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Fall 2019

ENVH 7233– Environmental Exposure and Impact Assessment

Atin Adhikari

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

ENVH 7233– Environmental Exposure and Impact Assessment
Fall 2019

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| <u>Instructor:</u> | Atin Adhikari, M.Sc., Ph.D. |
| <u>Office:</u> | Hendricks Hall, Room 2025 |
| <u>Phone:</u> | 912-478-2289 |
| <u>E-Mail Address:</u> | aadhikari@georgiasouthern.edu |
| <u>Office Hours:</u> | Tuesday: 9:30 AM – 12:30 PM Thursday: 9:30 AM – 12:30 PM Also by appointment |
| <u>Class Meets:</u> | Thursday 5:00 PM – 7:45 PM Building and room number: Information Technology Building, Room 2202 |

Course Catalog available at:
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: Prerequisite(s): A minimum grade of "C" in PUBH 6533 or PUBH 6541; and ENVH 7231 or ENVH 7232; or permission of instructor.

Catalog Description: Introduces students to appropriate design, implementation, and analysis of primary environmental exposures and how they are influenced by public health ethics, equity and disparities. Specific topics covered include designing risk profiles; evaluating dose-response relationships; assessing the contribution of public health ethics, equity and disparities to environmental exposures; and analyzing field exposures of toxins.

Required Textbooks: Nieuwenhuijsen, Mark J. *Exposure Assessment in Occupational and Environmental Epidemiology*. Oxford University Press, 2nd Edition, 2015, ISBN: 9780199378784.

Marriott, Betty Bowers. *Environmental Impact Assessment*. McGraw-Hill, 1997, Hardcover, 320 pages, ISBN 0-07-040410-0

Supplemental Texts: Richards, Ira S. *Principles and Practices of Toxicology in Public Health*. Jones and Bartlett Publishers, 2014, Softcover, 522 pages, ISBN-13: 978-1-4496-4526-7

Canter, L.W. *Environmental Impact Assessment*. McGraw-Hill, Inc. 2nd Edition, 1996, ISBN 0-07-009767-4

Armstrong, Susan J. and Richard G. Botzer. *Environmental Ethics: Divergence and Convergence*. McGraw Hill, 3rd Edition, 2004, Softcover, 624 pages, ISBN-13:9780072838459

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

CEPH MPH Competencies:

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Environmental Health Sciences Concentration Competencies:

At the completion of this program the student will 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 development, experimental design, and current research methodology, to the qualitative and quantitative measurement and analysis of environmental health hazards.
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. Apply current health risk assessment methods, utilized by federal, state, and local regulatory programs, and non-governmental guidelines and authorities directed toward management of environmental hazards and provide technical assistance and leadership to address the concerns of communities including environmental justice and equity.
5. Apply current research methodology for community based intervention studies, assessing exposure to environmental factors as well as for the identification, quantification, and understanding of potential adverse effects on human health and ecosystems that might result from complex exposure to environmental stressors.
6. Communicate environmental health hazards and associated health outcomes to community, stakeholders and professional audiences through oral and written communication and community-based intervention studies.

Performance-Based Objectives Linked to Course Activities: The numbers in parenthesis correspond to the competency numbers obtained from this course (from the list above) satisfied by the course learning objectives.

As a result of this course the student should be able to:

1. Apply the basic principles and tools of environmental risk assessment to identify the sources and fate of representative environmental hazards and impacts on communities upon exposure to adequate dose of the hazards (1, 2).
2. Analyze the effectiveness of principles of environmental hazard prevention as related to community concerns regarding environmental hazards (3, 5).
3. Analyze the effectiveness of principles of environmental hazard control as related to community concerns regarding environmental hazards (3, 5).
4. Analyze the effectiveness of tools of environmental hazard prevention as related to community concerns regarding environmental hazards (3, 5).
5. Evaluate the factors impacting the development of environmental policy (4).
6. Describe the impact of land use on healthy environments and behaviors (4).
7. Describe the integration of environmental health into land use planning and design (4).
8. Investigate environmental conditions that may affect a community's health status (5).
9. Analyze the effectiveness of tools of environmental hazard control as related to rural and urban community concerns regarding environmental hazards (5).
10. Provide technical assistance and leadership to address the concerns of communities (6).
11. Analyze the socio-economic and cultural factors that affect health problems influenced by environmental hazard exposure (6).

