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ENVH 7235 - Field Methods in Environmental Health

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

ENVH 7235– Field Methods in Environmental Health
Fall 2016

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<u>Office Hours:</u>	Monday 2:00 – 5:00 pm Wednesday 2:00 – 4:00 pm Also by appointment
<u>Web Page:</u>	http://jphcoph.georgiasouthern.edu/
<u>Class Meets:</u>	Wednesday 5:00 – 7:45 pm Education Building 3162

Prerequisites: None.

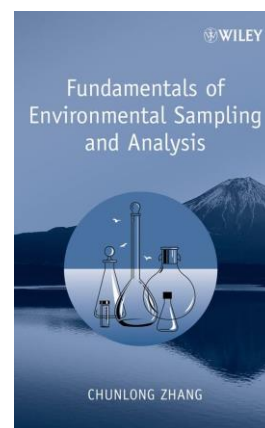
FOLIO Access: <https://georgiasouthern.desire2learn.com/d2l/home/300895>

Catalog Description: This course introduces students to an overview of current and accepted field methods for environmental and occupational exposure monitoring.

Required Textbook: Chunlong Zhang. Fundamentals of Environmental Sampling and Analysis. A John Wiley & Sons, Inc., 2007, 456 pages, ISBN: 978-0-471-71097-4

Supplemental Texts: Popek, E. 2003. Sampling and Analysis of Environmental Chemical Pollutants. A Complete Guide. Academic Press.

Additional readings will be assigned from the peer-reviewed literature to serve as a basis for discussions.



MPH Core Student Learning Outcomes (CORE):

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

MPH Environmental Health Sciences Student Learning Outcomes (ENVH):

1. Select and apply investigative appropriate tools to measure environmental hazards and associated health outcomes, particularly in the context of rural and underserved areas.
2. Conduct environmental health research and translate into public health interventions using appropriate research designs and evidence based analytic techniques.
3. Employ and evaluate the principles and practices of environmental exposure assessment to address community risk, and effectively communicate the risk to all stakeholders.
4. Analyze and apply the outcomes of environmental impact studies to prevent, mitigate and/or predict future environmental hazard exposures, to support and promote health policy development.
5. Assess and communicate how cultural, socio-economic, and behavioral factors may influence the risk of exposure to environmental hazards and related health outcomes, particularly in the context of rural and underserved populations.
6. Communicate environmental health principles and concepts to lay and professional audiences through both oral and written communication.

MPH Core Competencies in Environmental Health Sciences

Upon graduation, a student with an MPH degree in Environmental Health Sciences should be able to:

1. Describe major environmental health hazards (physical, chemical and biological), and assess their genetic, physiologic, and socio-economic impacts on vulnerable and susceptible populations with special emphasis on rural and underserved communities.
2. Apply research ethics and current research principles, including hypothesis generation, experimental design, and current research methodology, to the qualitative and quantitative measurement and analysis of environmental stressors on human health and ecosystems.
3. Apply the outcomes of environmental monitoring and environmental impact assessments to prevent, mitigate and/or forecast future exposures to environmental hazards and utilize this information to support or advocate for environmental health policy development.
4. Demonstrate current health risk assessment methods, directed toward management of environmental hazards and provide technical assistance and leadership to address the concerns of communities including environmental justice and equity; as utilized by federal, state, and local regulatory programs, and non-governmental guidelines and authorities.
5. Communicate about environmental health hazards and associated health outcomes to community, stakeholders and professional audiences through oral and written communication and within the appropriate community-based intervention studies.

Performance-Based Objectives Linked to Course Activities (Activities are described in the Section below):

The number in parenthesis corresponds to the course assessment activity number from the list below. After completing this course the student will be able to:

- (1) Demonstrate the ability to conduct in-depth analysis of an environmental problem and conceptualize research questions to address an environmental issue (*Activity 1 & 2*).
- (2) Design project specific sampling plans to delineate the extent of health related environmental hazards (*Activity 1 & 2 & 5*).
- (3) Demonstrate competence in sampling of specimens from different environmental media using various sampling techniques and approaches (*Activity 1 & 3 & 4*).
- (4) Demonstrate an understanding of the properties and measurement methods of common environmental pollutants in various environmental media, and a work-flow of the environmental laboratory (*Activity 1 & 3*).
- (5) Analyze statistical environmental data using appropriate methods (*Activity 2 & 3*).
- (6) Interpret environmental data in a meaningful way to different types of audiences (*Activity 2 & 3 & 4 & 5*).
- (7) Demonstrate knowledge of quality assurance and quality control standards relevant to an environmental sampling and analysis (*Activity 1 & 2 & 3*).
- (8) Present the results and conclusions of an environmental study in a clear and concise manner in both oral and written forms (*Activity 3 & 4 & 5*).

