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ENVH 7237– Risk Assessment and Communication

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

ENVH 7237– Risk Assessment and Communication
Spring 2018

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<u>Office Hours:</u>	Monday 2:00 pm – 5:00 pm Wednesday 2:00 pm – 4:30 pm Any other time by appointment
<u>Web Page:</u>	http://jphcoph.georgiasouthern.edu/
<u>Class Meets:</u>	Thursday 5:00 pm – 7:45 pm Info Technology Building, room 2201

Course schedules can be found at: <http://students.georgiasouthern.edu/registrar>

Prerequisites: ENVH7233 for MPH students specializing in Environmental Health Science, other students submit signed JPH COPH Academic Course override form.

Catalog Course Description:

Course introduces students to the qualitative and quantitative skills necessary to evaluate the probability of injury, disease, or death in individuals or in the general population from exposure to environmental contaminants. Hazard identification, exposure assessment, dose-response evaluation, and risk characterization processes are emphasized. Risk communication training includes developing practical skills in assessing health concerns and explaining potential health risks or risk management to the general public.

Recommended and Supplemental Texts:

1. Robson, M.G. and Toscano, W.A. (Eds.) 2007. Risk Assessment for Environmental Health. Jossey-Bass, John Wiley & Sons, Inc. ISBN-13: 978-0-7879-8319-2.
2. Guidelines for Carcinogen Risk Assessment. EPA/630/P-03/001F, March 2005.
http://www.epa.gov/raf/publications/pdfs/CANCER_GUIDELINES_FINAL_3-25-05.PDF
3. Science and Decisions: Advancing Risk Assessment. Committee on Improving Risk Analysis Approaches Used by the U.S. EPA. The National Academy of Sciences, Washington D.C., 2009. ISBN-10: 0-309-12046-2.
http://www.nap.edu/openbook.php?record_id=12209&page=R1

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 competency number from the list above. *After completing this course the student will be able to:*

- (1) Understand the concept of risk and analyze environmental data using appropriate methods (*Activity 1&2*).
- (2) Interpret environmental data in a meaningful way for different types of audiences (*Activity 2 & 4 & 5 & 6*).
- (3) Apply principles of environmental risk assessment in completing a comprehensive quantitative risk assessment of potentially hazardous environmental and/or workplace settings (*Activity 3*).
- (4) Apply tools and principles of environmental risk assessment in completing comprehensive qualitative risk assessment, including on-site evaluations of potentially hazardous workplace settings to improve public health (*Activity 2 & 4*).
- (5) Identify fundamental advantages and limitations of the risk assessment and different models used in this process (*Activity 2*).
- (6) Apply principles and tools of effective risk communication in addressing environmental hazards and associated adverse effects (*Activity 2 & 5 & 6*).
- (7) Analyze toxicological data to determine the potential for exposure and health effects related or associated with exposure to prevalent and harmful environmental toxicants and agents (*Activity 2 & 3 & 4*).

Assessment of Student Learning:

Activity 1: Use course lectures and class discussions to explain the basic terminology and definitions of risk assessment, hazard identification, dose-response analysis, risk characterization and risk communication. Competence in basic knowledge will be evaluated using several assessment methods: (1) several 10-minute quizzes, (2) two equally weighted exams, (3) short-papers, and (4) reflection paper.

Activity 2: Use course lectures, class discussions, and case studies to explain the basic principles of the risk assessment process, its individual components, and its application to various exposures. Competence in ability to understand, analyze and apply the concept and principles of the risk assessment process will be evaluated using following activities: (1) several 10-minute quizzes, (2) two equally weighted exams, (3) presentation and discussion of the special topics, and (4) short reflection papers.

Activity 3: Use case-study and calculation exercises to explain methods and approaches used to analyze toxicological and exposure data collected during environmental or workplace risk assessment process. 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 short papers analyzing individual steps of the risk assessment.

Activity 4: Competence in written communication to the professional audience will be evaluated using 5 brief (800 words) and one 3-page paper writing assignments that focus on specific elements and steps of the risk assessment process relevant to the selected case-study. Grading rubrics will be used to measure student performance.

Activity 5: Competence in communication of basic concept, information integration and communication with the lay public will be evaluated through Service Learning project participation. Students will engage developing and presentations of public health information to the elementary and middle school students. Evaluation will be done using Service learning project rubrics.

Activity 6: Competence in written and oral communication to the professional audience will be evaluated using the Preparation and delivery of a PowerPoint presentation of a comprehensive review and reflection of an assigned case-study, analysis of the peer-review article and debriefing presentation for Service learning project. Student competence will be measured using presentation evaluation rubrics.

