
</tr>
<tr>
<td>Required Courses</td>
<td>33</td>
</tr>
<tr>
<td>Track Electives</td>
<td>18</td>
</tr>
<tr>
<td>Prescribed Electives</td>
<td>7</td>
</tr>
<tr>
<td>Other <em>(Specify, e.g., internships, clinical work)</em></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SCH Requirement</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

Note: A Bachelor degree should not exceed 120 Semester Credit Hours (SCH) per Board rule 5.44
(a) (3). Those that exceed 120 SCH must provide detailed documentation describing the
compelling academic reason for the number of required hours, such as programmatic accreditation
requirements, statutory requirements, or licensure/certification requirements that cannot be met
without exceeding the 120-hour limit.
B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. (Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCNG 251</td>
<td>Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 252</td>
<td>Oceanography Lab</td>
<td>1</td>
</tr>
<tr>
<td>OCNG 203*</td>
<td>Communicating Oceanography Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>OCNG 303*</td>
<td>Professional Communication in Ocean Science</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 410</td>
<td>Physical Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 420</td>
<td>Biological Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 430</td>
<td>Geological Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 440</td>
<td>Chemical Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 443</td>
<td>Oceanographic Field and Laboratory Methods</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 481</td>
<td>Seminar</td>
<td>1</td>
</tr>
<tr>
<td>GEOS 470</td>
<td>Data Analysis and Methods in Geoscience</td>
<td>3</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Engineering Math I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 152</td>
<td>Engineering Math II</td>
<td>4</td>
</tr>
<tr>
<td>STAT 211</td>
<td>Principles of Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>Fundamental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>Fundamental Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>Fundamental Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 112</td>
<td>Fundamental Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 111</td>
<td>Introductory Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 112</td>
<td>Introductory Biology II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 218</td>
<td>Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 208</td>
<td>Electricity and Optics</td>
<td>4</td>
</tr>
</tbody>
</table>

All students in the program are required to take one of the following:

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCNG 456</td>
<td>Matlab Programming for Ocean Science</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 469</td>
<td>Python for Geoscientists</td>
<td>3</td>
</tr>
</tbody>
</table>

Ocean Observing System Track

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 212</td>
<td>Principles of Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 404</td>
<td>Ocean Observing Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCNG 350</td>
<td>Marine Pollution</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 456</td>
<td>MatLab Programming Lab for Ocean Science</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 469</td>
<td>Python for Geoscientists</td>
<td>3</td>
</tr>
<tr>
<td>ATMO 201</td>
<td>Weather and Climate</td>
<td>3</td>
</tr>
<tr>
<td>ATMO 203</td>
<td>Weather Forecasting Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ATMO 251</td>
<td>Weather Observations and Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>
### Marine Ecosystem Science and Health Track

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 227</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 237</td>
<td>Organic Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 228</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 238</td>
<td>Organic Chemistry II Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCNG 350</td>
<td>Marine Pollution</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 425</td>
<td>Microbial Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 456</td>
<td>MatLab Programming Lab for Ocean Science</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 469</td>
<td>Python for Geoscience</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 453</td>
<td>Mid ocean Ridge and Hydrothermal Vents</td>
<td>3</td>
</tr>
<tr>
<td>ATMO 363</td>
<td>Introduction to Atmospheric Chemistry and Air Pollution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 213</td>
<td>Molecular Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 214</td>
<td>Genes, Ecology and Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 351</td>
<td>Fundamentals of Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 315</td>
<td>Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 362</td>
<td>Descriptive Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 383</td>
<td>Chemistry of Environmental Pollution</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 415</td>
<td>Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>GENE 302</td>
<td>Principles of Genetics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Ocean Climate Track

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 251</td>
<td>Engineering Math III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 308</td>
<td>Differential Equations</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCNG 451</td>
<td>Mathematical Modeling of Ocean Climate</td>
<td>4</td>
</tr>
<tr>
<td>OCNG 456</td>
<td>MatLab Programming Lab for Ocean Science</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 469</td>
<td>Python for Geoscience</td>
<td>3</td>
</tr>
<tr>
<td>ATMO 201</td>
<td>Weather and Climate</td>
<td>3</td>
</tr>
<tr>
<td>ATMO 203</td>
<td>Weather Forecasting Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ATMO 324</td>
<td>Physical and Regional Climatology</td>
<td>3</td>
</tr>
<tr>
<td>ATMO 441</td>
<td>Satellite Meteorology and Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 442</td>
<td>Past Climates</td>
<td>3</td>
</tr>
<tr>
<td>MATH 304</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 221</td>
<td>Optics and Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 212</td>
<td>Principles of Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>
C. Faculty –

1. Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. (Add and delete rows as needed.)

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.: Robertson, David Asst. Professor</td>
<td>PhD. in Molecular Genetics, Univ. of Texas at Dallas</td>
<td>MG200, MG285, MG824 (Lab Only)</td>
<td>50%</td>
</tr>
<tr>
<td>*Dr. Deborah Thomas Professor, Department Head</td>
<td>Ph.D., Geological Sciences, University of North Carolina, Chapel Hill</td>
<td>OCNG 430 Geological Oceanography, GEOS 101 First Year Seminar</td>
<td>75%</td>
</tr>
<tr>
<td>Dr. Shari-Yvon Lewis Professor, Assistant Department Head</td>
<td>Ph.D., Marine and Atmospheric Chemistry, Rosenstiel School of Marine and Atmospheric Science, University of Miami</td>
<td>OCNG 440 Chemical Oceanography, OCNG 203 Communicating Oceanography Laboratory, OCNG 350 Marine Pollution</td>
<td>75%</td>
</tr>
<tr>
<td>Dr. Steven DiMarco Professor</td>
<td>Ph.D. Physics, University of Dallas</td>
<td>GEOS 470 Data Analysis and Methods in Geoscience, OCNG 404 Ocean Observing Systems</td>
<td>50%</td>
</tr>
<tr>
<td>Dr. Jessica Fitzsimmons Assistant Professor</td>
<td>Ph.D. Chemical Oceanography, Massachusetts Institute of Technology/Woods Hole Oceanography Institution joint program</td>
<td>OCNG 303 Professional Communication in Oceanography, OCNG 453 Mid ocean Ridge and Hydrothermal Vents</td>
<td>50%</td>
</tr>
<tr>
<td>Dr. Lisa Campbell Professor</td>
<td>Ph.D. Biological Oceanography, SUNY Stony Brook, New York.</td>
<td>OCNG 420 Biological Oceanography</td>
<td>50%</td>
</tr>
<tr>
<td>Dr. Gerardo Gold Professor</td>
<td>Sc. D., Marine Sciences, Center for Research and Advanced Studies, Merida, Mexico</td>
<td>OCNG 443 Oceanographic Field and Laboratory Methods, OCNG 461 Advanced Oceanographic Data Analysis and Communication</td>
<td>50%</td>
</tr>
<tr>
<td>Dr. Daniel Thornton Associate Professor</td>
<td>Ph.D., Biology, Queen Mary, University of London, UK</td>
<td>OCNG 420 Biological Oceanography, OCNG 425 Microbial Oceanography</td>
<td>50%</td>
</tr>
<tr>
<td>Dr. Achim Stössel, Associate Professor</td>
<td>Ph.D., Physical Oceanography, University of Hamburg</td>
<td>OCNG 410 Physical Oceanography</td>
<td>50%</td>
</tr>
<tr>
<td>Dr. Robert Hetland Professor</td>
<td>Ph.D. Physical Oceanography, Florida State University</td>
<td>OCNG 469 Python for Geoscientists</td>
<td>25%</td>
</tr>
</tbody>
</table>
New Program Request Form for Bachelor's and Master's Degrees
Page 8