Assessment of Student Learning

Activity 1: Use course lectures and class discussions to explain the basic terminology and definitions used in environmental sampling and analysis. Competence in basic knowledge will be evaluated using several assessment methods: (1) three written field exercise reports, (2) five quizzes, (3) two equally weighted exams, and (4) environmental sampling design plan and its presentation.

Activity 2: Use course lectures, class discussions and case studies to explain the basic principles of the environmental sample and data acquisition and analysis. Competence in ability to understand, analyze and apply the concept and principles of the environmental field methods will be evaluated using following activities: (1) three written field exercise reports, (2) five quizzes, (3) two equally weighted exams, (4) presentation and discussion of the special topics, and (5) environmental sampling design plan and its presentation.

Activity 3: Use case-study, calculation exercises, field and laboratory demonstrations and exercises to explain methods and approaches used to collect and analyses environmental samples. Competence in ability to perform calculations, and to analyze and interpret data will be assessed using following activities: (1) designated questions included in each midterm and final exams, (2) case-study and calculations performed as a part of the weekly homework assignments, (3) presentation and discussion of the special topics, and (4) three written field exercise reports.

Activity 4: Competence in written communication to the professional audience will be evaluated using three written field reports and environmental sampling design plan. Designated questions

included in each midterm and final exams will have elements required to interpret approaches to environmental sampling, quality assurance and quality control standards and their role in environmental investigations.

Activity 5: Competence in written and oral communication to the professional audience will be evaluated using the Preparation and delivery of a PowerPoint presentation of an environmental sampling design plan. Student competence will be measured using presentation evaluation rubrics.

Overview of the Content to be Covered During the Semester:

Week/Class date	Topic	Readings	Assignment
1 08/17/2016	Welcome. Course Overview & Introduction; Requirements & Expectations; Field investigation plan outline	Syllabus	Acquire textbook Complete plagiarism training and submit certificate to the Folio Dropbox
2 08/24/2016	Overview of environmental sampling; Data reliability, sampling and analytical errors	Chapter 1	Problems 1-7 (Chapter 1) Group #1 presentation
3 08/31/2016	Essentials of analytical and organic chemistry; Common pollutants; Elements of hydrology and geology	Chapter 2	Problems 1-6, 8 (Chapter 2) Group #2 presentation
4 09/07/2016	Environmental statistics; Exercises	Chapter 2	Complete and submit #1 case study calculations Group #3 presentation
5 09/14/2016	Design of environmental sampling	Chapter 3	Problems 16-20 (Chapter 3)
6 09/21/2016	Environmental sampling techniques	Chapter 4	Problems 18-20 (Chapter 4)
7 09/28/2016	MIDTERM EXAM	Textbook, handouts and lecture notes.	Review the calculations
8 10/05/2016	Exam result review Methodology used for QA and QC	Chapter 5	Problems 22, 23, 27, 28 (Chapter 5)
9 10/12/2016	Sediment and soil contaminants. Soil sampling field exercise	Chapter 4	Problems 6-12 (Chapter 4)
10 10/19/2016	Surface water and ground water contaminants and sampling. Field exercise	Chapter 4	Submit soil sampling report
11 10/26/2016	Review of QA/QC. Review of water and soil sampling and analysis. Hazardous waste sampling and biological sampling	Chapter 4 & 5	Submit water sampling report
12 11/02/2016	Air and stack emission sampling. Field exercise	Chapter 4	Submit air sampling report
13 11/09/2016	Basic operations in environmental laboratory; overview of common techniques	Chapter 6	Submit an outline and an abstract for an environmental sampling plan (not graded)
14 11/16/2016	Data analysis and reporting	Handouts	Submit a literature review for the sampling plan for a preliminary review and suggestions (not graded)
15 11/23/2016	Thanksgiving: no classes		Work on your final paper
16 11/30/2016	Final Examination	All recommended materials including textbook, handouts, assignments & class presentations	Review the calculations
17 12//2014	Presentations of the environmental sampling design plan	Prepare your presentation and final paper	Submit your final paper and PowerPoint