Overview of the Content to be Covered during the Semester.

Week/Date	Topic	Readings	Assignment*
1 01/11/2018	Introduction to Risk Assessment in Public Health, Risk-Assessment –Risk Management Paradigm, Risk Communication	Chapters 1 & 2 Robson & Toscano	Acquire a textbook and read recommended sections; complete plagiarism training after the class (if you did not take the training last semester or wish to refresh it).
2 [#] 01/18/2018	Hazard Identification	Chapters 1 and 2 of the EPA 2005 Carcinogen Guidelines (pp.1-1 through 1-22, 2-1 through 2-60)	Assignment W2: Case study: Hazard Identification Short Paper. Short in-class reports on selected chemicals (individual).
3 01/25/2018	Dose-Response, Uncertainty Factors	Chapter 3 of the EPA 2005 Carcinogen Guidelines (pp.3-1 through 3-35)	Assignment W3: Case study: Dose Response Short Paper; presentation #1
4 02/01/2018	Quantitative Tools of Exposure Assessment	Chapter 4 of the EPA 2005 Carcinogen Guidelines (pp.4-1 through 4-7)	Assignment W4: Case study: Exposure Assessment Short Paper; presentation #2
5 02/08/2018	Risk Characterization	Chapter 5 of the EPA 2005 Carcinogen Guidelines (pp.5-1 through 5-7)	Assignment W5: Case study: Risk Characterization Short Paper; presentation #3
6 [#] 02/15/2018	Risk Communication and Risk Management	Chapter 16 Robson & Toscano	Practice calculations
7 02/22/2018	Overview of Environmental Public Health Laws and their Relationship to Risk	Chapters 14 & 15 Robson & Toscano	Assignment W7: Reflection paper on IRIS Senate Hearing (individual submissions)
8 [†] 03/01/2018	MIDTERM EXAM	Review materials presented and discussed during weeks 1 through 6.	Be ready to take a midterm exam.
9 03/08/2018	Exam discussion; service learning project discussion		
10 03/15/2018	SPRING BREAK	NO CLASSES	
11 03/23/2018	Service learning project review, rehearsal and administration	Rehearsal review must be done before 03/22/2018	Service-learning reflection paper (due on April 22, the latest)
12 03/29/2018	Radiological Risk Assessment	Chapter 10 Robson & Toscano	Assignment W12: Interview Briefing on Radiological Risk Assessment and Associated Risk (#1)
13 04/05/2018	Microbiological Risk Assessment	Chapter 11 Robson & Toscano	Assignment W13: Interview Briefing on Microbial Exposure and Associated Risk (#2)
14 04/12/2018	Children's Risk Assessment	Chapter 12 Robson & Toscano	Assignment W14: Interview Briefing on Children Exposure and Associated Risk (#3)
15 [#] 04/19/2018	Risk Assessment & Bioterrorism	Assigned readings	Self-study, on-line discussion and quiz
16 04/26/2018	Modern Tools of Risk Assessment	Chapter 7 Robson & Toscano	Be ready to discuss your experience and participation in SLP
17 [†] 05/03/2018	FINAL EXAM	Review materials presented and discussed during this course.	Be ready to take the final exam.

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

[#]These classes each will be 2 contact hours to provide sufficient time for the service-learning project.

[†]Consultation will be held prior to midterm and final exams (time to be determined).

Course Credit: 3 credit hours

Course Structure and Instructional Methods: This is an in-class course with weekly evening sessions. Each class will be a combination of a lecture, discussion of the class topic and discussion of issues of concern and interest to the students pertinent to the topic of the class. All course notes, assignments, and other supplementary materials will be available in Folio. Written homework assignments, oral presentations, examinations and participation in discussions constitute the basis of each student's evaluation. It is the student's responsibility to read and understand all the course materials and complete on time necessary written homework assignments, quizzes, and exams in order to successfully complete the course. It is expected that each students will spend a minimum of two hours studying and/or preparing for course requirements out of class for every one hour in class. Student is expected to come prepared for each class by reading and reviewing recommended materials. Several unannounced quizzes will be administered during the semester prior to and/or after the lecture to assess the level of student preparedness for the class and learning effectiveness. Quiz points vary from 5 to 15 points.

To complete requirements for this course each student must participate in a Service-Learning project to acquire practical skills in risk communication.

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. Unless otherwise instructed, all graded assignments are due on Sunday, 10 pm. Late submissions will not be graded. Graded assignments and comments will be posted in Folio by 5 pm on Thursday of the following week. Calculation practice exercises are expected to be completed and submitted to the instructor for review and feedback; however, these practice exercises will not be graded.

Service-Learning Project.