New Faculty in Year __

New Faculty in Year __

<table>
<thead>
<tr>
<th>Name of Support Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Christina Wiederwohl</td>
<td>Ph.D., Oceanography, Texas A&amp;M University</td>
<td>OCNG 251 Oceanography</td>
<td>75%</td>
</tr>
<tr>
<td>Instructional Assistant Professor</td>
<td></td>
<td>OCNG 252 Oceanography Laboratory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OCNG 456 Matlab Programming for Ocean Science</td>
<td></td>
</tr>
</tbody>
</table>

2. What impact will the new program have on current programs in regards to faculty resources?
   a. How will the new program possibly impact other departments?
      For example: A new Engineering degree might require additional sections or courses in Mathematics and Physics.

   All students in this program will need to take MATH 151 and 152; CHEM 101/111 and CHEM 102/112; PHYS 218 and PHYS 208; BIOL 111 and BIOL 112. They also must take the university required English, communication, history and other liberal arts courses.

   Each track has other required courses depending on the track, and most of these are in a fundamental science or math. For the OOST track, STAT 212 is required. For MESH, CHEM 227/237 and CHEM 228/238 are required. For OC, MATH 251 and MATH 308 are required.

   b. How will the program impact current teaching assignments in department?
      For example: If new courses will be developed and taught by current faculty what courses will they no longer teach and how will those courses be taught? If additional faculty will be hired to cover these courses please include that as a new cost for the program.

   The BS degree in Oceanography will rely on faculty who are already members of the Department of Oceanography and students will take courses that are already offered by the Department of Oceanography, with the exception of one course that is being created specifically for the program (OCNG 303 Professional Communication in Oceanography). The projected increase in student numbers will be absorbed by our current teaching capacity and facilities. There are two new faculty joining the depart in Summer 2016. These new faculty members will help with any increases in teaching that go beyond our current capacity.

D. Students – Currently enrolled students that change from another program to the proposed program only result in a shift in funding through tuition and fees rather than a new source of funding. Therefore, describe general recruitment efforts and admission requirements designed to bring new students into the proposed program.
We will take advantage of the College of Geosciences strong recruiting efforts in community colleges and high schools. Efforts have been focused on institutions with larger numbers of students from underrepresented groups to try to increase enrollment from these groups in other areas of the geosciences. The recruiting coordinator has developed attractive Pathways Programs that lay out paths to each of the College’s undergraduate degree programs ensuring that the prospective transfer students are taking the necessary fundamental coursework to keep them on track to degree. The new BS degree in Oceanography will be part of these recruiting efforts once it is approved.

We will also actively recruit from high schools involved in the National Ocean Sciences Bowl where students are familiar with oceanography but have not had the opportunity to major or in it at TAMU before. We will take advantage of Aggieland Saturday to recruit for the new major, as well. We have been increasing our outreach activities for younger children with activities for Boy Scouts and Girl Scouts to make them more aware of the issues surrounding our oceans. This will likely translate into more demand for the major as those children reach college age.

E. **Library** – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program. Please provide only information about library resources required for this program. Do not include information regarding library services or access that is already available unless these are being developed as a direct result of the proposed program.

Mr. Rusty Kimball is the Oceanography librarian. Due to the graduate Oceanography programs we already offer, we work with him to ensure that needs continue to be met in Ocean Sciences and Technology. The current Oceanography collection is 11,432 books and 659 serials (i.e. journals and book series) and continues to grow. This should be sufficient to ensure resources for the new BS degree in Oceanography.

F. **Facilities and Equipment** – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for additional cost of facility and equipment improvements/additions.

Texas A&M University is the flagship university of the Texas A&M System, with a student population of over 50,000. The Department of Oceanography benefits from the resources of a major public university holding Land Grant, Sea Grant, and Space Grant status. The Department's faculty are primarily in the O&M Building on the campus of Texas A&M University (College Station). There are adequate classrooms and laboratories to support the new BS degree program, including projected increases in student numbers. The classrooms are fitted out with regularly updated information technology, including the hardware and software to enable classes to be taught between the College Station and Galveston campuses. In addition, the Department of Oceanography has close ties, (including joint appointments) with other units within the College of Geosciences directly relevant to the BS degree, such as the International Ocean Discovery Program (IODP) and the Geochemical and Environmental Research Group (GERG). GERG is the College's unit that builds and operates ocean observing systems, including the Texas Automated Buoy System and our Slocum Glider fleet. We are currently integrating the activities of GERG into teaching and learning with the Department of Oceanography, through investment in facilities and ocean observing tools at GERG ($1,445,000) and a reorganization of the Department of Oceanography. For example, Dr. Steven DiMarco is both the Team Leader of Ocean Observing at GERG and a full Professor in the
Department of Oceanography who will teach required courses in the new BS degree program.

