

SEA|MESTER

Student Handbook
2023 - 2024

History & mission | student eligibility , code of conduct, & policies | academics, accreditation & course syllabi

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Historical Log of Major Modifications

Version 8.5

- Updated Motorized Vehicle Policy

Version 8.6

- Updated Application and Deposit Fee Structure

Version 9.0

- Inclusion of the following sections
 - Program Design, Values & Learning Outcomes
 - Risk Management
 - Student Essential Eligibility Criteria
- Updates to simplify and clarify the Disciplinary Process
- Updates to simplify and clarify possible Disciplinary Actions

Version 9.1

- Corrections to grammar
- Clarified verbiage on vaporizers
- Addition of the Data-capable Device Policy

1. Program Introduction

1.1 Program History

Sea|mester was born of three men's passion for the sea and their desire to share that passion with others.

As a young man, Jim Stoll developed a passion for sailing. He turned the usually quiet summer season at his family's marina into a thriving summer sailing school for teenagers. In 1970, Jim expanded the concept, taking his school to the water full-time. Jim sailed the Atlantic waters aboard 156' Te Vega and 175' Te Quest, enrolling 86 teenagers every year in a high school program of study and travel. Twelve years later, with children of his own, Jim moved back ashore to develop motivational programs for young adults. In the mid-eighties, he once again headed to the water.

In 1995, Jim was joined by Mike Meighan and Travis Yates. As a recent oceanography and marine biology graduate, Mike dreamed of creating a truly interactive educational experience. Using the principles of experiential education, Mike developed Sea|mester in 1998 and acquired the 88-foot school ship, S/Y Ocean Star, in 1999.

With the steady growth of Sea|mester came the need for an additional vessel. Summer 2006 saw the completion of S/Y Argo, Sea|mester's 112-foot school ship. Since her launch, she has circumnavigated the globe multiple times, offering thousands of students the chance to cross oceans while furthering their educational and personal goals. A significant milestone was reached in 2020 when Argo's sister ship, S/Y Vela, was launched from the same shipyard in Thailand.

Sea|mester voyages are centered around shipboard education and utilize experiential education modules to create a stimulating learning environment in which students may acquire college credit for academic modules in oceanography, nautical science, speech communication, and student leadership development. All academic credits are issued through the University of South Florida (USF), and credit recommendations for scuba diving through the American Council on Education (ACE). Sea|mester programs are coeducational and non-competitive.

1.2 Mission

To facilitate the development of practical watermanship skills and define academic interests in ocean and earth science while earning college credit and promoting personal growth, teamwork, and leadership during a distinctive, experiential educational program based upon active participation and individual support.

1.3 Program Design, Values & Learning Outcomes

The Sea|mester experience is designed to provide engaging learning experiences that involve the whole person and have tangible outcomes in ways that are impossible to replicate in a traditional classroom or everyday living environment. Our program creates endless teachable moments, ones that can happen at any hour of the day or night. This is what makes the experience so profound, resulting in the tangible development of academic, vocational, and life skills in addition to knowledge and certifications that will last a lifetime.

1.4 Risk Management

It's our view that risk management is a partnership between all parties and a process that should start before even enrolling in the program.

Prospective students, you know yourself best, so it's important to learn as much as you can about the Sea|mester experience so you can make an informed decision as to whether our program is a good fit for you at this stage. While it's great that parents and mentors might encourage students to broaden their horizons, joining our program should be your decision and yours alone.

Through experience, we know that each student has their own personal comfort zone. Whether related to immersing themselves in a new social environment, trying new activities, or even tasting new foods, we are all a little different. Our goal is to create a challenging yet physically and emotionally safe environment for our students, yet the Sea|mester experience is not necessarily for everyone.

All Sea|mester experiences are spent exclusively aboard a sailing vessel, and the health and well-being of our students are top priorities. While most Voyages are only moderately physically challenging, all programs are designed to provide an intensely emotional and interpersonal experience. Students are sometimes asked to do things they may not believe they are capable of doing. Part of our risk management process is to develop confidence that these activities can be accomplished. This confidence is based on our collective 50+ years of experience and the skills of our instructors, along with the measured expectation that each student is fully committed to working hard, taking personal responsibility for themselves to work effectively in the group to achieve the goals of the program.

We expect the following from our students:

a. Appropriate Behavior

- Always meet the Student Essential Eligibility Criteria before and during the voyage. The criteria are shown in the next section of this handbook and are available online [HERE](#).
- Follow the policies and conduct guidelines laid out in this handbook, in the [Student Code of Conduct Agreement](#), and in the [Participant Terms & Agreements Document](#).
- Work effectively as a member of a team despite potentially stressful and difficult conditions. This may require problem-solving on an interpersonal or group level, as well as a willingness to accept differences.
- Contribute to a safe learning environment—no inappropriate verbal or physical behavior toward others is tolerated for any reason.
- Be able to share responsibility willingly and equally with crewmates in daily group tasks. Each student may not do an equal share each day, but over a period of several days, each student should do a proportionate share. All students are learning the skills and being challenged by the conditions and activities; there can be no expectation that any other student will be able to continually assume a greater share of the work or that an instructor can continually focus a greater share of their energy and time on one student.
- Effectively communicate ideas and concerns on an individual and group level.
- Have the cognitive ability to learn necessary skills given normal time limitations of a Sea|mester experience.

b. Personal Safety & Good Judgement

- Be able to stay alert and to focus attention for up to several hours at a time while attending classes or receiving instructions.
- If taking prescription medications, be able to maintain proper dosage by self-medicating without assistance from instructors or others (unless otherwise discussed with Sea|mester).
- Be able to effectively signal or notify instructors or other student crewmembers of personal distress, injury, or need for assistance.
- Recall and understand hazards and risks previously explained by instructors.
- Be able to independently identify and recognize obvious hazards, such as rough water, collision hazards, purposely capsizing sailing dinghies, and other risks associated with the marine environment.
- Recognize and understand the hazards and risks posed by other crew members, which include, but are not limited to, fatigue, state of mind, and actions that may influence judgment and decision-making.
- Be able to effectively alert and warn others of potential or impending dangers such as broken equipment, shifting wind or sea states, or other environmental hazards.
- Act responsibly around the above-stated hazards to minimize risk even when not directly supervised.

c. Understand the Inherent Risks

Many of the risks that exist during a Sea|mester Voyage are inherent to international travel and the adventure activities in which we participate. Most can't be eliminated without destroying the unique character of the program and the activities themselves. Take a moment to download a copy of our [Participant Terms & Agreements Document](#) and read the Declaration of Risk section, as we believe that reviewing and discussing ways to mitigate personal risk as a family is important to do before committing to join a Sea|mester voyage.

2. Student General Information

2.1 Student Essential Eligibility Criteria

Sea|mester's mission is to deliver outstanding experience-based educational adventures for young adults. Through a supportive yet challenging course design, we create environments that promote self-discovery as well as social, emotional, and intellectual growth.

Sea|mester voyages are non-competitive, adventure-based, and run full-time aboard sailing vessels. Life aboard is a core component because living and learning aboard a yacht offers a perfect environment to develop leadership and communication skills. While most trips are only moderately physically challenging, all trips are designed to provide an intense emotional and interpersonal experience. Students are sometimes asked to do things they may not believe they are capable of doing. Part of our risk management process is to develop confidence that these activities can be accomplished. This confidence is based on our 40-year record of risk management and the skills of our instructors, along with the measured expectation that the student applicant is fully committed to and capable of working hard, taking responsibility for him or herself to work effectively in the group to achieve the goals of the program.

While we welcome participants of varying experience as well as those with differing interests, backgrounds, beliefs, and perspectives, one of our most important responsibilities is to make sure that the program is a good fit for the student and vice versa. The environment we create is appropriate for most; it is not suitable for all. Successful Sea|mester students are in good physical and emotional health and are interested in immersing themselves fully in our community. Sea|mester is not a therapeutic program, so our experience is inappropriate for those experiencing behavioral, motivational, mental health, substance abuse, self-harm, or eating disorder issues (Please contact us before applying if you have experienced any of the above within 12 months of the scheduled program start date.) Sea|mester students are excited to learn new skills, experience new places and are capable of working positively within a close-knit team even when tired. They are enthusiastic, well-mannered, and have a healthy dose of curiosity.

The Essential Eligibility Criteria are applicable for all Sea|mester students, and a qualified person meets the EEC for participation.

Physical and Mental Health Requirements

- Be in good general health and physical condition.
- Have maintained good mental health standing for 12 months preceding the program. Our experience is not appropriate for those undergoing regular counseling or intensive treatment.
- Tolerate being up to several days away from medical facilities.
- Accept changes in diet
- Accept changes in living conditions and routine, which is likely to be very different from home
- Demonstrate necessary water skills, including swimming 200 meters unaided and without stopping, followed by floating or treading water for 10 minutes.
- Be able to exit a capsized boat, fend for self while in the water away from the vessel, attain and maintain correct body position if out of a boat in rough seas, exit out of the water to shore, grab onto another boat or line as necessary for rescue purposes, and perform self-rescue and/or cooperate with an assisted rescue.

Attitude

- Come with an open mind and a willingness to try new things.
- Maintain a positive attitude, even when challenged academically, physically, mentally, or emotionally.
- Display tolerance, respect, and compassion towards others.
- Participate in tasks that support the group living environment aboard a sailing vessel

Safety and Judgment

- Be able to independently identify and recognize hazards, including, but not limited to, rough water, reefs, collision, falling, capsizing, and other risks associated with the marine environment.
- Recognize and understand the hazards and risks posed by other crew members, which include, but are not limited to, fatigue, state of mind, and actions that may influence judgment and decision-making.
- Recall and understand the hazards and risks previously explained by instructors.

- Be able to effectively alert and warn others of potential or impending dangers such as broken equipment, shifting wind or sea states, falling objects, or other environmental hazards.
- Be able to signal effectively or notify instructors or other student crewmembers of personal distress, injury, or need for assistance.
- Be able to do the prior warnings and notifications up to a distance of 70 feet and in conditions with limited visibility, such as in darkness or inclement weather or with loud background noise, such as high winds or waves.
- Act reliably around the above-stated hazards to minimize risk even when not directly supervised.
- Independently perceive, understand, and follow directions and instructions given by others to successfully execute appropriate and perhaps unfamiliar techniques to avoid hazards and /or manage risks.
- Be able to stay alert and focus attention for several hours at a time while on watch, attending classes, or receiving instructions.
- If taking prescription medications, maintain proper dosage by self-medicating without assistance from instructors or others (except possibly in emergencies).