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Course Credit: 3 credit hours

Course Structure and Instructional Methods: This is an in-class course with two and a half hour sessions scheduled weekly. Each class will be a mixture of a lecture, discussion of the class topic and issues of concern and interest to the students pertinent to the topic of the class, calculation exercises and if and when permitted, field work and laboratory exercises. It is the student's responsibility to read and understand all the course materials and complete on time necessary written homework assignments, reports, and exams in order to successfully complete the course. It is expected that that students will spend a minimum of two hours studying and/or preparing course requirements out of class for every one hour in class.

Each student is required to read all assigned reading materials, to practice exercises and be prepared to discuss the assigned readings. Several unannounced quizzes may be administered during the semester at the beginning of the class and/or after the lecture and discussions to assess the level of student preparedness for the class and learning effectiveness.

The course is divided into Weekly Learning Modules. Each learning module covers a particular topic of the class and is associated with a chapter(s) in your text book(s) and homework exercises. Each module posted in Folio will include course notes, assignment instructions, and reading and supplemental materials related to the topic of the module. The lecture notes and supplementary materials will be posted after the class.

Expectations:

This course will require a completion of several written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important for any professional.

All assignments must be typed, checked for spelling and grammar, and formatted according to the instructions before submission for grading. Inclusion of proper citation and quotation of references is expected. Failure to give credit or improper use of references will result in a failing grade on assignments. If you have questions about citation, please seek help from the Instructor or another source. If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource. To learn more, visit their website: <http://class.georgiasouthern.edu/writingc/>.

All assignments must be turned in through Folio (mostly to the designated Dropbox) unless otherwise directed. All files submitted must be in .doc or .docx formats, include numbered pages and showing your name in a header or footnote on each page of your paper. The 1.5-line-spaced text should be typed using 11 font size, Times New Roman or similar font style, and have standard 1" margins. Assignments submitted via email will not be accepted for review and/or grading; lack of adherence to the formatting requirements will result in a lower grade.

All written assignments will be checked for plagiarism using "Turnitin" function in Folio, any plagiarism report higher than 20% will have a minimum of 20% of the grade-point deducted from the assignment. The deductions will increase as the plagiarism percentage increases. Anything above 30% will not be graded and receive a grade of "0".

Required Course Work:

I. Class Participation.

Each student is expected to actively participate in every class session, field and laboratory exercises. To demonstrate your participation, you are expected to ask relevant questions, answer questions, and make comments that relate to material in the textbook, discussion topic or share relevant experiences. Your contributions will be very valuable if/when you are responding to something another student says (including answering a question asked by a student) or constructively disagreeing with something in the book or said in class by the Instructor or your classmate. Be CONSTRUCTIVE in your criticism, RESPECT others' opinions and respond criticism PROFESSIONALLY. The Instructor may call you to participate, but your volunteer participation is preferred. Notes of student's participation will be taken in every class; the students will also complete a self-assessment of their participation and preparation for this class at the end of the semester. This activity is counted for a total of **20 points for your final grade** and it will be averaged based on your daily participation and self-assessment survey.

II. Weekly Homework Assignments.

Seven written homework assignments are mainly focused on practicing calculation exercises and interpretation of the results of the environmental sampling and data analysis. These are **individual** assignments that are due at 10 pm on Friday of the week of the discussion. Homework assignment points vary from 10 to 20 points. All typed assignments must be properly formatted prior to submission as per instructions. **These are graded exercises which will be a part of your final grade for this course.**

III. Field Reports.

Weather permitting, there will be three field exercises to practice collection of soil, water and air/dust samples. After completion of these exercises, each group is required to submit a written report according to specified instructions (to be provided) and a deadline. To make the best use of the day light time these classes will start and finish an hour early (4-6.30 pm). **These are graded group exercises which will be a part of your final grade for this course.** Maximum grade for each report is 10 points.