The Department recently completed a $150,000 renovation in the O&M Building to construct a new ‘Ocean Observing Educational Facility’. The state-of-the-art facility allows students to work with operating ocean observing instruments collecting data in the Gulf of Mexico, providing students with ‘hands on’ high impact learning experiences. This facility will be used to pilot our growing fleet of Slocum Gliders, which are remotely operated vehicles making measurements in the ocean for research and teaching applications.

G. IT Resources – Describe additional computing equipment and resources will be required and estimated cost.

The College of Geosciences has centralized IT services and currently supports all the IT needs for all of the departments in the College including the Department of Oceanography’s IT needs for the three graduate degrees we currently offer (Master of Ocean Science and Technology, MS in Oceanography and PhD in Oceanography). The IT needs for the new BS degree in Oceanography will be covered using the existing resources.

H. Supplies and Materials – Describe additional supplies and materials that will be required if these are items other than normal operating expenses.

Minimal additional supplies or materials are requested to start this new program. There are adequate mechanisms in place to obtain any materials needed for increases in enrollment in any of the required courses.

I. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

Oceanography does not have an accreditation organization or agency and therefore we will not be seeking accreditation specific for the BS in Oceanography. Texas A&M University is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).

J. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

There are rigorous procedures for program review at Texas A&M University and these will be applied to the new BS program to ensure that it is being taught to meet its objectives and that the students achieve the defined learning outcomes of the degree and the individual courses on their degree plans. Annual program assessment will form the backbone of our assessment efforts with reviews conducted in the capstone course (OCNG 461). Program assessment is managed by the Office of Institutional Assessment (OIA) directed by Dr. Ryan McLawhon. Programs undergo continuous assessment and the assessment process is documented using WEAVEonline, a web based tool for documenting and storing assessment information. Results of the annual assessment will be analyzed to produce an annual action plan, which will be used to improve the effectiveness of the BS degree in Oceanography.

In addition, The Texas Administrative Code Texas Degree requires that all academic programs are reviewed on a 7 year cycle. The Academic Program Review (APR) is coordinated by the Office of the Provost and Executive Vice president for Academic
Affairs and is based around a self-study and a site visit by an expert external review panel. APR review will be conducted in line with the Southern Association of Colleges and Schools Commission on Colleges Principles of Accreditation guide. APR will be used to systematically review the program and the findings will be used to improve the BS degree and ensure that strategies for improvement align with the strategic plans of the university, College of Geosciences, and Department of Oceanography.

III. Costs and Funding

_{Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program._}

On the attached forms, provide estimates of new costs to the institution related to the proposed program and provide information regarding sources of the funding that would defray those costs. Use the Program Funding Estimation Tool found on the Coordinating Board web site ([www.thecb.state.tx.us/newprograms certificates](http://www.thecb.state.tx.us/newprograms certificates)) and attach a saved copy of the completed Excel spreadsheet to your application.

**There are no new costs associated with this degree program.** The BS degree in Oceanography will rely on faculty who are already members of the Department of Oceanography and students will take courses that are already offered by the Department of Oceanography, with the exception of one course that is being created specifically for the program (OCNG 303 Professional Communication in Oceanography). The projected increase in student numbers will be absorbed by our current teaching capacity and facilities. Existing funds from the department, college and university will be sufficient to meet the costs of adding this degree program. There are two new faculty joining the depart in Summer 2016. These new faculty members will help with any increases in teaching that go beyond our current capacity.

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td><strong>Reallocated Funds</strong></td>
</tr>
<tr>
<td>Faculty</td>
<td>$122,895</td>
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<tr>
<td>Administration</td>
<td>$0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
</tr>
<tr>
<td>Clerical/Staff</td>
<td>$0</td>
</tr>
<tr>
<td>Other Personnel</td>
<td>$0</td>
</tr>
<tr>
<td>Facilities</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
</tr>
<tr>
<td>IT Resources</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>$7,500</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
</tr>
<tr>
<td>Other (^1)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td><strong>Total Funding</strong></td>
</tr>
</tbody>
</table>

\(^1\) Please use the "Program Funding Estimation Tool" found on the CB website to correctly estimate state funding.
1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).

2. Specify other costs here (e.g., administrative costs, travel).

3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.

4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.
### Costs to the Institution of the Program/Administrative Change

<table>
<thead>
<tr>
<th>Year</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>6th Year</th>
<th>7th Year</th>
<th>TOTALS</th>
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<tbody>
<tr>
<td>Facilities</td>
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<td>Equipment</td>
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<td>IT Resources</td>
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<tr>
<td>Library</td>
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<td>Supplies &amp; Materials</td>
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<td>Reallocated (Reallocated)</td>
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<td>Current/Staff (New)</td>
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<td>Program Administration</td>
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<td>Faculty Salaries (New)</td>
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</table>

**Notes:** Use this chart to indicate the dollar costs to the institution that are anticipated from the change requested.
### Anticipated Sources of Funding

<table>
<thead>
<tr>
<th>Funding Category</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Formula Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Other State Funding</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Reallocation of Existing Resources</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>IV. Federal Funding</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Federal Funding (in-kind only)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. Other Funding</td>
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</tr>
<tr>
<td>Course Fees</td>
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<td></td>
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</tr>
<tr>
<td>Graduate Tuition</td>
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<td></td>
</tr>
<tr>
<td>Designated Tuition</td>
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<td></td>
</tr>
<tr>
<td>Stationary Tuition</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Note: Use the chart to indicate the dollar amounts anticipated from various sources to cover any and all new costs to the institution as a result of the proposed doctoral program. Use the Non-formula Sources of Funding Form to specify as completely as possible each non-general revenue source. Submitting Proposals for New Doctoral Programs document found on the Coordinating Board web site for additional information.
### NON-FORMULA SOURCES OF FUNDING