Leadership and Expedition Behavior

- Work effectively as a member of a team despite potentially stressful and challenging conditions. This may require problem-solving on an interpersonal or group level, as well as a willingness to accept differences.
- Contribute to a safe learning environment—no verbal or physical inappropriate behavior of others is tolerated for any reason.
- Be able to willingly and equally share responsibility with crewmates in daily group chores. Each student may not do an equal share each day, but each student should do a proportionate share over a period of several days. All students are learning the skills and being challenged by the conditions and activities; there can be no expectation that any other student will be able to continually assume a greater share of the work or that an instructor can continually focus a greater share of their energy and time on one student.
- Effectively communicate ideas and concerns on an individual and group level.
- Have the cognitive ability to learn necessary skills given normal time limitations of a Sea|mester experience.

Criteria for specific Activities

Academic Ability

- Be able to meet the expectations outlined in the academic and class attendance policies* without receiving academic accommodations that necessitate limiting participation or require additional technological or instructional resources such as:
 - Alternative format classes or course materials
 - Assistive technology
 - Notetaker services
 - Auxiliary aids

*Refer to the section within this handbook regarding Academic Accommodations as well as Class Attendance, Participation, and Academic policies.

Sailing

- Be able to move around the vessel as necessary to perform tasks such as sail setting and striking and /or avoid hazards on board, such as avoiding the boom during a change in tack.
- Be able to secure oneself to the appropriate hardpoints on deck if necessary, not to fall overboard.
- Be able to observe and assess sail trim, the surrounding navigational environment, and the hazards inherent in the operation of a vessel at sea.
- Have the ability to have a third point of contact for balance purposes, such as with hand(s) or to hold a walking stick.

Scuba Diving / Snorkeling

- Meet any eligibility and medical requirements as specified by PADI (Professional Association of Diving Instructors).

Hiking

- At a minimum, be able to travel over and negotiate through varied terrain with a daypack.

- Be able to hike in conditions that may include, but are not limited to, rough, rugged, uneven, steep, and sloping terrain; human-made and animal-made trails; rocky terrain; ascending, descending, or traversing slopes covered in rocks or vegetation. Any and all travel can occur during periods of inclement weather.
- Be able to travel distances that can range from less than one mile to more than five miles in one day.
- Be able to hike for durations ranging from less than one hour to more than 4 hours in one day.
- Have average strength, endurance, balance, and agility to safely travel through such terrain with a daypack.
- Be able to stay alert and focused for several hours at a time while traveling.

Community Service Projects

- Be open and willing to interact with new and unfamiliar cultures.
- Engage in service-learning projects (for example, building, digging, lifting, painting, construction, and clean-up) for 6-8 hours per day with tools such as shovels, rakes, and axes.
- Possess the strength, fitness, balance, and agility to accomplish the above tasks.

2.2 The Application & Enrollment Process

The number of students per program is limited to 16 for our Caribbean Sea|mester voyages aboard S/Y Ocean Star and 26 for our Global Sea|mesters aboard S/Y Argo or S/Y Vela. Most programs fill around three months prior to the start date. Admissions are rolling, and applications are reviewed on a first-come, first-served basis until all berths are filled. Please refer to our website for the current application and berth deposit fee structure.

Due to the limited number of berths aboard and the contractual commitments of Sea|mester, the following terms and procedures shall apply.

First: Complete the online registration form and submit it with a small, non-refundable application fee. Act on this step as soon as you can, as admission is rolling and applications are reviewed on a first-come, first-served basis until all berths are filled.

Second: Once we receive your application, we'll automatically send out the reference requests and then follow up with phone calls if necessary. Once those are complete, a director will review all of your materials and hopefully offer you a provisional acceptance pending the phone/video interview. Your berth deposit is due at that point to secure and hold your berth aboard and proceed to the interview phase.

Third: When the berth deposit has been received, a Sea|mester admissions coordinator will contact you for the video conference interview, which usually takes around an hour or more. Formal acceptance into the program is typically given after this interview.

2.3 Educational Loans & Financial Aid

When considering Sea|mester, we encourage you to consider the costs of your attendance as an investment. Not simply as part of your academic education but in shaping the person you are.

There are a number of options available for those looking toward funding to make their experience possible. Many of these are listed below, yet please contact us directly to chat about your specific needs, and we can help you navigate through the options that might be available.

2.31 Types of Undergraduate Loans Available

- A. **Consortium Agreement Between Sea|mester / University of South Florida and your home institution**
Many of our past students have been able to utilize scholarships and loans that they have secured through their home institution via a consortium agreement with the University of South Florida or directly with Sea|mester. For more information on this, we suggest that students talk directly with their financial aid office or advisor about the possibility of a consortium agreement then contact us with specific details.

B. Private Scholarships & Grants

Many of our past students have been able to utilize scholarships and loans that they have secured through their home institution via a consortium agreement with the University of South Florida or directly with Sea|mester. For more information on this, we suggest that students talk directly with their financial aid office or advisor about the possibility of a consortium agreement then contact us with specific details.

C. Sea|mester Scholarships & Grants

Sea|mester makes both need and merit-based grants and scholarships available to qualifying applicants as and when funds are available.

Individual student scholarships and grants will range between \$500 and \$8,000. Funds will be awarded based on an applicant's potential to succeed and grow from sailing with Sea|mester and the level of financial aid they require to make a voyage with Sea|mester a reality. Students wishing to apply should complete the standard Sea|mester online application in addition to completing the appropriate scholarship and/or grant application form found on our website at www.seamester.com/financial-aid

D. Independent Educational Loan

Many past students have been able to procure independent school loans with lenders such as Salli Mae to fund a portion of the Sea|mester tuition. While this means of financial assistance is helpful, it must be understood that these loans will not pay for the entirety of the Sea|mester tuition. For more details on the hows and whys of independent loans, please contact us for more information.

E. College Pre-Pay Plans & Educational Monetary Funds

While each pre-pay account and monetary fund will differ in their dispersal requirements, many of our past students have had a high level of success transferring those monies towards their Sea|mester tuition balance. Please call us to discuss your specific account/fund, and we can arm you with the details to help with dispersal.

F. GI Bill and Veteran Benefits

Sea|mester has and will continue to work with students who are eligible to receive VA benefits which can be applied towards their Sea|mester tuition costs. There are a variety of means that these funds have transferred over to Sea|mester, please call us, and we can discuss your options.

3. Academic & Educational Course Overviews

All Sea|master voyages are educational in nature, and we require all enrolling shipmates to embark on their own voyage of personal learning as a large part of their experience with us.

During all full-length voyages, students are required to participate in our four core academic/educational classes, and the course requirement for our shorter voyages is correspondingly less. Course availability is dependent upon voyage location and duration. A general overview is shown below, yet course availability can change, particularly for our shorter 50/66/70 day voyages, so please refer to the information on our website for accurate information.

Course Information				Course Availability							
				S/Y Ocean Star				S/Y Argo or S/Y Vela			
Code	Course Name	Course Type	Qualifications/ Credits/Certs	fall 80- day	Spring 80- day	Summer 40-day	Summer 20-day	Fall 90- day	Spring 90- day	Summer 66/80- day	Summer 50/70- day
PEN 2390	Nautical Science	academic	3 available from USF	✓	✓	✓	✓	✓	✓	✓	✓
SLS 2261	Student Leadership Development	academic	3 available from USF	✓	✓			✓	✓	✓	✓
OCE 2002	Introduction to Oceanography	academic	3 available from USF	✓	✓	✓		✓	✓	✓	✓ 70 Day Only
OCB 1001	Introduction to Marine Biology	academic	3 available from USF	✓	✓			✓	✓	✓ 80 Day Only	
PSCT	Professional Skipper and Crew Training	Professional	IYT Certifications					✓	✓		✓
IDS	Independent Study	Correspondence	3-6 available from Institution	✓	✓	✓		✓	✓		✓
N/A	Sailing Certifications	Rec. / prof.	IYT Certifications	✓	✓	✓	✓	✓	✓	✓	✓
N/A	Scuba Certifications	Rec. / prof.	PADI Certs. ACE Credit	✓	✓	✓	✓	✓	✓	✓	✓

Key	
Core courses	✓
Elective courses	✓

A full semester load of 12 academic credits is available on every full-length voyage. Additionally, during certain Global voyages, shipmates interested in pursuing a career within the maritime industry may opt for a more professional training route. Please refer to the accreditation information section of this booklet for more information on the “how’s and why’s of credit options and costs.”

Detailed course syllabi are provided toward the end of this booklet.

4. Accreditation Information



4.1 Academic Credit

The University of South Florida (USF) serves as Sea|mester's School of Record, and per this agreement, at the end of each voyage, Sea|mester students receive an official transcript from USF for the academic classes taken aboard. The standard academic courses currently offered by Sea|mester are as follows.

USF Approved Academic Course Information		
Course Title	USF Course Code	Credit Hours
Nautical Science	PEN 2930	3 Credit Hours
Student Leadership Development	SLS 2261	3 Credit Hours
Introduction to Oceanography	OCE 2002	3 Credit Hours
Introduction to Marine Biology	OCB 1001	3 Credit Hours

Sea|mester Base Tuition for any voyage includes all academic instruction and USF School of Record transcripts and fees.

USF is a high-impact, global research university dedicated to student success. USF is a Top 50 research university among both public and private institutions nationwide in total research expenditures, according to the National Science Foundation. Serving nearly 48,000 students, the USF System has an annual budget of \$1.5 billion and an annual economic impact of \$4.4 billion. USF is a member of the American Athletic Conference.

USF is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award degrees at the baccalaureate, master's, education specialist, and doctorate levels, including the Doctor of Medicine. Sea|mester is not accredited by SACS Commission on Colleges, and the accreditation of USF does not extend to or include Sea|mester or its students.

In addition to the academic transcript issued by USF, all students are issued Sea|mester transcripts, our official record of a student's academic progress and achievement that reflects grades and contact hours for both academic and vocational courses.

4.2 Vocational Credit

Credit recommendations are also available from PADI (Professional Association of Diving Instructors) through ACE (The American Council on Education College Credit Recommendation Service.) The procurement of the ACE transcript and further transfer of these vocational credits are the sole responsibility of the participating student. The table below outlines the number of credits available for each course.

Vocational Credit information	
Open Water Diver	2 Credits
Advanced Open Water Diver	1 Credit
Rescue Diver	1 Credit
Professional Divemaster	3 Credits

4.3 Academic Transcripts

Students will receive two academic transcripts upon successful completion of their voyage. A transcript from the University of South Florida and also a Sea|mester transcript that serves as an overview of all academic and vocational modules taken. Additional copies of these transcripts can be requested from either Sea|mester or the USF registrar's office for a small fee.

4.4 The Hows and Whys of Credit Transfer

What is involved in transferring credit?

Transferring credit from one institution to another is an involved but particularly important process for those who wish to receive credit for their time aboard with us. There are no written rules stating that colleges and universities *must* accept credit. Each has developed its own individual policies and procedures. If credit transfer is important to you, you must first check that the credits are transferable to your host institution prior to the start of the course. This may be more complex for those in an interim year between high school and college, as many colleges and universities require you to be formally enrolled before they will evaluate your transcript. In all cases, Sea|mester staff will aid in any way possible to achieve credit transfer by acting as a liaison between student, institution, and credit issuing agencies.

