International and Cultural Diversity (ICD)
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): Marine Engineering Technology

2. Course prefix and number: MARE400/MARR400

3. Texas Common Course Number: 

4. Complete course title: Advanced Operations

5. Semester credit hours: 4 or 6

6. Frequency the class will be offered: Summer each year

7. Number of sections per semester: 2 to 6 depending on cruise options

8. Number of students per semester: All senior license option engineer students

9. Historic annual enrollment for the last three years:
   2012-2013: 2
   2011-2012: 5
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These courses address the responsibility of mariners to understand and practice culturally appropriate maritime and business practices through a global experience with diverse ports of call. Because students must participate in two courses, the route varies each summer to expose students to different ports and port facilities, commercial and cultural environments, and political and economic systems.

All of the course content is contemporary as it is based on current practices and relevant cultural practices through a real-time global experience.

Note: Because of the technical requirements of these courses, the syllabus is very long. It is available to the students on e-learning. Several pages are attached as reference. In 2013, the TAMUG students sailed with New York Maritime. In 2014, they will sail with California Maritime. Expected ports include Busan, Korea; Japan; and the Philippines.

11. Course Instructor

12. Department Head

13. College Dean/Designee

Date 10/16/2013

Date 10-10-2013

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

See form instructions for submission/approval process.
MEMORANDUM

Department of Marine Transportation
Department of Marine Engineering Technology
Texas Maritime Academy

July 23, 2013

FOR: Core Curriculum Council

Via: Academic Advisory Committee – Texas A&M University at Galveston

SUBJECT: Request to consider Texas Maritime Academy cruise program to satisfy the intent of the International and Cultural Diversity requirement of TAMU

Cadets enrolled in programs that lead to a U.S. Coast Guard license as Third Mate or Third Assistant Engineer at the time of graduation from Texas A&M University must receive credit for three training cruises as part of their degree requirements. Cadets, sequentially enroll for cruise (courses listed in table) at the end of their freshman, sophomore and junior academic years. These training cruises are completed on a University-operated training ship, or commercial vessels. Each of the courses/cruises result in completion of 4 or 6 semester credit hours and are built around classroom and practical instruction in communications, navigation, engineering processes and seamanship as they are applied to the actual operation of international merchant vessels.

The route of the vessel varies from summer to summer, and is intended to expose Cadets to different ports and port facilities, commercial and cultural environments, and political and economic systems, all of which impact on the successful operation of commercial vessels. Typically, the ship will call at 4/5 ports per summer and over a three - cruise cycle, Cadets visit 12-15 different ports. To achieve diversity, cruises are scheduled to go to different parts of the world. For example, a cruise may call at ports in Northern Europe in the first year of a Cadet’s training, at ports in the Mediterranean in the second year, and at ports on the west coast of S. America in the third year. This summer (2013), cadets will visit Newfoundland, Ireland, Malta, and Italy. In 2014, cadets will sail west coast and include ports in the Pacific and Asia. In port, Cadets have duties on board, but typically are eligible to be off the ship for 2-3 days. Organized cultural or professional tours are organized in advance which is described in every port briefing the day before arriving port.

At the completion of the third professional training cruise, Cadets have been on board the ship in an apprentice status for at least 180 days, have been required to prepare for and depart from a variety of ports under international and local laws and regulations and have experienced a variety of social, commercial, cultural and technological settings that substantially increase their understanding of the international dimension of their profession. The on-board curriculum in professional topics is not central to this process and is not the basis of this request that the final training cruise (which has two
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We respectfully request your consideration whether this program meets the intention of the international and cultural diversity requirement. We sincerely believe that this program by its very unique nature is inherently positioned in the international domain and that these students have experiences far beyond typical campus bound students. If this question is resolved, there may be two options to implement the operational process for the ICD designation:

1.) Approve the senior level cruise courses (as noted below) as ICD courses with the presumption that the student would have fulfilled the international component by the completion of the third cruise. -or-
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By its very nature, the programs leading to licensing as a Third Mate: Unlimited Tonnage, Open Oceans or the Third Engineer: Unlimited, Steam or Motor are by their very nature are international. Students are exposed to a wide variety of international and culturally diverse experiences. They are operating in international waters. They are in routine contact with passing ships from across the world. They must be able to signal, communicate, or at minimum have shared expectations of rules and behavior in order to safely interact in passage. They formally study communication and international law embedded throughout their coursework and then practiced during their cruises.