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount Per SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Fees</td>
<td></td>
</tr>
<tr>
<td>Graduate Tuition</td>
<td></td>
</tr>
<tr>
<td>Designated Tuition</td>
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</tr>
<tr>
<td>Stipend</td>
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<td>Federal</td>
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<tr>
<td>Reallocation of</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Use this form to specify as completely as possible each of the non-formula funding sources for the dollar amounts listed on the applicable Sources of Funding form.
I. Formula Income
A. The first two years of any new program should not draw upon formula income to pay for the program.
B. For each of Years 3 through 5, enter the smaller of:
   1. the new formula income you estimate the program would generate, based on projected enrollments and formula funding rates; or
   2. half of the estimated program cost for that year.
C. Because enrollments are uncertain and programs need institutional support during their start-up phase, it is the Coordinating Board’s policy to require institutions to demonstrate that they can provide:
   1. sufficient funds to support all the costs of the proposed program for the first two years (when no new formula funding will be generated); and
   2. half of the costs of the new program during years three through five.
D. When estimating new formula income, institutions should take into account the fact that students switching programs do not generate additional formula funding to the institution. For example, if a new master’s program has ten students, but five of them switched into the program from existing master’s programs at the institution, only five of the students will generate new formula income to help defray the costs of the program.

II. Other State Funding
   This category could include special item funding appropriated by the legislature, or other sources of funding from the state that do not include formula-generated funds (e.g., HEAF, PUF, etc.).

III. Reallocation of Existing Resources:
   If faculty in existing, previously budgeted positions is to be partially or wholly reallocated to the new program, you should explain in the text of your proposal how the institution will fulfill the current teaching obligations of those faculty and include any faculty replacement costs as program costs in the budget.

IV. Federal Funding
   Only federal monies from grants or other sources currently in hand may be included. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding.

V. Other Funding
   This category could include Auxiliary Enterprises, special endowment income, or other extramural funding.
Appendix 1
Selection of Recent Job Openings for which graduates with a BS in Oceanography would be qualified

TITLE  NOAA Data Analyst - Oceanography / Tidal*

DESCRIPTION  VACANCY ANNOUNCEMENT

Advanced Resource Technologies, Inc. (ARTI) is currently recruiting for a Data Analyst in support of a contract with the National Oceanic and Atmospheric Administration (NOAA) at our Silver Spring, MD location. Position is full-time, exempt. Start date is immediate upon selection with 2 weeks notice to current employer.

SUMMARY
The Data Analyst provides tidal data processing support to NOAA’s Center for Operational Oceanographic Products and Services (CO-OPS), Oceanographic Division (OD). The Data Analyst will be responsible for a region of water level stations and Great Lakes NWLON stations. Assigned NWLON stations support priority Photogrammetry-Hydrographic and PORTS® CO-OPS programs.

PRINCIPAL DUTIES AND RESPONSIBILITIES
Specific duties and responsibilities include but are not limited to:
• Monthly processing of the data following standard operating procedures and compiling statistics using spreadsheet and database programs for the assigned stations within the first two weeks of the month
• Routinely checking the Hydro Hot List and priority processing completed first on Mondays
• Analyzing the data for validity and consistency, referring questionable data to the supervisor or a CO-OPS oceanographer
• Performing analysis and investigating data problems associated with the assigned stations
• Producing charts, graphics, and other graphical representations of water level and associated data
• Maintaining accurate records of data processed and analyzed
• Presenting analyzed data to CO-OPS oceanographers for verification and acceptance into official database
• Performing other special projects or duties as assigned

REQ NUMBER  SCI-16-00002

FULL-TIME/PART-TIME

Full-Time

POSITION
• B.S. degree in oceanography, meteorology, hydrology, physics, physical
**REQUIREMENTS**

Science, geophysics, civil engineering, etc preferred. Two (2) years of related education that include at least 12 semester hours in any combination of courses in oceanography, meteorology, physics, physical science, geophysics, etc. and two (2) years of experience required. Four (4) years of specialized experience in oceanography, meteorology, physics, physical science, geophysics, civil engineering, etc. can be substituted for education requirement.

- Position requires knowledge of oceanographic (tidal) principles, theories, and practices sufficient to process and analyze data are highly desirable. Any undergraduate courses and/or work experiences related to oceanography, marine engineering, meteorology, and related subjects are desirable.
- Must be proficient in using a desktop computer and MS Office Suite in analyzing and processing data. Database and query experience required.
- Experience with Any Geospatial or Geographical Information System (GIS) knowledge or experience is desirable.
- Experience with commercial GIS software packages such as Mapinfo, Arcview etc., is desirable.
- Experience with spreadsheets or statistical software is required.
- Experience with MATLAB is desirable
- Knowledge of databases and Structured Query Language (SQL) queries to databases is desired.
- Excellent written and verbal communication skills required.
- Ability to work independently and in a team environment.

Mandatory Requirement: Applicants selected for this position may be subject to a Government Security Investigation and must meet eligibility for access to classified information.

If you are interested in this position, please submit your resume and salary requirements. Our preferred method for receiving your resume is to apply on-line on our homepage or fax.

Advanced Resource Technologies, Inc. (ARTI)
Apply On-line at: http://www.team-arti.com/jobopening.htm

Attn: Recruiter, SCI-16-00002
1555 King Street, Suite #400
Alexandria, VA 22314
Fax: (703) 682-4823

ARTI is an Equal Opportunity Affirmative Action Employer

**LOCATION**

Silver Spring, MD

**CURRENT CLEARANCE LEVEL**

**CLEARANCE LEVEL**

Public Trust
Exempt

We are an equal employment opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, national origin, disability status, protected veteran status or any other characteristic protected by law.

THIS POSITION IS CURRENTLY ACCEPTING APPLICATIONS.
Junior, Assistant, or Associate Specialist – Marine Science

Job #JPF00680

Office of Research - Marine Science Institute

RECRUITMENT PERIOD

Open date: February 19th, 2016
Last review date: March 11th, 2016
Applications received after this date will be reviewed by the search committee if the position has not yet been filled.
Final date: June 30th, 2016
Applications will continue to be accepted until this date, but those received after the review date will only be considered if the position has not yet been filled.