Which universities have your alumni represented?

Our alumni have represented over 850 worldwide universities and colleges. Please note that this is not a list of schools that have definitively transferred the University of South Florida or Sea|mester credit. This is difficult information to keep track of, as it is so dependent upon the individual requirements of the student.

Where do I start, and who do I talk to?

The decision-makers on transfer could be the chairperson of the department that offers your degree program, a college faculty transcript review committee, the dean of the academic area, or most likely, an admissions officer, the registrar, or a faculty advisor. Upon request, Students may potentially be put in touch with past Sea|mester alumni who have gone through the credit transfer process at your home university.

What will the college advisors require or be looking for?

- **Number of transfer credits**

Colleges usually have limits on the number of credits they will transfer. You should check your college catalog for this information. This is generally about 50 or 60; therefore, it should not be an issue unless you have already transferred a large number of credits from another institution.

- **Appropriateness and Comparability of the Courses**

Each degree program has specific credit requirements. Should the course descriptions fit within the college's guidelines, there should be no problem with the transfer. Comparability of the semester's courses with those offered by the host institution is important. Review your college's course catalog to see whether similar courses to those offered by Sea|mester programs are available. If so, there is a high possibility that the credits could be applied toward your major or used as electives.

- **Grade Received in a Course**

Most colleges require that a certain grade be achieved before accepting it for transfer credit. All academic courses are graded using a standard system, as seen below.

Of a possible 100%		
90 - 100%	=	A
80 - 89%	=	B
70 - 79%	=	C
60 - 69%	=	D
59% or less	=	F (Fail)

Should a student not reach the minimum standard for successful completion of the course (D- or higher), they will officially fail the course and not receive any credit transfer recommendation. Be sure to check with your institution about grade transfer policies.

- **Course Information and Transcripts**

In all cases, you will be required to provide your college or university with all academic information about Sea|mester and the University of South Florida before the voyage. Official copies of your transcripts should also be provided upon your return so as to allow for a formal evaluation to be conducted.

4.5 Academic Accommodations

We want all Sea|mester students to succeed socially, emotionally, and academically during their experience with us, yet we recognize that some students have disabilities that impact their ability to benefit from the educational process without making adjustments. This section addresses this topic and discusses how we determine which students will succeed academically in our setting.

What are Academic Accommodations?

In a typical high school or college setting, students who may need academic accommodation based on a disability would first register with their Office of Accessible Education, Student Accessibility Service, or equivalent to request consideration. Upon completing the review, the Accessibility Office issues a document outlining any accommodations that the school can approve within their institution.

In a standard academic setting, typical accommodations may include any number of the following:

- Alternate Format Classes or Course Materials
- Assignment Extensions
- Assistive Technology
- Attendance Flexibility
- Notetaker Services
- Reduced Course Load
- Class Participation Accommodations
 - Cold-calling sessions
 - In-class discussions
 - Oral Presentations
- Exam Accommodations
 - Altered Testing Conditions
 - Auxiliary Aids
 - Extended Time

How and when do I disclose my previously granted Academic Accommodations to Sea|mester?

Students have three opportunities to disclose and discuss any academic accommodations that they have previously qualified for during the enrollment process.

1. **On application:** During the enrollment application, a specific question prompts a student to tell our admissions staff about accommodations they currently receive and those that they feel they will need to be academically successful on the voyage.
2. **During the formal interview:** A director will discuss these accommodations with you during your interview to determine whether our ability to support your needs will be sufficient.
3. **While completing the Academic Onboarding Form:** Post interview, students complete the academic onboarding form and are asked to upload a copy of their official accommodations letter at that time.

Which Academic Accommodations will Sea|mester grant?

Learning while living in the immersive environment created aboard an ocean-going schooner is incredibly different from a typical educational institution. It offers unbelievable opportunities, yet it also comes with inherent limitations on resources such as time, space, and technology, resources that are critical when accommodating students with significant learning disabilities.

We ask our students to submit their Accommodations Document to us for review to determine the extent to which the student's academic needs are possible in our context. In short, a student's previously recommended Academic Accommodations provide helpful information but will not necessarily be able to be granted. We only accept students who, in our judgment, can meet the expectations outlined in the academic and class attendance policies without receiving accommodations that necessitate limiting participation or require additional technological or instructional resources such as:

1. Alternative format classes or course materials

2. Assistive technology
3. Notetaker services
4. Auxiliary aids

Please refer to our Student Academic Handbook for Class Attendance, Participation, and Academic policies.

5. Student Policies – Social, Behavioral & Academic Code of Conduct

The following sections refer to Sea|mester's policies and guidelines relating to behavioral expectations and the Student Code of Conduct (herein collectively referred to as the "Code of Conduct") by which all students agree to live when they enroll for a Sea|mester voyage, along with the disciplinary process and disciplinary actions that may occur when students are deemed to be operating outside of our Code of Conduct.

These policies and procedures allow us to fulfill our commitment to providing a safe, comfortable and healthy work and living environment for our staff and students. The social and educational atmosphere created during a Sea|mester voyage is unique and something that we take great pride in. The very nature of the program allows students to take responsibility for the running of the vessel, the program, and their own lives while aboard. Sea|mester students need to be responsible for their conduct at all times. Any student who engages in social, behavioral, or academic misconduct shall be subject to disciplinary action.

The purpose of the Sea|mester Code of Conduct is to express community standards of behavior, honesty, and respect for persons and property. Each student is responsible for reading and reviewing the Code of Student Conduct and for understanding the responsibilities he/she assumes by enrolling with Sea|mester.

5.1 Participation, Group & Personal Responsibility, Respect, and Health Choices Policies

Students agree to the following:

- Put safety first, taking care of themselves and others. To ask questions and/or speak up when they feel unsafe or uncomfortable with a situation or activity. Through independent assessment, be mindful of the inherent risks and hazards associated with the program. Preempt health risks by taking responsibility for their own personal hygiene, belongings, and medications.
- Agree to engage in all aspects of the program fully. Recognize that the quality of the experience is determined by the collective attitudes and commitment of the group. Actively participate with a positive attitude even when fatigued, emotional, or overwhelmed.
- Willingly and equally share group responsibilities with teammates. Recognize that no one should assume a greater share of the workload and that staff members cannot focus a higher percentage of their time and energy exclusively on any one student.
- Treat others with respect and recognize that the program will expose students to people with interests, beliefs, backgrounds, and identities that are different than their own. Not engage in any form of physical, emotional, or verbal abuse, bullying, or discrimination of any kind. Avoid offensive language and make a conscious effort to be considerate of the perceptions and feelings of those within the group. Strive to be socially aware and, if necessary, modify their interactions with others to achieve more positive outcomes.
- Agree to respect the local people and customs of the country in which we are traveling and behave appropriately. Agree to wear clothing that is in line with local etiquette and program expectations. Also agree not to steal, damage, or alter any property that is not their own and help protect the property of others. Endeavor to protect the natural environment by making choices that reduce my impact.
- Agree to stand up to and embrace challenging situations and recognize that this will expose them to changes in diet, living conditions, and levels of physical activity. Understand that living in the moment is a fundamental expectation of this program and that attitudes will shape everyone's experience.
- Understand that the group's health and well-being, in large part, rely on students arriving in good health and remaining in good health throughout the program. For this reason, students agree to follow the requirement of the program to limit interactions with others for the period of time specified in the Pre-Trip Protocols prior to the program start date and submit the Pre-Trip Self Certification form prior to travel. Throughout the trip, students also agree to follow the requests of staff as it relates to infectious disease prevention, including but not limited to

social distancing, daily health checks, undertaking a COVID-19 test, personal hygiene, and the use of Personal Protective Equipment (PPE).

5.2 Alcohol, Drugs & Other Illicit Substance Policy

It is Sea|mester's policy to maintain a drug and alcohol-free workplace for students and staff. Students should understand that illegitimate use, abuse of, storage, or transportation of any physically or cognitively altering substance is strictly prohibited. This includes alcohol, marijuana, cannabinoids (Delta-8 THC, Delta-9 THC, CBD) (irrespective of local laws), and the sharing or abuse of prescription or over-the-counter drugs or other substances. Students accept that violations of this policy may lead to expulsion from Sea|mester and the University of South Florida without refund and, depending upon the severity, may result in the violator being referred to public authorities for prosecution.

All Sea|mester boats are "dry vessels," meaning that there is no consumption or storage of alcoholic beverages allowed aboard at any time during the program. To ensure the security of the vessel and the safety of all aboard, the Program Director, Program Manager, or captain of the vessel reserves the right to conduct random or all-inclusive drug or alcohol testing. Students must be capable of passing a drug screening test from the day that they join the vessel through the date that they depart.

5.3 Alcohol Exception Policy

The ONLY exception to the alcohol policy outlined above is made at times and in places ashore explicitly deemed appropriate by the Program Manager for students who are both:

1. A minimum of eighteen years of age
2. Have attained the minimum legal drinking age of the country we are visiting

Students of age (as defined above) may be allowed to consume limited amounts of alcohol while ashore during designated times and accept that shots of spirits are not included in this provision. For health and safety reasons, consumption is expected to be limited, and Students agree to be responsible for keeping themselves within safe limits. Consumption deemed to be excessive, unsafe, or falling outside of this policy as it pertains to the type of alcohol or time of consumption will result in disciplinary action, up to and including expulsion from the program without refund.

The Sea|mester alcohol policy also precludes the following:

- Consumption or purchase of alcoholic beverages by any person who has not attained the age of 18 years.
- The furnishing of alcoholic beverages to a person who has not attained the age of 18 years.
- The furnishing of alcoholic beverages to a person who is intoxicated.
- The presentation of any written or oral evidence of age which is false for the purpose of attempting to purchase alcoholic beverages by a person who has not attained the age of 18 years.
- Consumption of alcoholic beverages outside of designated times.

5.4 Tobacco Products & Derivatives, Vaporizers/E-cigarettes Policy

To mitigate risk while helping to promote a healthy environment for all, the use of tobacco products or derivatives, including but not limited to cigarettes, cigars, pipes, snuff, chewing tobacco, and gum, is prohibited aboard any vessel, including yachts, dinghies, kayaks, or other watercraft. These products are also prohibited in any vehicle owned or leased by Sea|mester. The policy stated above applies equally to vaporizers/e-cigarettes, irrespective of whether the inhaled aerosol contains nicotine. For students eighteen years and older, tobacco products & derivatives and vaporized aerosols not covered under the Sea|mester "Alcohol, Drugs & Other Illicit Substance" policy are allowed on regular shore leave. However, no shore leave for that specific reason will be granted by the staff if it should conflict with other program activities such as mealtimes, classes, group activities, or designated study times.