IV. Discussion of a Peer-reviewed Article.

During the first part of the semester each study group will be presenting one peer-reviewed research journal article relevant to the topic of this course. The presentation can be done in the form of a round-table discussion or a power-point presentation. The role of the discussant(s) is to inform your classmates about this published study and its results, and then to discuss the contribution of the study to our overall knowledge and information and to the state-of-the-art of the field or laboratory methods used for environmental studies and assessments. The presenter(s) should lead the class discussion by analyzing the strengths and weaknesses of the article and by offering his/her own opinions and then ask classmates to share their feelings and ideas about the findings presented and their relevance to the learning goals of the current class. The discussion must be concluded with a Q&A session; each presenting group shall prepare at least three questions addressing the topic and the results of the article presented, its contribution to the field and its relevance to other specific disciplines of environmental health science and public health in general. The instructions for preparing your presentation and grading rubrics will be provided; final version of the PowerPoint must be submitted to Folio to receive full credits for this assignment. **This assignment is worth 15 points.**

V. Course Group Project: Environmental Sampling Plan Development.

1. By August 31, 2016, find a report of an environmental accident or catastrophe involving chemical, biological or physical factors of interest to you (you can use internet, newspaper or radio sources as long as it is a real event with sufficient details) and occurred in the USA. Look for small or middle-size events on a local scale. If you can't find one, please consult the instructor so we can find a suitable report that fits your interests and is not too long. Every study group shall have their own unique report, no replications are allowed.

2. During the rest of the semester, study the event and its associated research background information as needed to develop a sampling and analysis plan for adequate investigation and evaluation of this event. A hard copy and electronic submission of the written plan of investigation, sampling and analysis is due at the end of the semester by 5 pm EST on December 6, 2016. The instructions for preparing your final report will be provided separately. Each study group will present and defend their investigation plan during the class session on December 7, 2016. Final version of the PowerPoint must be submitted to Folio to receive full credits for this assignment. **Oral presentation is worth 25 points and final paper is 75 points.**

VI. Quizzes, MidTerm and Final Exams.

There will be several quizzes, a midterm and final exams, each accounting for 10%, 20% and 20% of your final grade, respectively. Exams may be any combination of true/false, multiple choice, matching or filling the blanks, short answer, calculations and discussions. Both exams will be "take-home" exams; to pass the exams you will need to demonstrate that you can apply the knowledge you learnt in this course. For all exams and hand-written assignments, please make certain that your hand-writing is legible. If I can't read it, I can't grade it.

Grading: Weighting of assignments for purposes of grading will be as follows:

Category	Topics covered	Learning Objectives	Quantity	Points	Total	Effort
Field exercise report	Ch. 4,5,6	3-6-8	3	10	30	6%%
Homework Assignments	Ch. 1-6	1-to-6	7	10-20	85	17%
Quizzes	Ch. 1-6	1-to-8	5	10	50	10%
Midterm Examination	Ch. 1-3	1-to-5	1	100	100	20%
Article Discussion Presentations	Selected by students	6 & 8	1	15	15	3%
Project Presentation	Sampling plan	8	1	25	25	5%
Final Paper	Sampling plan	8	1	75	75	15%
Class participation*	All topics	1-to-8	14	20	20	4%
Final Examination	Ch. 1-6	1-to-8	1	100	100	20%
TOTAL					500	100

The following point scale will be utilized in grading:

450-to-500 points (90%) A
 400-to-449 points (80%) B
 350-to-399 points (70%) C
 300-to-349 points (60%) D

A cumulative total of 299 points or less will be considered as failing.

The grade from all assignments, exercises and exams as listed above will be included for calculating your final grade. Points will not be rounded up to increase a grade; grading on a curve will not be used in this class.

Your grades will be posted in the grade book, they will be also available to you via Folio. All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester.

Any assignments submitted AFTER the due date AND due time, will NOT be graded. When extraordinary circumstances occur (e.g., serious illness, death in the family, etc.), and/or if you need additional time to satisfactorily complete any course requirement, please, consult with the instructor within a reasonable amount of time via e-mail.

Nota Bene: Extensions are not guaranteed and will be granted solely at the discretion of the instructor. Adequate documentation may be required to grant a deadline extension.

EXTRA CREDIT

No individual extra credit is allowed or will be given in this course. Graduate students are expected to utilize best effort on all assignments, graded examinations, and intellectual challenges (papers, discussions, presentations) and so forth.