DESCRIPTION

Junior, Assistant, or Associate Specialist – Marine Science
(1 position - Single hire recruitment)

The Marine Science Institute at the University of California, Santa Barbara, seeks a specialist to work with on the launch of an initiative to use marine science to generate actionable environmental change in the oceans. Incumbent will assist and/or provide considerable input in regard to the following: Responsibilities will include coordinating ocean-related public outreach activities, organizing scientific working groups to study ocean issues, and working with marine contractors/service providers to carry forward projects generated by working groups.

Applicant will be required to interface with other research scientists that will be recruited to study ocean issues and these working groups. The purpose of the research working group will be to generate new science and review existing science to execute new solutions for ocean problems. Advanced expertise in marine science will be required to assemble, lead and synthesize result from such groups. Outputs from the group will represent new research products.

Minimum requirements: Baccalaureate in marine science or biological science.

Additional qualifications: Master’s degree (or equivalent) is required should the applicant be offered the position at the Assistant or Associate level.

Desirable requirements include experience in science outreach and communication, demonstrated achievement in peer-review publishing, and experience conducting marine science in international settings.

Salary and benefits will depend on academic background and experience. 100% time appointment for one year from start date with possibility for second year renewal.

Electronic applications (including a CV and names only of 3 references) should be sent to:
https://recruit.ap.ucsb.edu/apply/JP#00680

For full consideration, please apply by 3/11/16. Position will be open until filled. Seeking applicant that can begin in the position in 2016.

The department is especially interested in candidates who can contribute to the diversity and excellence of the academic community through research, teaching and service. The University of California is an Equal Opportunity/Affirmative Action Employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.

JOB LOCATION
Isla Vista, CA

REQUIREMENTS

DOCUMENTS

- Curriculum Vitae - Your most recently updated C.V.

REFERENCES

3 references required (contact information only)
Marine Laboratory Technician

About the Job

Marine Laboratory Technician

Performs engineering and sciences support functions that may include constructing, testing, calibrating, and modifying devices, materials, and/or planning and processing activities. Interprets and assesses project requirements; coordinates logistics and technical equipment to support requirements of engineering teams or scientists conducting research and/or experiments. Provide overall coordination and support between engineering/scientists, procurement, logistics and other teams. May conduct safety activities and training.

Essential Duties and Responsibilities:

Responsible for assisting in operation, maintenance, safety, and cleanliness of vessel laboratory operations.

Responsible for coordinating with the Marine Science Technician, Senior on the scheduling of training and proficiency examinations in the areas of hazardous waste management, radioactive waste management, IATA, and optional emergency medical training.

Position will be located on a research vessel. The standard work schedule for this position is 84 hours per week. (Monday through Sunday, 12 hours per day.)

Education:
Bachelor degree is required. Degree in Marine Biology, Biology, Oceanography or Natural Science.

Certifications and/or Licensing Requirements: None

Training: None Required.

Experience: Minimum of two years experience in a university or industrial laboratory setting. Knowledge of one or more of the methods involved in various disciplines, such as Geology and Geophysics, Oceanography, Chemistry, Biology and Biological/Chemical Oceanography is required. Operational knowledge of Windows XP and MS Office Products is required. Previous experience working in Antarctica.

Physical and/or Other Specific Requirements: Deployment is required in this position. The individual in the position must successfully complete the physical and dental examinations, and psychological examination for winter-over positions, as required by the NSF for deploying to Antarctica. Failure to meet these requirements may result in withdrawal of employment offer or other employment action. Complies with applicable USAP/ASC safety, environmental, health, and waste management policies and procedures. US citizenship or permanent residency required.

Contracts for: Mid April - Mid May & 2016-2017
The University of Miami is considered among the top tier institutions of higher education in the U.S. for its academic excellence, superior medical care, and cutting-edge research. At the U, we are committed to attracting a talented workforce to support our common purpose of transforming lives through teaching, research, and service. Through our values of Diversity, Integrity, Responsibility, Excellence, Compassion, Creativity and Teamwork (DIRECT), we strive to create an environment where everyone contributes in making UM a great place to work. We are one of the largest private employers in Miami-Dade County; home to more than 13,400 faculty and staff from all over the world.

The Cooperative Institute for Marine and Atmospheric Studies (CIMAS) of the University of Miami, Rosenstiel School of Marine and Atmospheric Science (RSMAS), invites applications for a Research Associate I position in Ecosystem Assessment. The position is concerned with coordinating ecological programs and will involve close collaboration with scientists at RSMAS and the NOAA Atlantic Oceanographic and Meteorological Laboratory (AOML).

The incumbent will participate on a variety of research cruises and be responsible for biological and environmental data collection, as well as post-cruise data entry and analysis. The incumbent must be willing and physically able to occasionally spend up to 60 days per year at sea on oceanographic research vessels assisting in the collection of scientific data. Such work requires a degree of physical mobility and places certain stresses on the applicant. He/she must be able to lift and move items of up to 50 lbs. The incumbent will also be responsible for statistical analyses of ecosystem datasets, including for pre-defined ecosystem indicators. The incumbent should have experience with statistical analyses and be capable of using a variety of software packages for data analysis and plotting, database applications. The incumbent should have experience conducting ecological field work in coastal and marine environments.

Qualifications:
• Bachelor’s degree in marine science, biology, ecology, or related fields.
• Necessary skills should include basic knowledge of biological oceanographic data collection and analysis, statistical analysis of environmental data and knowledge in at least one graphical/statistical software package (e.g. R, MatLab, SAS).
• Excellent written and oral communication skills are required to communicate with a diverse group of people in large collaborative projects.

Apply online at: www.miami.edu/careers. Curriculum Vitae and the contact information for three people who can provide letters of recommendation are required.

Apply online. Position #: P100012635.
Research Associate I

Below you will find the details for the position including any supplementary documentation and questions you should review before applying for the opening. To apply for the position, please click the Apply for this Job link/button. Iowa State University provides reasonable accommodations to applicants and employees with disabilities. Applicants with questions about access or requiring a reasonable accommodation for any part of the application or hiring process should email employment@iastate.edu or call (515) 294-4800 or Toll Free: (877) 477-7485. TTY users are welcome to use the Iowa Relay Service number by dialing 7-1-1 or (800) 735-2942.