5.5 Dress Code Policy

Although we do not have a formal dress code, our students must understand that, while ashore, they are representatives of Sea|mester. For this reason, and for safety, footwear, shirt, and any other clothing appropriate to the culture and religion of the area that we are visiting are required for all shore leave.

5.6 Sexual Relations Policy

Exclusionary affection often negatively impacts the experience of others, so it is Sea | mester's policy that students will not engage in any form of sexual relations during the trip. Students are required to respect the rules of any mixed-gender housing, including the policy of maintaining appropriate physical separation between genders.

5.7 Harassment, Assault, and Discrimination Policies

Our policy is to create and maintain an environment where our staff and students can pursue personal, social, academic, cultural, and interpersonal growth without fear of sexual, physical, mental, and/or emotional exploitation, assault, harassment, or discrimination.

- Sexual harassment is prohibited conduct and is unlawful. Sexual harassment is defined as unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature. The following list contains examples of prohibited conduct. They include, but are not limited to:
 - Unwanted sexual advances
 - Offering any form of benefit in exchange for sexual favors
 - Making or threatening reprisals after a negative response to sexual advances
 - Visual conduct, such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters.
 - Verbal conduct, such as making or using derogatory comments, double entendre, slurs, sexually explicit jokes, or comments about any employee's body or dress
 - Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, or suggestive or obscene letters, notes, or invitations
 - Physical conduct such as touching, assault, or impeding and/or blocking movements
 - Retaliation for reporting or threatening to report harassment
- Racial/ethnic/religious/age/sexual orientation/gender harassment or discrimination is prohibited. This includes threats, insinuations, innuendo, demeaning jokes, slurs, or other offensive statements or conducts based on race/ethnicity/religious or spiritual affiliation/age / sexual orientation/gender directed at other employees, students, locals, and/or classes or groups.
- Any staff member or student who believes s/he has been the subject of any of the above policy violations or who has observed, or suspects prohibited activity, must immediately report the incident(s) to a Program Manager, Director, or Executive Director. Allegations will be promptly investigated in, to the extent possible, a confidential manner (see Title IX & Confidentiality Position Statement above). Violations of the above policies may result in severe disciplinary penalties and/or immediate dismissal. Reporting will be in accordance with the law.

5.8 Bystander Intervention Expectations - "If not you, then who?"

Bystander Intervention is recognizing a potentially harmful situation or interaction and choosing to respond in a way that could positively influence the outcome. It is our expectation that all students will adopt a "Community of Responsibility" approach by employing bystander intervention strategies and taking an active role in creating a physically and emotionally safe and respectful environment. This expectation applies to all aspects of the Student Code of Conduct, including harassment and discrimination policies, alcohol and prescription or illegal narcotics policies.

- **Notice the Event:** Pay attention to what is going on around you.
- **Interpret It as a Problem:** Don't be sidetracked by ambiguity, conformity, or peer pressure.
- **Assume Personal Responsibility:** Don't assume someone else will do something. Have the courage and confidence to act.
- **Know How to Help:** Don't put yourself in harm's way but do something. Help can be direct or indirect.
- **Implement the Help:** Act!

5.9 Religious Observances Policy

It is our policy to reasonably accommodate the religious observances, practices, and beliefs of our students regarding program scheduling and class attendance. Students should give reasonable notice to our staff before a religious observance if they wish for the program to try to accommodate their request.

5.10 Class Attendance Policy

The academic courses we teach mesh the experiential portions of the voyage together and are, therefore, relevant to the everyday lives of the students aboard. For this reason, while we give the opportunity for our students to select which of the academic courses they wish to receive credit for, we require that all of our students attend all classroom presentations and practical activities as well as complete all the assignments on time and to the best of their ability.

In general, reasons that may be accepted for absence from class include illness, family emergency causing a student to temporarily leave the program, severe weather conditions, and religious holidays. The student may also offer other sound reasons for consideration.

5.11 Data-Capable Communication Device Policy

By design, Sea|mester is a socially intense experience. Students and staff work in close community and live in even closer proximity. While specific duties aboard shift daily, each crew member is equally responsible for creating a positive environment. Achieving this takes personal commitment and requires mental and physical engagement beyond what we consider typical in today's society.

Experience has shown us that uncontrolled use of technology aboard, particularly data-capable communication devices, negatively affects an individual's ability to be fully present and, as a result, the dynamics of the group overall. The ability to instantaneously connect with friends and family is something we've all become used to and, for some, have become reliant upon. Still, maintaining this in our environment is intrusive to the group process and, in some cases, detrimental to a student's ability to fully immerse themselves in the program. This is especially true during the first days and weeks of a voyage while students transition into a new way of life aboard the vessel.

For these reasons, we've developed the following policy and guidelines to help facilitate a healthy culture around using data-capable communication devices appropriately during the program.

Students are encouraged to connect with friends and family to confirm safe arrival upon boarding the vessel. After this, the Program Manager will ask all students to refrain from using their data-capable communication devices for an initial "full immersion" period of up to seven-days. Exceptions may be made when the schedule includes a passage longer than 72hrs before the end of the "full immersion" period or when the Program Manager considers that students having access to a data-capable communication device during a specific activity or excursion significantly mitigates risk.

It's the Program Manager's discretion whether to gather and store all data-capable communication devices in a safe, common location or whether to ask students to suspend their data-capable communication abilities. This may be achieved by physically removing the SIM card, placing the device in some form of airplane mode, or both.

At the end of the "full immersion" period, Sea|mester staff will facilitate a discussion about the future use of data-capable communication devices to develop group guidelines and agreements on what is and is not appropriate. Please understand that the Program Manager may modify these agreements if they are proven ineffective at achieving the primary goal of having all students socially immersed in the program.

In all cases, guidelines for the appropriate use of data-capable communication devices will prohibit usage during any scheduled program activity such as mealtimes, classes, meetings, activities, and tours, or when on watch, whether underway, at anchor, or alongside.

5.12 Student Academic Policy

Sea|mester understands that students arrive with various levels of college-level academic experience. While academic success may not be a top priority for all students applying for our voyages, it is imperative that, as an institution of higher education, Sea|mester holds its students accountable to a minimum standard of academic achievement. Sea|mester

operates under the provision that all students will participate fully and actively contribute to every aspect of the experience. We do not allow students to opt-in or opt out of individual facets of the program. With that said, it should be understood that each and every student IS REQUIRED to maintain good academic standing throughout the duration of their voyage. Good academic standing is achieved by adhering to Sea|mester's Academic Policy.

Sea|mester requires that students attend all classes, submit all required supplementary work (Scientific writing papers, presentations, research projects, etc.) and maintain an average passing grade throughout the three (3) to twelve (12) core credit schedules taught aboard as indicated below:

1. Introduction to Oceanography
2. Introduction to Marine Biology
3. Nautical Science
4. Student Leadership

For the purpose of this policy, Sea|mester defines a passing grade as Letter Grade D or above (60-100%)

Sea|mester recognizes that academic acumen and ability vary from person to person, and for this reason, there is a provision that allows a student to receive a failing grade in one class per voyage so long as the combined grade for all classes taken is above 60%. This provision does not apply to voyages where only one class is taken.

Sea|mester understands that a person may consider it their right to fail, but these students also need to fully understand and willingly accept the consequences. If a student finds themselves in a position whereby their average running grade consistently dips below 60% and/or they fail to turn in the required supplementary prescribed work for the classes, Sea|mester reserves the right to place that student on Academic Probation. The decision to place a student on Academic Probation will be determined by the Vessel Program Manager in collaboration with the Sea|mester Operational Directors and will be made clear to the student both verbally and in writing. The length of the Academic Probationary period is not defined by a set timeline but is determined by the student's positive actions to remedy the situation by becoming compliant with this Academic Policy once again. Sea|mester Operational Staff will endeavor to provide any student placed on Academic Probation additional assistance during this period to support a student in improving their grades.

Additionally, Sea|mester has an obligation to ensure that the quality of education and the learning environment aboard the vessels is conducive to academic success amongst the greater student body. Any individual or groups of individuals that are routinely considered to be detrimental to this goal may also be placed on Academic Probation.

Any student who continues to fall short of the Sea|mester minimum academic expectations and shows no signs of improvement with regard to grades or attitude will face disciplinary measures up to and including dismissal from the program without refund.

5.13 Motorized Vehicle Policy

Use of any type of motorized vehicle is a potentially dangerous practice. To minimize the risk of injury or accident, it is Sea|mester's policy to enforce the following policies:

1. **Automobiles** For health and safety reasons, students are not allowed to rent any form of automobile. Students are also precluded from traveling in any automobile (rented, chartered, leased, or owned by others) without the express permission of a Sea|mester manager or director.
2. **Motorcycle or Quad Rental (ICU 50cc or Higher/ Electric motor rated at more than 299w)** For health and safety reasons, students are prohibited from renting, driving, or riding on any form of Motorcycle (defined as a two or three-wheeled vehicle with an engine displacement greater than 50cc) or Quad.
3. **Two or three wheeled scooters (49cc or less) or e-Bikes (Electric motor rated at less than 300w, a voltage of no more than 36v and a peak controller output of less than 9 amps)** Although Sea|mester strongly recommends otherwise, students 18 years and older may use vehicles that fall within the parameters outlined above during designated shore time with the following provisions:

- a) Adequate clothing and protective gear must be worn at all times of operation. This includes a helmet, closed-toe shoes, a long-sleeve shirt, and long pants.
- b) Alcohol consumption is totally prohibited during any day prior to or during scooter rental.
- c) Full damage insurance is mandatory for any rented scooter.
- d) No more than one individual is permissible per scooter, regardless of local laws.

For those under the age of 18 years, written permission from parents must be received in advance, allowing permission to rent a scooter.

5.14 Academic Misconduct Policy

Academic dishonesty, in whatever form, is a serious offense and is subject to stern disciplinary action. Academic misconduct falls into three categories:

- **Plagiarism:** Presenting work that is taken from another person without due credit being given.
- **Cheating:** Using materials not allowed during an exam, sharing materials that are not collaborative, or copying answers from another person while preparing a paper or during an exam.
- **Fabrication, misrepresentation, or falsification of data.**

5.15 Social Misconduct Policy

Sea|mester students are held responsible for their conduct at all times. Any student who becomes disorderly, is involved in any disturbance, interferes with the rights of others, damages property, or is individually, or as a member of a group, involved in unacceptable social behavior on or off the vessel shall be subject to disciplinary action by the Program Managers or the Student Honor Committee. Social misconduct falls into the following two categories.