As mentioned in the memo, it would be rare for a student to not have around 12 to 15 different port experiences. The students will have different Captains (or Masters) aboard each vessel for each cruise. Every Master will have varied practices but every Master will prepare the ship to enter a foreign port. It would be customary to discuss currency, local characteristics, points of interest but it would be mandatory to discuss protocols for entry including geography, pilotage requirements, communication practices, laws regarding customs and exchange, and any cultural protocols such as flags and uniforms.

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

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11. Course Instructor

12. Department Head

13. College Dean/Designee

Date: 9/14/13

Date: 9/16/13

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<td>MART 200 - 4 sch</td>
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<td>NAUT 200 - 6 sch</td>
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<td>Junior Cruise</td>
<td>MART 300 - 4 sch</td>
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<td>NAUT 300 - 6 sch</td>
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<td>MART 350 - Commercial</td>
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<td>Senior Cruise</td>
<td>MART 400 - 4 sch</td>
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MART 400 / NAUT 400 / MARE 400 / MARR 400

These courses address the responsibility of mariners to understand and practice culturally appropriate maritime and business practices through a global experience with diverse ports of call. Because students must participate in three cruises, the route varies each summer to expose students to different ports and port facilities, commercial and cultural environments, and political and economic systems.

In summer 2104, our sophomore cadets will be sailing with California Maritime aboard the USTS Golden Bear. Ports of Call will include: Hawaii, Singapore, Japan, Korea, and Vietnam.

Junior cadets, will traditionally have commercial placements and could be assigned anywhere in the world (given certain safety precautions).

Our seniors aboard the USTS General Rudder will stay in the Gulf but potentially call on ports in Puerto Rico and/or Mexico.

By its very nature, the programs leading to licensing as a Third Mate: Unlimited Tonnage, Open Oceans or the Third Engineer: Unlimited, Steam or Motor are by their very nature are international. Students are exposed to a wide variety of international and culturally diverse experiences. They are operating in international waters. They are in routine contact with passing ships from across the world. They must be able to signal, communicate, or at minimum have shared expectations of rules and behavior in order to safely interact in passage. They formally study communication and international law embedded throughout their coursework and then practiced during their cruises.

As mentioned in the memo, it would be rare for a student to not have around 12 to 15 different port experiences. The students will have different Captains (or Masters) aboard each vessel for each cruise. Every Master will have varied practices but every Master will prepare the ship to enter a foreign port. It would be customary to discuss currency, local characteristics, points of interest but it would be mandatory to discuss protocols for entry including geography, pilotage requirements, communication practices, laws regarding customs and exchange, and any cultural protocols such as flags and uniforms.

In addition, these students interact directly with local port officials. They will engage a local pilot aboard and turn over command to the polit. They will work with all dock handlers to address lines and secure the ship. They will engage the first agent to board and clear the ship for discharge and disembarking. They will then interact with a host of local entities to replenish food, water, fuel, etc. as well as offloading garbage and discharge. They will interact with all environmental controls. Their level of interaction is significant compared to a course that “visits” another country. The students and their counterparts are responsible to carry out a shared mission.

While the ship is in port, every student will be given some port time. There are often excursions to local cultural destinations as well as hosted dinners and events by local dignitaries. Unfortunately, these experiences are varied by port and can be different for every student depending on their particular work requirements. (The students are all assigned to watch sections and may or may not be released for different activities.)

While the particular experiences are certainly not uniform, we are very comfortable that the culmination of these experiences meet the intentions of the international and cultural diversity requirement.