If you wish to apply to an Affiliate or Post Doc position, please follow the application directions found in the posting.

If you would like to bookmark this position for later review, click on the Bookmark this Posting link. If you would like to print a copy of this position for your records, click on the Print Preview link.

Position Details

Classification Information
University Title Research Associate I - 3166
Pay Grade 30
Salary Commensurate with qualifications
Base of Employment P - P&S
Job Category Professional and Scientific
Pay Frequency Monthly
Posting Details
Posting Number 60109P
Working Title Research Associate I
Advertised Employing Department Ecology, Evolution, and Organismal Biology (EEOBA)
Appointment Type Professional & Scientific - Term
Proposed Start Date As soon as possible
Proposed End Date or Length of Term 12/31/2016
Number of Months Employed Per Year 12
Full or Part Time Full-Time

Summary of Duties and Responsibilities
The College of Agriculture and Life Sciences is currently seeking a Research Associate I for the Ecology, Evolution, and Organismal Biology department.

This position is responsible for supervising employees in the Biology Laboratory and for coordinating and supervising field sampling activities of the ISU Limnology Laboratory. The employee is responsible for overseeing daily operations of the Biology Laboratory and field activities, including coordinating and executing field sampling and biological analyses, training and supervising temporary student employees and merit employees in field and biological techniques, modifying standard operating procedures and developing Quality Assurance/Quality Control (QA/QC) protocols for field sampling and biological analyses using established methods, ensuring migration of field observational and plankton data into
the database, and assisting with data generation and analysis for limnological research projects. The employee assists with field data collection and sampling on a regular basis. The employee assists with maintenance and repair of field and laboratory equipment and instrumentation.

The successful candidate will possess a strong ability in aquatic laboratory science, computer and internet proficiency, good communication and writing skills, and skill in interpersonal interactions.

Required Education and Experience
Bachelor’s degree and related experience.

Supplemental Required Education and Experience
Preferred Education and Experience
Bachelor’s degree in the aquatic or biological sciences.
Experience in performing laboratory work in limnology or marine ecology.
Additional years of database interface and management or related experience.

Location (if other than Ames)

Additional Information
All accrued vacation must be taken during the term of this appointment. Unused vacation will be forfeited upon resignation or termination from ISU.

Department Contact Name
Christopher Filstrup
Department Contact Phone
515-294-6363
Department Contact Email
filstrup@iastate.edu
Department/Unit Website

Application Instructions
To apply for this position, please click on “Apply to this Job” and complete the Employment Application. Please be prepared to enter or attach the following:

1) Resume/Curriculum Vitae
2) Letter of Application/Cover Letter
3) Contact Information for Three References

If you have questions regarding this application process, please email employment@iastate.edu or call 515-294-4800 or Toll Free: 1-877-477-7485.
The University of Miami is home to some of the brightest minds in the world. At the U, we are committed to attracting and retaining a talented workforce to support our common purpose of transforming lives through teaching, research, and service. We are leaders in the area of education, scholarship, intercollegiate athletics and service. Come join our team!

The Cooperative Institute for Marine and Atmospheric Studies (CIMAS) of the University of Miami invites applicants for a Research Associate III position in Marine Biology and Fisheries. We seek a research associate to join our group and work as a laboratory technician in the Marine Mammal Molecular Genetics laboratory. The incumbent’s primary focus will be collecting DNA sequence and microsatellite data from a variety of marine mammal populations and species.

Candidates for this position should have:
(1) Bachelor’s degree.
(2) At least five plus years of relevant work related experience including evidence of research accomplishments leading to the dissemination of new information.
(3) Demonstrated experience with molecular biological techniques, particularly DNA extractions and DNA sequencing or microsatellite genotyping methodologies.
(4) The ability and desire to work as part of a collaborative team.
(5) Excellent problem solving and critical thinking skills, good organizational skills and the ability to plan daily duties.

The position will be located at the NOAA Fisheries Southeast Fisheries Science Center Protected Resources and Biodiversity Division located in Lafayette, LA. Start date is flexible, but ideally around no later than February 1, 2016.

Apply on line at: www.miami.edu/careers. Curriculum Vitae and the contact information for three people who can provide letters of recommendation are required.

Apply online: Position #: P100009507.

The University of Miami offers competitive salaries and a comprehensive benefits package including medical and dental benefits, tuition remission, vacation, paid holidays and much more. The University of Miami is an Equal Opportunity/Affirmative Action Employer. Follow us on Twitter @univmiamijobs

The University of Miami is an Equal Opportunity Employer - Females/Minorities/Protected Veterans/Individuals with Disabilities are encouraged to apply. Applicants and employees are protected from discrimination based on certain categories protected by Federal law. Click here for additional information.
**Marine Science Educator**

**Project Oceanology - Groton, CT**

Part-time
Seeking highly responsible individual that will teach students, plan lessons and oversee the safety of marine science education programs, which include shoreline, lab, and research vessel lessons. Duties include academic year educational programs primarily consisting of instructing classes for students (grades 5 through 12) during school year programs and for the general public (age 6 or older) during summer and winter programs. The position requires the use of independent judgment, initiative, maturity, observation, and communication skills. This position is based at Project Oceanology in Groton, CT.

**EXAMPLES OF ESSENTIAL FUNCTIONS:**
Coordinates with other Project Oceanology staff to customize lessons and engages participants during instructional and transition times.

Teaches oceanographic content and research techniques, and relates marine science topics to people having a wide range of interests, ages, and educational backgrounds.

Prepares course materials such as syllabi and handouts, lectures and lesson plans. Plans, evaluates, and revises curricula, course content, course materials and methods of instructions, as needed.

Modifies and/or develops activities to enhance academic year and summer season lesson options, especially as they relate to national and state Department of Education curriculum frameworks.

Provides a safe, supportive and friendly environment throughout Project Oceanology programs and facilities.

Knowledge of, and broad interest in, oceans, including coastal ecosystems, fisheries resources, human interactions and management issues.

Knowledge and methods for curriculum and training design, teaching and instruction for groups and individuals, and the measurement of training effects.

Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and teach via written, oral, and visual media.