- **Actions Against Persons**
 - Conduct that involves verbal, physical, and sexual abuse or assault, force, the threat of force, or intimidation directed at an individual or group of individuals.
 - Conduct that infringes on the freedom, beliefs, and activities of others
 - Conduct considered disruptive or harassing, including openly discussing topics that others may consider inappropriate such as sexual activity, substance abuse, illegal activity, etc.
- **Actions Against Property**
 - Conduct which results in theft or damage to property of another individual or Sea|mester.

5.16 Dangerous or Disorderly Conduct Policy

Conduct dangerous to self or others either directly or indirectly. Conduct that creates a disturbance or disrupts the ability of Sea|mester to maintain program operations. Examples include but are not limited to:

- Illegally possessing, using, or distributing any scheduled drugs or possession of paraphernalia.
- Violating the program's alcohol policy.
- Possessing any type of weapon on the vessel except for rigging or scuba diving knives.
- Conduct that jeopardizes the safety or security of the vessel, such as violating Sea|mester's smoking policy or failing to stand watch.

5.17 Actions Against the Program Policy

Conduct that involves the unauthorized accessing or alteration of Program items such as documents, class papers, examinations, computer files/equipment. Unauthorized or inappropriate phone, internet, or communication equipment use.

6. Sea|mester Disciplinary Process

6.1 Investigation of Potential Violations of the Code of Conduct.

Potential violations of the Code of Conduct should be referred to the Program Manager. The Program Manager should:

1. Act on the facts of the situation as presented and endeavor to remain emotionally unattached throughout any investigation.
2. Create an incident report at their earliest convenience. In cases of severe violation (drugs, alcohol, dangerous or disorderly conduct, academic misconduct, etc.) or repeated violation, the Program Manager should alert Sea|mester Director(s) by phone or another method of electronic communication while investigating the infraction and/or considering appropriate disciplinary action.
3. If necessary, confer with staff or student witnesses to gain a clearer picture of the situation. Any individual called upon to provide information regarding a disciplinary matter may ask that another student or staff member be present.
4. On the preponderance of evidence and in conference with Sea|mester Director(s) (when necessary), the Program Manager then selects a procedure (Section 6.2) to apply the appropriate disciplinary action (Section 6.3).

6.2 Procedures for Resolving Violations of the Code of Conduct.

6.21 Sea|mester Director's Mandate

A direct course of action mandated by a Sea|mester Director. This is typically used in cases of repeated or severe infractions or when a Sea|mester Director and Program Manager do not agree on the procedure or disciplinary action suggested. Severe infractions include, but may not be limited to dangerous or disorderly conduct, actions against the program, harassment, sexual assault, or discrimination, academic misconduct, or infractions associated with Sea|mester drugs and alcohol policies.

6.22 Program Manager's Review

For non-severe Student Code infractions, the Program Manager has the authority to render decisions on both the Disciplinary Process and the Disciplinary Action. The Program Manager may refer minor cases to a Pin Pass, Mediation, or the Student Honor Committee. A minor case of misconduct is any case where the Program Manager's recommended disciplinary action (if taken) would involve only some form of Loss of Privilege or Required Action (as explained in the Disciplinary Action Section below). These penalties may include verbal warning or formal reprimand and the loss of various privileges.

6.22 Pin Pass

A Pin Pass can be an appropriate method for resolving some kinds of minor student misconduct, especially issues related to daily life aboard the vessel. A Pin Pass meeting should function as meditative rather than punitive. If this does not resolve the dispute, it should be referred back to the Program Manager.

6.24 Mediation

Some cases involving disputes between two individuals might be better resolved by mediation. Mediation can be an option when the case involves social misconduct and both parties agree to mediate their dispute and can agree to a particular staff member as mediator. If the mediator determines that an agreement cannot be reached between the parties, then it should be referred back to the Program Manager, who will decide whether to undertake a Program Manager's Review, bring the situation to a Sea|mester Director to or to take no further action at all.

6.25 Student Honor Committee

The Program Manager may refer a case to the Student Honor Committee (SHC). The SHC is charged with the authority to hold hearings, to determine whether or not a violation of program policy has occurred, and to decide upon appropriate disciplinary action based on a list provided by the Program Manager prior to the hearing. Students whose misconduct is addressed through an SHC hearing have an opportunity to offer their account of the events in question and can provide the Committee with relevant information, which might explain the conduct. The Committee may also hear from other witnesses. The SHC then deliberates in a closed session to determine whether a violation of Sea|mester policy has

occurred. The Committee also decides what penalties are to be imposed based on the list of possible disciplinary actions provided by the Program Manager.

6.251 Composition of the SHC

1. The SHC is comprised of the following, picked at random.
 - a) 50% of the non-involved staff (minimum of 2), excluding the Program Manager.
 - b) 33% (always rounded down) of the non-involved student body.

All members of the SHC are voting members. One staff and one student member are to be voted as scribes at this time and take detailed notes of all proceedings. The first student drawn in the student lottery will be the Chairperson of the SHC. Should the SHC be comprised of an even number of members, then, in the event of a decision tie, the deciding vote on any ruling will rest with the Student Chairperson.

2. The accused student and the accusing party (in cases alleging Actions Against Persons) may petition the Program Manager prior to the proceedings to remove and replace, on the basis of actual bias, any SHC member. Opposition to any member's participation must be based on a specific and actual bias related to the individual or to the event in question. The decision to remove an SHC member is at the sole discretion of the Program Manager. A SHC member should be removed only when, in the judgment of the Program Manager, the member's presence would seriously compromise the fairness of a hearing.

6.252 SHC Hearing Process

The Student Honor Committee conducts its inquiry and deliberations through a two-step process:

- A private hearing, during which all the evidence that the Committee will base its subsequent decisions, is introduced.
 - A private Committee session during which the evidence introduced at the hearing is considered by the Committee. At this time, a decision regarding student involvement in the alleged misconduct and a decision regarding disciplinary action is reached.
1. In a situation referred to the SHC, the Program Manager informs the student of the alleged misconduct and presents a statement of the facts, dates, times, and events relevant to the issue.
 2. The Student Honor Committee hearing shall be held no later than two days from the time of notification.
 3. The hearing shall be private. Only the members of the Committee, the Program Manager, and the accused student are present. Witnesses may be present only as they are called to give evidence. An accusing party in cases alleging Actions Against Persons may be present during any part of the hearing which relates directly to them. Discretion on these matters rests with the Program Manager.
 4. Each member of the Committee and the Program Manager has the opportunity to question all witnesses. The accused student may question all witnesses through the Program Manager. In cases alleging Actions Against Persons, the accusing party may also question witnesses through the Program Manager when testimony relates to that student. The Program Manager may instruct a student or witness not to answer questions that the Program Manager deems to be irrelevant or improper.
 5. At the conclusion of all statements, the Committee meets in closed session to determine whether or not the student accused of misconduct has violated the Code as charged. For the Committee to find a violation of the Code, this Committee must determine that the offense charged has been established by a preponderance of the evidence. "To establish by a preponderance of the evidence" means to prove that something is more likely than not. The Program Manager is not present during the Committee's deliberation and its vote.
 6. If the Committee finds that a violation of the Code has occurred, it continues to meet in closed session to determine the penalty based on the list provided by the Program Manager.
 7. When a student is found to have violated the conduct code, the Student Chairperson shall orally convey to the student and the Program Manager the Committee's rationale for its decisions with regard both to the violation and to the penalty.
 8. Decisions of the Committee on Student Conduct shall be final, and the actions will be imposed immediately.
 9. One staff and one student member of the SHC shall ensure that detailed notes are made of all portions of the process, and these notes are to be attached to the incident report by the Program Manager.

6.253 The Program Manager's Role Post-Hearing

After the Student Honor Committee has resolved a disciplinary matter, the Program Manager should continue to follow up on the matter. A student found by the Committee to have violated the Code must abide by the penalties imposed by the Committee. Failure to abide by the terms of SHC penalties should be brought to the attention of the Program Manager for investigation and possible further disciplinary action. Any penalty imposed during a Pin Pass or Program Manager's Review, and any terms/conditions of mediation, are similarly enforceable.

7. Sea|mester Disciplinary Actions

In the event of a Code of Conduct infraction, any combination of the following disciplinary actions may be applied with minimal delay. Students should understand that the following list is non-linear. Disciplinary action(s) are intended to be proportional to the severity of the infraction when considering associated factors such as the student's prior conduct, compliance with any investigation, honesty, willingness to take responsibility for their actions, and remorsefulness.

It should be noted that all students participate in the disciplinary procedures outlined in this document on a voluntary basis as part of their decision to remain an active Sea|mester student. Any student may select to depart from the program at any time. On departure, the only ongoing implications of any particular incident at hand may be those covered by both the National and International Laws in place. These laws, including Admiralty law, may supersede any action or decision these Sea|mester procedures make. Aboard any vessel, the captain acts per the flag state's and local, territorial laws when administering their command aboard.

7.1 Verbal Warning

A verbal warning is a disciplinary measure where a staff member speaks to a student about an issue involving their behavior, conduct, or academic performance. It is usually the first step of any disciplinary action and should emphasize that continuation or repetition of the specified misconduct will be cause for further disciplinary action.

7.2 Written Warning

A written warning is a formal document created by Sea|mester staff to alert students of the inappropriateness of their actions or general behavior and outline the potential consequences if the student does not remedy their behavior.

Written warnings are often "final," meaning that the student is on disciplinary probation, and further violations of the Code of Conduct will result in dismissal. Written warnings are typically presented to the student by the operational staff and require a signature from both the student and the Program Manager/Captain of the vessel.

7.3 Restitution

In the context of Sea|mester, restitution is a disciplinary action intended to repair harm or physical damage caused by a student's actions. Restitution typically takes the form of an estimate or invoice accompanied by a letter explaining the damage caused and the rationale behind the expected repair cost. Copies of these invoices, estimates, and letters may be sent to the student's parents.

7.4 Loss of Privilege

Disciplinary Action involving loss of privilege includes (but is not limited to) the suspension of participation in specific program activities, whether aboard or ashore, academic, activity-based, or social. Disciplinary Action involving Loss of Privilege may also be used in conjunction with Required Action. Disciplinary action involving Loss of Privilege may also include a Required Action component.

7.5 Required Action

Disciplinary Action requiring a student to engage in an activity that benefits the greater community. Examples include, but are not limited to, vessel upkeep or maintenance, provisioning, or participating in community service ashore. Required Action is often applied as part of a disciplinary action that also includes Loss of Privilege.

7.6 Removal by Instructor

An instructor may remove a disruptive or disrespectful student from a class. After class, a meeting should be held with the instructor and the student to resolve the situation that led to the student's removal. During the meeting, expectations of appropriate conduct should be re-established, in addition to the consequences should the student fail to uphold them.

7.7 Immediate Temporary Suspension

An emergency disciplinary action used to ensure the maintenance of order by protecting student or staff well-being or physical property. Examples where immediate temporary suspension may be an appropriate disciplinary action include dangerous or disorderly conduct, actions against the program, harassment, sexual assault, or discrimination.