Assessment of Student Learning:

The student learning will be assessed through: (1) 10 homeworks, (2) 4 – 6 quizzes, (3) written examinations with multiple choice, short-term and essay type questions (Midterm and Final), (4) specific problem-based class presentations and group discussions, (5) presentation of a relevant research article on exposure assessment of a selected environmental pollutant for a large-scale epidemiological study, (6) presentation on potential environmental impacts from a selected project or development work in Georgia or adjacent states, and (7) submission of a DEIS (Draft Environmental Impact Assessment) report. There will be ten (10) Homework assignments will be posted after the lecture, in the corresponding week's Homework Assignment folder in Folio. Answers should be typed, in the student's own words, and submitted on Folio before the beginning of the next class (on Thursday, 5:00 PM). Detailed information will be posted in each assignment. In problem-based class presentations and discussions, students will be presented with a realistic situation or case study relevant for the class topic which incorporates the problem but does not provide solutions.

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Overview of the Content to be Covered During the Semester:

| Week/Class date | Topic | Readings | Assignment |
|------------------|---|--|--|
| 1 08/22/2019 | Welcome/Introduction Class organization and schedule; Introduction to Exposure Assessment | Syllabus Chapter 1 - Introduction to exposure assessment M.J. Nieuwenhuijsen | Acquire textbook |
| 3 08/29/2019 | Exposure Assessment: Indirect Methods | Chapter 2 – Questionnaires Chapters 3 and 4 - Modeling M.J. Nieuwenhuijsen | Homework assignment #1 Class presentation and group discussions # 1 Select a research article consulting with the instructor |
| 4 09/05/2019 | Exposure Assessment: Direct Methods | Chapter 5 – Personal monitoring Chapter 6 – Biological monitoring M.J. Nieuwenhuijsen | Quiz # 1 Homework assignment #2 |
| 5 09/12/2019 | Specific Exposure Assessment Methods and Case Studies: Air pollutants, water contaminants, and biological agents | Chapter 7 – Occupational exposure assessment Chapter 11 – Exposure assessment for biological agents Chapter 12: Exposure assessment of particulate matter and health Chapter 16: Exposure assessment of water contaminants M.J. Nieuwenhuijsen | Homework assignment # 3 Class presentation and group discussions # 2 |
| 5 09/19/2019 | Environmental & Ecological Exposure and Risk Assessment | Chapter 21 – Environmental & Ecological Risk Assessment Gochfeld & Burger (pdf) | Quiz # 2 Homework assignment # 4 Research article presentations |
| 6 09/26/2019 | Midterm Examination | Textbook, handouts and additional reference materials | Get ready for the Midterm Exam |
| 7 10/03/2019 | Introduction to Environmental Impact Assessment: Foundation; Environmental Documents and Processing; Scoping and Agency Coordination; and Alternatives | Chapters 1-4 – Environmental Impact Assessment: A Practical Guide Betty Bowers Marriott | Find your DEIS Class presentation and group discussions # 3 |
| 8 10/10/2019 | Impact Analysis: Land Use and Development | Chapter 5 Betty Bowers Marriott | Homework Assignment #5 Class presentation and group discussions # 4 |
| 9 10/17/2019 | Impact Analysis: Social and Neighborhood Effects; Economic Factors; Relocations; and Traffic and Transportation | Chapters 6-9 Betty Bowers Marriott | Quiz # 3 Homework Assignment #6 |
| 10 10/24/2019 | Impact Analysis: Historic and Archaeological Resources; and Visual Resources | Chapters 12-13 Betty Bowers Marriott | Homework Assignment #7 Class presentation and group discussions # 5 |
| 11 10/31/2019 | Impact Analysis: Air Quality; and Noise | Chapter 14-15 Betty Bowers Marriott | DEIS presentation (Group 1) |
| 12 11/07/2019 | Impact Analysis: Geology and Soils; and Water Resources | Chapters 16,18 Betty Bowers Marriott | DEIS presentation (Group 2) |
| 13 11/14/2019 | Impact Analysis: Floodplains and Coastal Areas; Wetlands; and Vegetation and Wildlife | Chapters 19-21 Betty Bowers Marriott | Homework Assignment #8 |

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|------------------|--|--|--|
| 15 11/21/2019 | Impact Analysis: Environmental Health and Public Safety & Comparative Evaluation | Chapter 17 & Chapter 22 Betty Bowers Marriott | Quiz # 4 Homework Assignment #9 Submit your final DEIS report |
| 14 11/28/2019 | Thanksgiving: no classes | | |
| 5 12/05/2019 | Environmental Ethics and Equity | Handouts; Guest lecture; Unnatural Causes or other relevant video | Homework assignment # 10 Class debate and discussion |
| 17 12/12/2019 | Final Examination | | |

Portfolio Inclusion:

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 sessions scheduled weekly. Each class will be a mixture of a lecture, discussions of the class topic and 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**. It is the student’s responsibility to read and understand all the course materials and complete necessary written homework assignments, quizzes, and exams in order to successfully complete the course.