Knowledge of effective supervisory principles and practices. Possess management skills required to supervise, delegate and share responsibilities. Working knowledge of the needs of the adolescent population.

Ability to instruct others and to work with persons from diverse backgrounds, including urban youth, classes of students and with general public groups.

Ability to work as a team member and a leader; must be outgoing, patient, energetic and enthusiastic; must have good communication and interpersonal skills. Fluency in Spanish is highly desirable.

Ability to be available to work a flexible schedule that includes early mornings, daytime, evenings, and weekends.

Must possess a BA or BS degree. Biology and oceanography background and/or course work is desirable. Master's degree, or work towards a Master's degree, is preferred. Connecticut Teacher's Certificate is preferred. Boating and teaching experience and experience with the use of standard oceanographic equipment is preferred.

American Heart Association or American Red Cross First Aid, American Heart Association or American
Red Cross CPR, and CT Safe Boating License (or Coast Guard license) are required. Lifeguard certification, SCUBA, and Coast Guard license are preferred. State of Connecticut Health form is required. Subject to a mandatory random drug-testing program.

PHYSICAL DEMANDS:
Considerable physical stamina to work outdoors all day regardless of weather is required. The employee must have the ability to carry, lift and move equipment and manipulate up to 100 lbs.

Job Type: Part-time

Required experience:

- Marine Science: 2 years

30 days ago - save job
Position Announcements

Research Professional in Water Quality Analysis

Title: Research Professional III

Job Description Summary: Environmental data analysis and modeling of aquatic ecosystem metabolism

Location: Dept of Marine Sciences, University of Georgia, Athens, GA

Description, Duties, Responsibilities: Applications are invited for a research technician in the area of water quality data analysis, programming, modeling, and aquatic ecosystem ecology. The position will focus on the analysis and interpretation of water quality data (dissolved oxygen, nutrients, and chlorophyll) in order to quantify metabolism and trophic state of estuarine and shelf aquatic systems. Data to be analyzed includes DO from moorings and diurnal transects, triple oxygen isotopes from a single GA Bight shelf survey), and water quality from seasonal estuarine transects. The job will also entail results summarization, report writing and presentation of results. The successful candidate should be able to independently analyze and interpret data and results.

Education and Experience Required: Requires considerable experience in programming (e.g., matlab, R, excel). Experience with data analysis, estuarine or aquatic metabolism or water quality is desirable but not required. Bachelors of Science or Masters of Science (MS) degree with sufficient work experience required. Degrees in environmental and oceanographic sciences, statistics, or computer science may be appropriate.

Salary and benefits will be commensurate with academic background and job experience - likely within the $40 to $46k annual range.

Application End Date: review of applications will commence immediately and continue until a qualified applicant is identified.

Anticipated Start Date and Position Duration: position to start as soon as possible, hopefully by May 1, 2016. This will be a 1-yr position with possibility for a 2nd year extension depending on job performance.

Inquiries - email chuck hopkinson (chopkins@uga.edu).


Refer to Posting Number: 20160462

Electronic applications must include a letter of interest and description of past experience, full CV, and names and full addresses (with phone and email) of three references.
Environmental Specialist

Job ID
2016-1054

# of Openings
1

Job Locations
US-MA-Boston

Category
Other

More information about this job:

Overview:

Our client, DONG Energy is a north European company with a focus on offshore wind. You will be part of a growing organization with over 2000 employees dedicated to developing, constructing and operating offshore wind farms. Our newly established Boston office is the next step in our company's growth and you will have the opportunity to play a defining role in establishing our new business. Wind Power is the world's largest developer and operator of offshore wind power, and we use our unique knowledge in all phases of our wind turbine projects. During the last 20 years, we have developed and constructed the largest portfolio of offshore wind farms in Northern Europe.

The Environmental Specialist, will be responsible for managing the permitting process on the Bay State Wind project. Bay State Wind is a utility scale offshore wind farm, located 15 miles off the coast of Martha's Vineyard, with water depths of between 130 - 165 feet. If given approval, we plan to build an offshore wind farm which could have an installed capacity of up to 1,000MW.

As the Environmental Specialist you will be managing the onshore and offshore surveys and investigations required for permit applications and documentation to be submitted to federal agencies such as BOEM and state agencies in accordance with lease requirements and applicable legislation. With the responsibility of managing the relevant surveys and investigations you will be working closely with the relevant authorities, federal and state agencies, legal advisors and other relevant external stakeholders. In this role you will also represent DONG Energy and the Bay State Wind project towards these external stakeholders under direction of the Consents Project Manager and working closely with the US market based team.

Responsibilities:

- Managing and coordinating the input to the Site Assessment Plan (SAP), Construction and Operations Plan (COP) and the required survey plans. This includes coordination and management of specialist consultants, producing permit applications, negotiations with regulators and stakeholders, and ensuring compliance with BOEM lease and other permit conditions.
- Represent DONG Energy and/or the Bay State Wind Project at state, federal, and local government levels as well as in relation to various industry organizations.
- Plan and manage negotiation with relevant local, state, and federal authorities, government agencies in relation to permit applications and plan public meetings, community consultation and stakeholder events in agreement with the Consent Project Manager.
- Build and maintain relationships with key stakeholders involved in permitting & environmental issues.
- Develop, coordinate and implement DONG Energy's US environmental policies, and procedures, which assure compliance with federal, state, local permit and regulatory requirements.
- Maintain project environmental records in accordance with established internal DONG Energy documentation and records management procedures as well as regulatory requirements.