7.8 Dismissal

Dismissal is the termination of a student from the program without refund. Examples include, but are not limited to:

- Following multiple infractions of the Student Code of Conduct when other means of correction fail to bring about proper conduct.
- For severe infractions of the Student Code of Conduct, such as dangerous or disorderly conduct, actions against the program, harassment, sexual assault, or discrimination, academic misconduct, or infractions associated with Sea|mester drugs and alcohol policies.
- When the presence of a student presents a physical or mental threat to others or is deemed to be a detriment to the program.

8. Courses Overview

8.1 Overview of Accredited Academic Courses

8.11 OCE 2002, Introduction to Oceanography

I. Credit Hours/Contact Hours:

3 Credits

45 Contact Hours (Lecture)

II. Course Description

This course is designed to introduce students to important concepts in the study of the oceans and basic oceanographic research. Topics covered include chemical, geological, physical, and biological oceanography, as well as basic concepts in the management of the marine environment. Material will be delivered in interactive lectures, and many will be reinforced with practical activities. Processes that are directly relevant to sailing, navigation, and ecosystems visited will be emphasized. Many topics will also be addressed through written assignments, followed by class presentations. Students will carry out their own oceanography research projects in small groups. This course is appropriate for non-science majors.

III. Course Objectives

- To provide an overview of important oceanographic processes
- To present major marine ecosystems, including trophic relationships of their inhabitants and adaptations for various environmental conditions
- To increase awareness of anthropogenic impacts in the marine environment and potential solutions

IV. Course Outcomes

By the end of this course, students will be able to:

1. Explain important concepts of the water environment, including water chemistry, components of seawater, and transmission of energy
2. Describe the factors that govern primary production in the oceans and which areas typically have the highest rates of primary production
3. Recognize and describe major taxonomic groups and functional groups in the marine environment
4. Describe major marine ecosystems and their main characteristics
5. Explain the ocean's bathymetric features based on the theory of plate tectonics
6. Explain the world's major atmospheric and oceanic circulation patterns and the processes governing them
7. Outline the processes governing tides and waves
8. Summarize important concepts related to fisheries, aquaculture, and management of the marine environment
9. Read primary scientific literature and synthesize key points on a given topic

V. Required Material

(1) Introduction to the World's Oceans, 10th edition. Sverdrup, K., Armbrust, V. 2008. McGraw-Hill. ISBN10: 0073376701

(2) Mask/fins/snorkel for snorkeling/scuba diving.

VI. Course Evaluation

Quiz	20%
Exams	40%
Literature Review	20%
Group Research Projects	20%

Final grades for the course will be assigned according to the standard percentage scale as follows:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = Below 60%

VII. Tentative Course Outline (exact timing depends on the voyage)

Week #	Topics	Associated chapter in Sea mester lecture notes
1	Introduction to Oceanography	1
	Plate tectonics and ocean floor	2
	Windward-leeward hike: geology and water energy	
	Marine provinces	3
2	Bathymetry practical part 1: make a bathymetric chart	
	Turtle conservation: tagging practical	
	Bathymetry practical part 2: analyze bathymetric features	
	Barrier reef snorkel practical	
3	Marine sediments	4
	Sediment practical	
	Water	5
	Mangrove snorkel practical	
4	Seawater	6
	Gases and nutrients in seawater	7
	Energy in water	8
	Literature review presentations	
5	Literature review presentations	
	midterm review	
	Midterm exam	
	Air-sea interactions	9
6	Ocean circulation	10
	Circulation lab: passage planning and physical oceanography	
	Waves	11
	Wave dynamics lab	
7	Tides	12
	The coast	13
	Shoreline processes lab	
	Coastal ocean	14
8	Estuaries lab	
	Marine pollution lab	
	Marine life and marine environment	15
	Productivity and energy transfer	16
9	Plankton diversity lab	
	Fisheries	17
	Sustainable fisheries practical	
	Aquaculture	18
10	Aquaculture practical	
	Climate change: causes and solutions	19
	Climate change: impacts on the oceans	20

	Marine education	
11	Marine education practical	
	Concluding class	
	Research project presentations	
12	Final review	
	Final exam	

Please visit the academics section of our website in order to download the full syllabus for this course.

8.12 PEN 2930, Nautical Science

I. Credit Hours/Contact Hours:

3 Credits

45 Contact Hours (Lecture)

II. Course Description

This course consists of both theoretical and practical modules and gives a basic understanding of the knowledge that is required to be an active crew member on board a yacht, whether power or sail. More advanced modules are aimed at increasing a student's nautical knowledge sufficiently to be a watchkeeper on board a bareboat yacht, or a flotilla skipper in fair weather, in daylight hours within sight of land.

Material will be delivered through lectures, assigned reading, discussions, and practical activity on the waters using both motor and sailing vessels of all sizes (10ft-112ft).

III. Course Objectives

Students will become safe boaters and be prepared to meet boating challenges. With this knowledge, they will have a lifelong source of recreation with safe, environmentally-friendly activities. Specific objectives include:

- Fundamentals of small boat handling
- Chart reading
- Rules of the road
- Rigging
- Safety and regulations

IV. Course Outcomes

By the end of this course, students will be able to:

1. Navigate a modern sea-going sailing vessel using both traditional and modern methods.
2. Understand and be prepared for possible safety considerations related to ocean voyaging
3. Show full understanding of global weather patterns, including ways to forecast and route for weather while voyaging
4. Operate, understand, and maintain all shipboard equipment, including the auxiliary propulsion systems, electronics , and sailing gear.

V. Required Material

(1) Chapman Piloting & Seamanship 67th Edition (Chapman Piloting, Seamanship, and Small Boat Handling) by Jonathan Eaton (Sep 3, 2013) 920pp. ISBN10: 1588169618

(2) Coastal Navigation (U.S. Sailing Certification) by Tom Cunliffe (Dec 1, 1995) 126 pp. ISBN-10: 0976226162

(3) Basic Coastal Navigation: An Introduction to Piloting for Sail and Power by Frank J. Larkin (Jan 25, 1998) 288 pp. ISBN-10: 1574090526.

VI. Course Evaluation

The course will consist of 100 total points, consisting of lecture quizzes, practical application of the skills learned as well as formal examinations.

Safety of self and others	
Active Participation	20 points
Quizzes	20 points
Oral Presentation & Command Presence	10 points
Clean Work Habits	5 points
Mid Term Examination	5 points
Final Examination	20 points
	20 points

Final grades for the course will be assigned according to the standard percentage scale as follows:

A = 90-100%
 B = 80-89%
 C = 70-79%
 D = 60-69%
 F = Below 60%

VII. Tentative Course Outline

Week #	Topics
1	Basic Vessel Introduction: Basic operation
	Basic Vessel Introduction: Nomenclature
	Advanced Vessel Systems: Principles of 12-volt electricity; AC electricity
	Advanced Vessel Systems: Potable water, wastewater, and grey water systems
2	Basic Sailing: The physics of sailing and fundamental concepts at work
	Basic Sailing: Rigging, fittings, and operation of a basic keelboat.
	Basic Sailing: Standard sailing procedures explained and practiced: Tacking, jibing
	Basic Sailing: Heaving-to, docking, anchoring, and person overboard
3	Basic Sailing: Advanced concepts in sailing: sail shape, weight balance
	Basic Sailing: Wind shifts, tacking angles, jibing angles.
	Basic Sailing: Marlinspike seamanship: knots, splices, lines, and line handling. Rules of the road.
	Basic Sailing: Marlinspike seamanship: knots, splices, lines, and line handling. Rules of the road.
4	Coastal Navigation: Introduction to Navigation: charts and basic chart work
	Coastal Navigation: Chart types and corrections, and aids to navigation
	Coastal Navigation: Navigational inputs, tidal heights
	Coastal Navigation: Tidal currents, planning a course to steer.
5	Basic Seamanship: Small vessel operations, outboard motors, handling, and care.
	Basic Seamanship: Small vessel operations, outboard motors, handling, and care.
	Coastal Navigation: Estimating your position, fixing your position.
	Coastal Navigation: Estimating your position, fixing your position.
6	Coastal Navigation: Deriving lines of position, running fixes
	Coastal Navigation: Single point fixes.
	Coastal Navigation: Electronic aids to navigation, GPS
	Mid Term Examination
7	Coastal Navigation: Basic Radar Introduction.
	Coastal Navigation: Inshore pilotage, danger bearings
	Coastal Navigation: Clearing bearings, back bearings.
	Coastal Navigation: Navigational strategy, upwind tactics
8	Coastal Navigation: Downwind tactics and landfall.
	Coastal Navigation: Navigation in limited visibility: fog strategy, radar use, and safety.
	Coastal Navigation: Navigation in limited visibility: fog strategy, radar use, and safety.
	Advanced Vessel Systems: Principles of diesel engine combustion, operation, and care.
9	Advanced Vessel Systems: Principles of diesel engine combustion, operation, and care.
	Coastal Navigation: Passage planning: charts, weather

	Coastal Navigation: Tidal considerations.
	Advanced Vessel Systems: Auxiliary Machinery use: R/O water production
10	Advanced Vessel Systems: Hydraulic machinery
	Advanced Vessel Systems: Hydraulic machinery
	Coastal Navigation: Navigation in heavy weather
	Coastal Navigation: Passage Navigation
11	Coastal Navigation: Passage Navigation.
	Coastal Navigation: Review of practical chart work, conventions, and practice problems.
	Coastal Navigation: Review of practical chart work, conventions, and practice problems.
12	Coastal Navigation: Review of practical chart work, conventions, and practice problems.
	Final Examination

8.13 SLS 2261, Student Leadership Development

I. Credit Hours/Contact Hours:

3 Credits

45 Contact Hours (Lecture)

II. Course Description

The Semester Student Leadership Development course was developed based upon the resources from an instructor guide and required textbook named Exploring Leadership: For college students who want to make a difference (second edition) written by Julie E. Owen Susan R. Komives Nance Lucas Timothy R. McMahon.

The purpose of this course is to encourage students to carefully analyze their responsibilities and commitments in the context of leadership for the common good and for purposeful change. Students will come to understand the concept of relational leadership and how it differs from traditional leadership theories. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. Students will also develop their own leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill applications through program activities

III. Course Objectives

Through active engagement in the course and course materials, students will:

- Understand and apply the Relational Leadership Model.
- Learn the basics of group roles, dynamics, and decision-making in order to function constructively in-group settings.
- Understand the nature of coalitions, communities, and systems.
- Appreciate the relationship between ethics and leadership.
- Discover the complexities of leadership and the multidisciplinary nature of leadership studies.
- Compare and contrast traditional and emergent paradigms of leadership.
- Apply critical thinking to leadership theories and practices.
- Build awareness of leadership issues facing our communities and society.
- Engage in a positive, inclusive learning experience where all students are challenged and supported.