CLASS ETIQUETTE:

Turn off ring tones of your cell phones during the classes, discussions, and presentation meetings. Unless internet access is required for class activity, laptops, iPads and similar devices are not to be used during the class sessions. Class will start and end on time, inform the instructor in advance if you will be late or absent, or if you must leave early. You can bring a bottle of water or soda, however, eating in class is not allowed. The class will have one 10 min break.

Tardy/Late Policy

It is expected the students to be present when class starts. The class always starts on time so you need to be in your seat & ready to go by 5:00 pm. Be professional, late arrivals (first 10 minutes of class or less) will not be permitted for more than two times during the semester. Late arrival for field or lab exercises will not be permitted and student will not receive credits for missing session.

Communications

If you have any questions related to the course, professional development or research opportunities, please send me an e-mail from your Georgia Southern e-mail account. Be sure that you sign your e-mail, and address it properly; do not use acronyms and text message abbreviations. If you ask me a direct question via e-mail, I will generally reply within 24 hours; weekends and holidays may take longer.

Office Hours

I will be happy to meet with and discuss any questions related to the course, professional development or research opportunities. Please talk to me before or after the class, come and see me during my office hours or make a special appointment so you have an undivided attention. If there is a special topic to discuss, you may want to send a heads-up e-mail so I am prepared to see you and have a better answer for your inquiry. Please, be advised that I am open to discuss any problems and difficulties related to your homework assignments and help you to complete the assignments on Monday through Thursday; no help or consultation related to the homework assignments will be available on Fridays.

UNIVERSITY POLICIES

Academic Integrity

The instructor believes that the conduct of a student registered or taking courses in the JPHCOPH should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly,

showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the JPHCOPH.

As a student registered at this University, it is expected that you will adhere to the strictest standards of conduct outlined in the *GSU Student Conduct Code* and the *Undergraduate & Graduate Catalog*. It is recommended that you review these documents to familiarize yourself with the University's policies. Your continued enrollment in this course is an implied contract between you and the instructor. Academic integrity relates to the appropriate use of intellectual property. The syllabus and all materials presented and/or distributed during this course are protected by copyright law. You are authorized to take notes, but that authorization extends only to making one set of notes for personal (and no other) use. Students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without written permission of the instructor.

Intellectual Property

In accordance with the Georgia Board of Regents, Georgia Southern University has adopted a specific set of policies regarding intellectual property created by students and faculty during their time at Georgia Southern University. This document can be found at:

<http://welcome.georgiasouthern.edu/president/intpropol.htm>

Plagiarism:

According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.
- E. Self plagiarism – recycling your own work from other classes or other assignments.

To avoid any potential problem and learn more about plagiarism visit <http://www.education.indiana.edu/~frick/plagiarism/> and take the quiz. Completion of this quiz is required for this class. I may also ask you to submit papers to Folio using Turn It In, an anti-plagiarism website. Students who plagiarize will be reported and receive a grade of "0" on the assignment. Plagiarism can also result in course failure and university dismissal. In cases of suspected or accusation of plagiarism by a JPHCOPH official, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to

determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's disciplinary record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or a repeat violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty.

Academic Handbook: Students are expected to abide by the Academic Handbook, located at <http://students.georgiasouthern.edu/sta/guide/>. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

University Calendar For the Semester:

The University Calendar is located with the semester schedule, and can be found at <http://www.collegesource.org/displayinfo/catalink.asp>.

Attendance Policy:

Attendance the first day of class is **mandatory** per University policy. Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance will not be recorded after this initial period.

Accommodations:

Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at 912-871-1566 or TDD: 912-478-0666. Students requiring academic accommodation should also *notify the instructor no later than the third class meeting* in the semester. Notify the instructor if you not able to participate in field or laboratory exercises so an alternative activity can be suggested.

Disclaimer:

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to adjust for changing conditions and student needs including special guest lectures, current environmental events, and late breaking research. The instructor will make every effort to inform students of changes as they occur. Updates will be emailed to each student. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course. You are responsible for any material covered or distributed online, including any announcements, so please check the course website in Folio **regularly**.

Tacit Approval

Review this document carefully and ensure that you understand the course policies, procedures, tentative course structure, and grading schema. Remaining in the course implies tacit agreement to the policies and procedures detailed in this syllabus.