Qualifications:

- Previous permitting experience, REQUIRED
- Bachelor or Master's Degree e.g. within environmental science, environmental management, marine science or law
- 5-10 years' permitting experience working on large infrastructure and multi-disciplinary projects
- Strong knowledge of environmental legislation in relation to the US market
- Previous experience working closely with the relevant authorities, regulatory agencies, legal advisors and other relevant external stakeholders will also be essential
- Ability to travel 20-40%
- Demonstrated project management skills
- Strong level of experience in the coordination and delivery of environmental work being undertaken by multi-disciplinary and multi-cultural teams
- Ability to manage and work with multi-disciplinary teams located across different time zones and geographical location
- Team player with a focus on finding both constructive and practical solutions to all kinds of challenges
- Knowledge of the environmental consultancy market and experience with contract management would be advantageous
- Excellent communication skills and proven experience and ability to speak confidently with internal and external stakeholders at various levels
Degree Evaluation

Undergraduate Required Areas: 120 hours

Major Coursework: (33 hours)
- OCNG 251/252 (4) – [section for majors attribute]
- OCNG 203 Communicating Oceanography Laboratory (1) (NEW)
- OCNG 410 Physical Oceanography (3)
- OCNG 420 Biological Oceanography (3)
- OCNG 430 Geological Oceanography (3)
- OCNG 440 Chemical Oceanography (3)
- OCNG 456 Matlab Programming for Ocean Science or OCNG 469 Python for Geoscientists (3)
- OCNG 481 Seminar (1)
- OCNG 443 Oceanographic Field and Laboratory Methods (3) (NEW)
- OCNG 461 Advanced Oceanographic Data Analysis and Communication (3)
- OCNG 303 Professional Communication in Ocean Science (3) (NEW)
- GEOS 470 Data Analysis and Methods in Geoscience (3)

Supporting Coursework: (7 hours)
- 6 hours OCNG or technical electives
- GEOS 101 (1) – First Year Experience [for majors]

Concentration Coursework: (18 hours)
TRACK: Ocean Observing Science and Technology
- STAT 212 Principles of Statistics II (3)
- OCNG 404 Ocean Observing Systems (3)
- 12 hours from track electives:
  - OCNG 350 – Marine Pollution (3)
  - OCNG 456 – Matlab Programming Lab for Ocean Science (3)
  - OCNG 469 – Python for Geoscience (3)
  - ATMO 201 – Weather and Climate (3)*
  - ATMO 203 – Weather Forecasting Laboratory (1)*
  - ATMO 251 – Weather Observations and Analysis (3)
  - GEOG 361 - Remote Sensing in Geosciences (4)
  - STAT 407 – Principles of Sample Surveys (3)

TRACK: Marine Ecosystem Science and Health
- CHEM 227/237 – Organic Chemistry I (4)
- CHEM 228/238 – Organic Chemistry II (4)
- 10 hours from track electives:
  - OCNG 350 – Marine Pollution (3)
  - OCNG 425 – Microbial Oceanography (3)
  - OCNG 456 – Matlab Programming Lab for Ocean Science (3)
  - OCNG 469 – Python for Geoscience (3)
- OCNG 453 – Mid ocean Ridge and Hydrothermal Vents (3) (NEW)
- ATMO 363 Introduction to Atmospheric Chemistry and Air Pollution (3)
- BIOL 213 Molecular Cell Biology (3)
- BIOL 214 – Genes, Ecology and Evolution (3)
- BIOL 351 Fundamentals of Microbiology (4)
- CHEM 315 Quantitative Analysis (3)
- CHEM 362 – Descriptive Inorganic Chemistry (3)
- CHEM 383 Chemistry of Environmental Pollution (3)
- CHEM 415 Analytical Chemistry (3)
- GENE 302 – Principles of Genetics (3)

**TRACK: Ocean Climate**

- MATH 251 Engineering Math III (4)
- MATH 308 Differential Equations (4)
- 10 hours from track electives:
  - OCNG 451 – Mathematical Modeling of Ocean Climate (4)
  - OCNG 456 – MatLab Programming Lab for Ocean Science (3)
  - OCNG 469 – Python for Geoscience (3)
  - ATMO 201 – Weather and Climate (3)*
  - ATMO 203 – Weather Forecasting Laboratory (1)*
  - ATMO 324 - Physical and Regional Climatology (3)
  - ATMO 441 - Satellite Meteorology and Remote Sensing (3)
  - GEOG 442/GEOS 442 - Past Climates (3)
  - MATH 304 – Linear Algebra (3)
  - PHYS 221 – Optics and Thermal Physics (3)
  - STAT 212 - Principles of Statistics II (3)

**Communication:** Minimum 6hrs (6 hours)

- ENGL 104 Comp and Rhetoric (3)
- COMM 203 or COMM 205 (3)

**Mathematics:** Minimum 6hrs (11 hours)

- MATH 151 Engineering Math I (4)
- MATH 152 Engineering Math II (4)
- STAT 211 Principles of Statistics I (3)

**Life and Physical Sciences:** Minimum 9hrs (24 hours)

- CHEM 101/111 Fundamental Chemistry (4)
- CHEM 102/112 Fundamental Chemistry II (4)
- BIOL 111 Introductory Biology I (4)
- BIOL 112 Introductory Biology II (4)
- PHYS 218 Mechanics (4)
- PHYS 208 Electricity and Optics (4)

**Language, Philosophy and Culture:** Minimum 3hrs

- 3 hours Lang, Phil, Cul [KLPC attribute]
Creative Arts: Minimum 3hrs
  • 3 hours Creative arts elective [KCRA attribute]

Social and Behavioral Science: Minimum 3hrs
  • 3 hours social science elective (recommend GEOG 201)

Citizenship: This is a university area and will be added automatically (12 hours):
  • 6 hours in History [KHIS attribute]
  • 6 hours in Political Science (POL 206 and 207)

Work Not Applied: This is a university area and will be added automatically

University Writing Req.: 2 courses min. (List the departments approved writing or communication courses – or you may use the university approved: Must have two courses with the UWRT or UCRT attributed)
  • OCNG 281 Seminar in Communicating Oceanography
  • OCNG 410 Physical Oceanography
  • OCNG 420 Biological Oceanography
  • OCNG 425 Microbial Oceanography
  • OCNG 481 Seminar

Int’l & Cult Diversity: This is a university area and will be added automatically

Foreign Language: For programs that do not require a foreign language area this is the university approved foreign language area

Residence Requirement – 36hrs of 300-400 level coursework must be completed at TAMU. 12 hrs must be in major field.: List the range for the 12hr major field of study (example: COMM 300-499)
  • OCNG 300-499; GEOS 470

GPR – Major: Specific courses required: Provide a list or range of courses for this area: (example – MUSC 100-499; ARTS 149; ENGL 227)
  • OCNG 100-499; GEOS 470