IV. Course Outcomes

By the end of this course, students will:

1. Have increased self-awareness through the exploration of values, beliefs, culture, and identity.
2. Understand gender and cultural influences on leadership
3. Begin to develop a personal philosophy of leadership.

V. Required Material

- 1) Exploring leadership: For college students who want to make a difference by Susan R. Komives, Nance Lucas, Timothy R. McMahon 608pp. ISBN10: 1118399471

VI. Additional Material

- 2) The student leadership challenge: Five practices for exemplary leaders by James M. Kouzes and Barry Z. Posner 192 pp. ISBN-10: 0470177055

VII. Course Evaluation

The course will consist of 100 total points, consisting of assignments and evaluations. The exact evaluation method will be determined by the semester, yet the two possible breakdowns can be seen below

1. During Programs where a Challenge Course is created or available for rental:

Class attendance/participation	15 Points
Leadership Autobiography	20 Points
Challenge Course Reflection Paper	30 Points

Leadership Action Plan
Effective Leadership Assessment

20 Points
15 Points

2. During Programs where a Challenge Course is not created or available for rental:

Class attendance/participation	15 Points
Leadership Autobiography	20 Points
Leadership Interview Paper	30 Points
Leadership Action Plan	20 Points
Effective Leadership Assessment	15 Points

Final grades for the course will be assigned according to the standard percentage scale as follows:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Below 60%

VIII. Tentative Course Outline (exact timing depends on the voyage)

Week #	Topic	Readings & Assignments From the Required Material Text Book
1	Introduction to Leadership	Preface and Chapter 1
2	The Changing Nature of Leadership	Chapter 2
3	The Relational Leadership Model	Chapter 3
4	Understanding Yourself	Chapter 4 <i>Leadership Autobiography due Take Myers-Briggs</i>
5	Understanding Others	Chapter 5
6	Leading with Integrity and Moral Purpose	Chapter 6 & related articles
7	Interacting in Teams and Groups	Chapter 7 & related articles
8	Understanding Complex Organizations and Communities	Chapters 8, 9, and 10
9	Understanding Change	Chapter 11 <i>Leadership Interview paper / Challenge course</i>
10	Strategies for Change	Chapter 12
11	Developing a Leadership Identity	Chapter 13
12	Renewal of Self, Groups, and Organizations; Group Presentations	Chapter 14 <i>Leadership Action Plan paper due</i>

8.14 OCB 1001, Introduction to Marine Biology

I. Credit Hours/Contact Hours:

3 credit hours,
45 contact hours.

II. Course Overview

This course is designed to introduce students to the diversity of marine life and integrate current issues and practical activities to teach biological and ecological concepts. Topics covered include basics of ecology and evolution, the marine environment, taxonomic classification of marine organisms, survey of major marine ecosystems, and marine conservation. Material will be delivered in interactive lectures, and many will be reinforced with practical activities. Ecosystems and taxonomic groups that are found locally will receive special emphasis. Many topics will also be addressed through written assignments followed by class discussions. This course is appropriate for non-science majors.

III. Course Objectives

- To provide an overview of marine diversity and the evolutionary processes that led to this diversity
- To present major marine ecosystems, including trophic relationships of their inhabitants and adaptations for various environmental conditions
- To increase awareness of anthropogenic impacts in the marine environment and potential solutions

IV. Course Outcomes

By the end of this course, students will be able to:

1. Explain basic concepts of evolution and diversity
2. Describe the major taxonomic groups of marine organisms, including their adaptations to their environment
3. Recognize the evolutionary relationships between groups of marine organisms
4. Describe the physical characteristics, dominant organisms, and trophic relationships in major marine ecosystems
5. Identify reef invertebrates and fishes common in the Caribbean (or where the course takes place)
6. Read primary scientific literature in marine biology and synthesize key points on a given topic. Define basics concepts of evolution and diversity

V. Required Material

- 1) Introduction to Marine Biology, 4th edition. Karleskint, G., Turner, R., and Small, J.W., 2013. Oxford University Press. 563pp. ISBN10: 1133364462
- 2) The Reef Set: Reef Fish, Reef Creature, and Reef Coral (3 Volumes). DeLoach N and Humann P. 1878348337.
- 3) Mask/fins/snorkel for snorkeling/scuba diving.

VI. Course Evaluation

Exams	60%
Short Essays	20%
ID Quiz	5%
Field ID Logbook	15%

Final grades for the course will be assigned according to the standard percentage scale as follows:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = Below 60%

VII. Tentative Course Outline (exact timing depends on the voyage)

Week #	Topics	Associated chapter in Sea mester lecture notes
1	Science and Marine Biology	1
	Fundamentals of Ecology	2
	Mark-recapture practical	
	Biological Concepts	3
2	Taxonomic key practical	
	Marine Micro-organisms	4
	Plankton practical	
	Periphyton practical	
3	Multicellular Primary Producers	5
	Seaweed diversity practical part 1	
	Exam 1 (Logbook submitted with at least ten species)	Chapters 1-5
	Sponges, Cnidarians, and Comb Jellies	6
4	Porifera lab	
	Worms, Bryozoans and Mollusks	7
	Cephalopod dissection	
	Arthropods, Echinoderms, and Invertebrate Chordates	8
5	Marine fishes	9
	Identification of local reef fish and invertebrates	
	Reef fish and invertebrate ID practice	
	Reef fish and invertebrate survey	
6	Marine Reptiles and Birds	10
	Fish dissection	
	Marine Mammals	11
	Exam 2 (Logbook submitted with at least 20 species)	Chapters 6-11
7	Intertidal Ecology	12
	Intertidal ecology field trip	
	Estuaries	13
	Coral Reef Communities	14
8	Coral Reef Communities	14
	Coral Zonation practical	
	Continental Shelves and Neritic Zone	15
	Continental Shelves and Neritic Zone	15
9	The Open Ocean	16
	The Open Ocean	16
	Exam 3 (Logbook submitted with at least 30 species)	Chapters 12-16
	Life in the Ocean's Depths	17
10	Life in the Ocean's Depths	17

	Marine birds and mammals of polar seas	18
	Polar seas	18
	Seaweed diversity practical part 2	
11	Artificial reefs	19
	Marine Protected Areas	20
	Marine Tourism	21
12	Live reef fish trade	22
	Exam 4 (Logbook submitted with at least 40 species)	Chapters 17-22

8.15 PSCT, Professional Skipper and Crew Training

(Offered during full-length Global programs only)

I. Course Description

Beyond the core Nautical Science class, the Professional Skipper & Crew Training course has been constructed specifically for students with a strong desire to expand their personal knowledge and proficiency to a very high standard. It is ideally suited for those seeking to embark on a career in the professional yachting industry. This course is unique in that our students voyage full-time aboard the sailing vessel, allowing them to learn, develop, consolidate and practice their theoretical and practical training on a daily basis. Our experiential instruction also allows additional modules, such as extensive mile building and sea time logging, as well as practical safety training and yacht maintenance, to be incorporated into our course. All of the certifications included in this course are issued through International Yachtmaster Training, as IYT offers the only global standard in professional yachting certifications.

A history of considerable time spent on the water and in command of various sailing and/or motor vessels is necessary for participation in this course. Candidates for PSCT will be required to submit a separate application to take part in this course via their online student portals. Students must be 18 years old at the beginning of the voyage to apply. A Sea|master Director will review the application before the start of the voyage, and students will be notified if accepted. This course is taught in conjunction with our Nautical Science class, providing a step-by-step approach from intermediate up through advanced theoretical modules. All enrolling students, particularly those with limited previous experience, should be aware that completion of the PSCT course does not guarantee completion of the IYT professional certifications. Students failing to achieve all the standards required by the IYT program will be unable to progress to the practical examination module.

II. Required Texts

- 1) International Yachtmaster Training: IYT Master of Yachts 200-ton Offshore Course Notes
- 2) Chapman Piloting: Seamanship & Boat Handling - Elbert S. Maloney, Charles Frederic Chapman
- 3) Boatowner's Mechanical & Electrical Manual: How to Maintain, Repair, and Improve Your Boat's Essential Systems - Nigel Calder

III. Course Method

Professional Skipper and Crew Training is taught through lectures, discussion, practical demonstration, and assigned reading of selected topics.

IV. Method of Student Evaluation

IYT Quizzes and formal examination: 80% Participation: 20%

Final grades for the course will be assigned according to the standard percentage scale as follows:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = Below 60%

V. Policy for Class Attendance

Unavoidable absences due to illness etc., will be mitigated by reading around the lecture topics missed. Apart from the rare exceptions outlined above, full-time attendance is necessary to pass the course.

VI. Tentative Course Outline

Theoretical Modules

Navigational Drawing Instruments

- a) Dividers and compasses.
- b) Proprietary plotting instruments.
- c) The Breton Plotter

- d) Parallel rulers.

Navigational Charts – Latitude and Longitude

- a) Suppliers - Admiralty, DMA, NOAA Stanford, Imray, etc.
- b) Information contained on charts.
- c) Chart symbols and abbreviations –
- d) Chart 1. Projections - Mercator and Gnomonic.
- e) Latitude and Longitude.
- f) Chart correction.

Definition of Distance, Speed, Time, and Direction

- a) Position by bearing and distance.
- b) True bearings and courses.
- c) The Knot.

The Magnetic Compass, Variation, and Deviation

- a) Allowance for variation. Change of variation with time and position, use of transits, and comparison to check deviation.
- b) Setting of compass and causes of deviation.
- c) Steering and hand-bearing compasses.
- d) Swing for deviation (but not correction).

Position Lines and Position Fixes

- a) Techniques of visual fixing.
- b) Horizontal angle fixing.
- c) Running fixes.
- d) Radio fixes.
- e) Fixes containing a mixture of position lines.
- f) Deviation of position from a line of soundings.
- g) Ranges by dipping distances.
- h) The running fix.

Dead Reckoning and Estimated Positions

- a) Definition of D.R. and E.P.
- b) Working up D.R. and E.P. by plotting on a chart.
- c) The log book.

Tides

- a) Causes of tides - springs and neaps.
- b) Tidal heights and definitions.
- c) Tidal level and datums.
- d) Times and heights at standard ports.
- e) Correction for secondary ports.
- f) The rule of twelfths.

Currents

- a) Current definitions - levels and data.
- b) Current set and drift.
- c) Current tables.
- d) Current rips, overfalls, and rates.

Course to steer to counteract a current

- a) Plotting a C.T.S.

- b) Leeway, variation, and deviation

Meteorology

- a) Basic meteorological terms - The Beaufort Scale.
- b) Air Masses.
- c) Cloud types.
- d) Weather patterns associated with pressure and frontal systems.
- e) Sources of broadcast meteorological information.
- f) Tropical revolving storms – development. Tracking and danger quadrants.
- g) Land and sea breezes.
- h) Preparing synoptic charts from radio information.