All students will be involved in a Service-Learning project designed to communicate the risk associated with communicable diseases including community-acquired communicable diseases. Students will be working as a group and present information to the middle and/or early high school students at the Bulloch County Transitions Learning Center. Each graduate student is expected to participate in at least one presentation to fulfill the requirements for this course. Communication platform may vary and include a lecture, an age-relevant game, jeopardy session or a hands-on-activity. Prior to the event students must study background materials (articles, PowerPoint presentation and/or video clips) and participate in a ~1-to-2 hour practice and training session to obtain necessary information, develop presentation skills, learn about frequently asked questions and practice giving appropriate answers, and an overall demonstrate his/her readiness and proficiency to the instructor. To wrap up the experience, **each** student will be required to submit ~8-10-page reflection/evaluation paper summarizing his/her expectations of this project, experience gained and observations during the process, and post-service summary and evaluation (Outline of the reflection paper and grading rubrics will be provided). Drafts of the final reflection paper may be submitted for a feedback and suggestions by or before 4/12/2018; **final paper is due on April 22, 2018 at 5:00 pm EST.** Each working group will discuss their experience during a debriefing session on April 26, 2018. To accommodate the time needed for this project, several classes will last for only two hours.

Short Reflection or Briefing Papers.

For several classes, students are required to write a 1-1.5 page individual reflection paper on a topic pertinent to the theme discussed during that week. The original information should be derived from peer-reviewed manuscripts or popular scientific journals and backed up by the scientific information derived from other sources. Papers containing information "borrowed" (lifted) from IRIS, EPA or any other agency website will not be accepted and graded as failure. Detailed instructions will be provided for each class and posted in Folio. For the first part of the semester (weeks 2-6) homework assignments are submitted individually by each student; for the

second part of the semester each student will be presenting and discussing one peer-reviewed scientific article pertinent to the topic of the class. The presenter is expected to submit a written summary and critical analysis of the paper (3 pages) on the due date. For non-presenting students, each will submit 5 **typed** questions and answers relevant to the discussion topic at the end of the discussion presentation. **Late submissions will not be accepted and not graded. Topics from the articles presented and discussion questions may be used as a part of the final exam.**

Reflection paper analyzing issues discussed during the U.S. House of Representatives hearings and testimonies on EPA's IRIS Program.

Each student is expected to participate in a classroom discussion and write a 3-page reflection paper explaining the purpose of the hearing, major issues discussed, positions of EPA and other Agencies about IRIS process, proposed solutions and your point of view about the issues discussed. **Classroom discussion will occur on 2/22/2017 (attendance is mandatory).** To gain necessary information and prepare for this discussion each student must listen archival podcasts of the hearings and testimonies. Specific guidelines and instructions will be posted in Folio.

Final Examination: Thursday, May 3, 2018. All exams will be closed book exams and taken in the Information Technology Building, room 2201.

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

<i>Assignment Description</i>	<i>Learning Objectives</i>	<i>Points</i>	<i>Weight</i>	<i>Due Date</i>
IRIS Senate Hearing Reflection	1-11	20	4%	2/25/2018
Short Paper: Case Study Exercises	1-3	60	12%	
Part I: Hazard Identification Exercise		15		1/21/2018
Part II: Dose-Response Exercise		15		1/28/2018
Part III: Exposure Assessment Exercise		15		2/04/2018
Part IV: Risk Characterization		15		2/11/2018
PowerPoint Presentation of a topic of a short reflection paper (10 + 5 min Q&A)	1-3	15	3%	The day of the topic discussion
Mid Term Exam	1-9	100	20%	3/1/2018
Interview Briefing – discussion of a peer-reviewed article (15 min)	1-11	15	3%	See course schedule
Peer-reviewed article summary paper submission	1-11	15	3%	See course schedule
Briefing questions (3 topics by each student)	1-11	15	3%	See course schedule
Quizzes	1-11	40	8%	As needed
Final Exam	3-11	100	20%	5/3/2018
Class Participation	1-11	40	8%	Every class
Service-Learning Project (including reflection paper and presentation)	1-11	80	16%	4/22/2018
Total Points		500	100%	

The following point scale will be utilized in grading:

- A:** 450-to-500 points (90%-100%)
- B:** 400-to-449 points (80%-89%)
- C:** 350-to-399 points (70%-79%)
- D:** 300-to-349 points (60%-69%)

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.

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:

All written assignments will be checked for their originality using Turnitin® Similarity.

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 recommended for this class.

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 discipline 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 second 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. Please, inform the instructor about all anticipated absences due to the illness (doctor verification is required for the second and third medical absence), work or personal reasons, late arrivals or needs to leave the class early.

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.