Each student is expected to come prepared for the class by reading recommended materials; several unannounced quizzes will be administered during the semester at the beginning class and/or after the lecture and discussions to assess the level of student preparedness for the class and learning efficiency. Quiz points vary from 5 to 15 points.

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). Each module posted in Folio will consists of course notes, assignment instructions, and reading and supplemental materials related to the topic of the module. The lecture handouts will be posted after the class. 10% points will be deducted for all late submissions of assignments.

Required Course Work:

I. Discussion of a peer-reviewed research article.

During the first part of the semester each student (study group) will be presenting one peer-reviewed journal article relevant to the topic of the class discussion. The presentation can be done in the form of a round-table discussion or a power-point presentation. The role of the discussant is to inform their classmates about 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 discipline of environmental and/or occupational exposure assessment. The presenter 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 by Q&A session; each discussion leader 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. This assignment is worth 15 points.

II. Group discussions of specific topics related to environmental exposure assessment and environmental impact assessment:

The students are expected to actively participate in group discussions on specific topics related to environmental exposure assessment and environmental impact assessment (to be announced by the instructor in the Folio module discussion section or in the previous class) and responding their colleagues' presentations. At least two or more references (research articles or links of websites) should be cited to substantiate their presentations at the class.

III. DEIS analysis paper.

1. By September 29, 2018, find a Draft Environmental Impact Assessment (DEIS) of interest to you. Look for small or middle-size projects on a local scale (big projects require extended environmental impact assessment and the documents can be thousands of pages long). If you can't find one, please consult me so we can find a suitable DEIS that fits your interests and is not too long. Every student shall have a different DEIS.

2. During the second half of the semester, read the DEIS each week with particular attention to the Module topic highlighted that week. For example, Module 8 (Week 8) focuses on Land Use and Development. During the class meetings, I will ask you to discuss issues related to various topics which might be of particular interest to you and your classmates and pertinent to the evaluation stated in the specific DEIS you selected.

3. Each student (study group) will make a presentation/discussion of relevant topic from their DEIS to the class. The presentation shall adhere to the same recommendations as presentation of a peer-reviewed article described above. This graded presentation is worth 15 points.

4. To summarize your reading, you will each write a final paper discussing the strengths and weaknesses of the DEIS from the point of view of a staff member of an evaluating agency responding to a submitted DEIS, as a member of the public involved in the public hearing or as a subject matter expert who was requested to provide specific comments on the document as they relate to individual topics. Thus, it would be advantageous that you keep notes on each topic as you progress through the course so that they may be incorporated into your final paper.

5. The final paper analyzing the strengths and weaknesses of the DEIS you selected is due by 5 pm on November 30, 2018. A hard copy and electronic file must be submitted for evaluation. The instructions for preparing the paper, its length and formatting expectations, and grading rubrics will be provided.

Final Examination: Thursday, December 12, 2019, 5.00 - 7.45 pm, Building and room number: Information Technology Building, Room 2202. If you need special accommodations, please inform the instructor in advance.

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

| <i>Category</i> | <i>Learning Objectives</i> | <i>Points (total effort)</i> |
|--|----------------------------|------------------------------|
| Quizzes (4 - 6) | 1,5,6,7,9 | 60 (12%) |
| Homework Assignments (10) | 1,4,6,7,9 | 100 (20%) |
| Midterm Examination | 1,5,6 | 100 (20%) |
| Research article (1) and DEIS (1) presentations and discussions | 1-11 | 30 (15 each) (6%) |
| Strengths/Weakness DEIS Paper (1) | 1-11 | 50 (10%) |
| Environmental Ethics & Equity discussion (1) | 1-11 | 10 (2%) |
| Class presentations and discussions on specific topics related to environmental exposure and impact assessment (5) | 1-11 | 50 (10%) |
| Final Examination | 1,5,6,7,9 | 100 (20%) |

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.

All grades above will be included for calculating your final grade.

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.

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.

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.

3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Course Expectations

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude –at t least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously

disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism

According to the Academic Dishonesty Policy of Georgia Southern University, 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.

If you are accused of plagiarism by a JPHCOPH, 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 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."

Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:

<http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

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 ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date