Pilotage

- a) Pilot books, charts, and nautical almanacs.
- b) Method of pre-planning.
- c) Port control, lock gates, marinas, and pilotage symbols.
- d) Harbor regulations and control signals.

Passage Planning

- a) Preparing for a passage.
- b) Passage plan headings.
- c) Considerations for offshore passages.

Electronic Navigation Aids

- a) Radio direction finding.
- b) Decca and Loran C.
- c) Global positioning systems.
- d) Differential G.P.S.
- e) Chart Plotters

Practical Modules

Safety

- a) Knowledge of the safety equipment carried, its stowage, and use.
- b) Fire precautions and fire fighting aboard.
- c) Use of personal safety equipment, harnesses, and lifejackets.
- d) Ability to send a V.H.F. radio distress message.
- e) Life raft, ditch bag, and grabbable items.

Boat Handling

- a) Coming to and weighing anchor under power or sail.
- b) Picking up and leaving a mooring buoy under power or sail.
- c) Berthing and leaving a berth alongside or between piles under power.
- d) Recovery of a man overboard.
- e) Boat handling in confined areas under power or sail.
- f) Boat handling in heavy weather.
- g) Helmsmanship and sail trim to sail to best advantage.
- h) Use of warps and fenders for securing in and alongside berth.

General Seamanship

- a) Properties, use, and care of synthetic fiber ropes.
- b) Knots and splices.
- c) General deck work at sea and in the harbor.

- d) Engine operation and maintenance.
- e) Improvisation of jury-rigs following gear failure.

Responsibilities of the Captain a. Communication with the crew.

- a) Delegation of responsibility and watchkeeping organization.
- b) Preparing the yacht for sea and adverse weather.
- c) Tactics for heavy weather and restricted visibility.
- d) Emergency & distress situations.
- e) Customs procedures.
- f) Standards of behavior and courtesy.

Navigation

- a) Chartwork, including position fixing and course shaping, allowing for tide and leeway.
- b) Tide and Tidal stream calculations.
- c) Buoyage and visual aids to navigation.
- d) Instruments, including compasses, logs, echo sounders, radio nav aids and
- e) chartwork instruments.
- f) Passage planning and navigational tactics.
- g) Pilotage techniques.
- h) Navigational records.
- i) Limits of navigational accuracy and margins of safety.
- j) Navigation by Loran and G.P.S.

Meteorology

- a) Definition of terms.
- b) Interpretation of weather forecasts, barometric trends, and visible phenomena.
- c) Ability to make passage planning decisions based on forecast information.

International Regulations for prevention collisions at sea

- a) General rules.
- b) Steering and sailing rules.
- c) Lights and shapes.
- d) Sound and light signals.
- e) Distress signals.

Mile Building & Sea time Modules

International Yachtmaster Training stipulates various mileage and sea time requirements as entry-level standards for their courses. Unique to our programs is that Sea|master students satisfy and exceed all of these requirements as part of their program. Exact mileage and sea time are dependent upon specific voyage itinerary and length, yet any full-length Global voyage will satisfy the 3000 nautical mile and 50-day sea time requirements for IYT Master of Yachts 200-ton Offshore certification.

Yacht Maintenance Modules

The yacht maintenance section of the course occurs at various periods throughout the voyage, and it is our goal to provide students with basic instruction and practical experience on the maintenance and upkeep of a working sailing vessel. Those students interested in developing a greater knowledge of mechanical engineering should not consider this section as a substitute for the Basic Marine Engineering course

Topics include the following.

Basic Diesel Engine Maintenance, Water pumps, Watermaker, Generators
 12v/24v DC Electrics, Battery care and maintenance, 110v/220v AC Electrics, Rigging & rope work
 Sail repair, Painting & varnishing, Marine refrigeration

VII. Qualifications

Students completing the Professional Skipper & Crew Training Course have the opportunity to earn the following certifications.

- IYT International Crew Certificate
- IYT Radio Operators License
- PADI Emergency First Response First Aid and CPR
- IYT Master of Yachts 200 tons Coastal Certificate Theory
- IYT Master of Yachts 200 tons Offshore Certificate Theory
- IYT Master of Yachts 200 tons Coastal Certificate Practical*
- IYT Master of Yachts 200 tons Offshore Certificate Practical *

*Please note that to qualify for the IYT Master of Yachts 200 Ton Coastal and/or Offshore certification during the voyage, students must enroll for an additional 5-day practical and examination voyage extension to be done on a 30-50ft sloop-rigged monohull. This extension will be an additional cost to students. Students may complete this portion of their Master of Yachts 200 Ton training at any affiliate IYT partner school worldwide. Students enrolling in this extension will gain vital experience handling smaller yachts in the 30 to 50-foot range. A formal examination by an IYT independent examiner will take place on the last day of the trip. Students should also be aware that STCW '95 (Standards of Training Certification and Watch Keeping for Seafarers) is required by law in most countries for professional mariners. All students must complete this 5-day STCW certification course prior to the official issuance of the IYT Master of Yachts 200 Ton certificate. This course can be taken either before or after a Global voyage. Please call our Florida office for further information.

8.16 BME, Basic Marine Engineering

(Not currently offered as a standalone class. The basics of this class are currently incorporated into the Professional Skipper and Crew Training class)

I. Course Description

The Basic Marine Engineering course has been designed to offer a broad introduction to marine engineering and includes both practical and theoretical instruction. During the course, students will gain hands-on training on the use, maintenance, fault finding, and diagnosis, as well as basic repair on a full range of ships' mechanical systems, which includes:

- Tools and their uses
- Battery banks
- Marine electrics
- Compression engines: Diesel
- Marine transmissions
- Refrigeration and air-conditioning
- Plumbing, heads, and through-hulls
- Pumps
- Other vessel mechanical systems: Scuba diving air compressors, water makers, hydraulics

In order to qualify for the International Yachtmaster Training Diesel Engine Masters Certificate, more detailed instruction is given on the general principle of diesel compression engines, specifically;

- The cycle of operation and constructional details
- Fuel System
- Role of air in the combustion process
- Cooling systems
- Lubrication Systems
- Engine Systems

II. Required Texts

- 1) Boatowner's Mechanical & Electrical Manual: How to Maintain, Repair, and Improve Your Boat's Essential Systems - Nigel Calder
- 2) Marine Diesel Engines: Maintenance, Troubleshooting, and Repair - Nigel Calder

III. Course Method

Basic Marine Engineering is taught through lectures, discussions, practical demonstrations, and assigned reading of selected topics.

IV. Method of Student Evaluation

- Unit Quizzes: 80%
- Participation: 20%

Final grades for the course will be assigned according to the standard percentage scale as follows:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

V. Policy for Class Attendance

Unavoidable absences due to illness etc., will be mitigated by reading around the lecture topics missed. Apart from the rare exceptions outlined above, full-time attendance is necessary to pass the course.

VI. Course Outline

Unit 1. Establishing a balanced battery-powered electrical system

- Batteries: How they work
- Batteries: Cranking vs. deep cycle / Wet cells vs. dry cells
- Determining power requirements, providing adequate charging 33
- Building the right system for your needs

Unit 2. Understanding electrical circuits

- Basic concepts and measurements
- DC circuits
- AC circuits
- Proper electrical installations

Unit 3. Diesel Engines

- Principles of operation
- Details of operation
- Cleanliness
- Maintenance and repair
- Troubleshooting

Unit 4. Marine transmissions, shafts, and props

- Transmissions and shaft brakes
- Prop shafts
- Shaft seals
- Bearings and propellers

Unit 5. Refrigeration and air-conditioning

- CFCs and the ozone hole
- Balancing refrigeration with boat use
- Operation, troubleshooting, and repair

Unit 6. Plumbing, heads, and through-hulls

- Plumbing types and materials
- Head usage, regulations, troubleshooting, and repair
- Through-hulls and seacocks

Unit 7. Pumps

- How they work, pros and cons
- Maintenance, troubleshooting, and repair
- Pump switches, types

Unit 8. Other vessel mechanical systems

- Scuba diving air compressor
- Water makers
- Hydraulics

VII. Qualifications

Students successfully completing this class earn the International Yachtmaster Training Diesel Engine Masters Certificate as well as the Sea|mester Basic Marine Engineering Certificate.

8.16 IDS, Independent Study

These courses are available during any full-length Sea|mester voyage.

Overview

Any Sea|mester is a voyage of discovery, and we understand and support the fact that some enrolling or repeat students may have academic needs that are not satisfied by our standard classes offered through the University of South Florida. The IDS class is designed to fill that gap, and students may select from one of the following two options.

1. Undertake a correspondence or approved self-directed study course through their home institution.
2. Self-designed (and Sea|mester approved) self-study course. In this case, students are required to submit a project outline for review, which must include the project title, goals, instructional methods, as well as desired outcomes. Should the Personal Educational Project be accepted, students then need to provide our staff with acceptable methods of evaluation before joining the program. All projects will be considered, whether it is language development, photojournalism, or anything in between.

It is recommended that any student interested in enrolling for an IDS class contact the Sea|mester admissions team during the enrollment process to discuss their options and goals.

8.2 Overview of Additional Academic and Vocational Courses

8.21 Leadership and Teambuilding

Leadership training and the ability to work effectively within a team involve the utilization of many important skills. One of the primary focuses of the semester is to develop these by creating an environment that presents both personal and group challenges. Individuals are presented with situations and circumstances which enable them to develop the competence, confidence, and communication skills needed to be effective members of a successful team. Problem-solving, decision-making, self, and team motivation are all key elements facilitated through specially designed experiences ranging from short exercises to multiple-day endeavors. By the end of the course, each student will possess the tools to effectively lead a team through any given set of conditions.

8.22 Sailing Courses

Students will be involved in extensive near-coastal and offshore voyaging throughout the voyage.

From this time spent navigating and sailing, each student will gain certifications based on the requirements of International Yachtmaster Training. These certifications range from basic sailing and boat handling to advanced navigation and vessel operation.

IYT Sailing Courses Offered
International Crew Certificate
Radio Operator / Communication Certificate
IYT Navigation Master
IYT Master of Yachts 200 Tons Coastal Theory*
IYT Master of Yachts 200 Tons Offshore Theory*

**Dependent upon the student's prior experience and voyage logistics*

8.23 PADI Diving Courses

During the semester, all students can initiate or further their scuba diving skills and certifications through the PADI (Professional Association of Diving Instructors) program. These courses, which range from the introductory Open Water certification to the first professional level, 'Divemaster,' also offer the opportunity for college credit recommendations through the ACE service (please refer to the accreditation section for further details). Advancement through the PADI program is dependent on previous certification level upon entrance.

PADI Scuba Diving Courses Offered
Open Water
Advanced Open Water
Rescue Diver
Professional Divemaster
EFR: Emergency First Responder