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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 2021

<u>Instructor:</u>	Marina E. Ereemeeva, MD, PhD, ScD
<u>Office:</u>	Hendricks Hall, Room 2015
<u>Phone:</u>	912-478-0504
<u>E-Mail Address:</u>	meremeeva@georgiasouthern.edu (expect responses within 48 hr; no response on weekends)
<u>Office Hours:</u>	Monday 2:00 – 5:00 pm Wednesday 2:00 – 4:00 pm Also by appointment (to schedule: sending an email or use Google calendar)
<u>Class meets:</u>	Wednesdays – 5.00 pm – 7.45 pm Education Building, room 3162

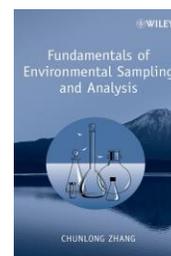
Course Catalog available at:
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: Standing MPH student matriculating in Environmental Health Sciences; other students submit signed JPH COPH Academic Course override form.

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

Access to course materials is available for up to one year after graduation.

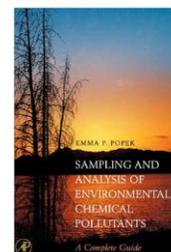
Catalog Description: This course introduces students to an overview of current and accepted field methods for environmental sampling and occupational exposure monitoring.



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. ISBN-13: 9780125615402
(You can also read the 2018 second edition of this book).

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.

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.

MPH Environmental Health Sciences Student Learning Outcomes (ENVH) - – revised version will be provided later during the course of the semester:

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.

Performance-Based Objectives Linked to Course Activities (Assessment 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 workflow 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.

Students may vary in their ability to achieve required 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.

ENVH7235: Overview of the Content to be Covered During the 2021 Fall Semester:

Week/Class date	Topics	Readings	Assignments
1 08/11/2021	Welcome. Course Overview & Introduction; Requirements & Expectations. Introduction to environmental data acquisition and data reliability.	Syllabus Zhang: Chapter 1 Popek: Chapter 1	Complete plagiarism recognition training and email certificate to the Instructor; Problems 1,3,6,7 (Chapter 1)
2 08/18/2021	Basics of environmental sampling plan design and analysis. Data quality indicators. Essentials of analytical and organic chemistry; common pollutants.	Zhang: Chapter 2 Popek: Chapter 1	Problems 2-5, 8 (Chapter 2)
3 8/25/2021	Sampling plan design and data quality objectives. Environmental statistics and sample parameters.	Zhang: Chapter 2 Popek: Chapter 2	Complete and submit case study calculations (HW3). Presentation by group 1
4 09/01/2021	Design of environmental sampling. Collecting representative samples. Environmental statistics and sample parameters	Zhang: Chapter 3 Popek: Chapter 2	Problems 17, 18, 19, 20 (Chapter 3). Presentation by group 2
5 09/08/2021	Design of environmental sampling. Sample number and frequency.	Zhang: Chapter 3 Popek: Chapter 2	Problems 15, 16 and 21 (Chapter 3). Presentation by group 3.
6 09/15/2021	Data quality objectives case study. Discussion of unfinished group presentations	Zhang: Chapter 3 Popek: Chapter 2	Presentation by group 4
7 09/22/2021	Environmental sampling techniques and plan implementation. QA and QC	Zhang: Chapter 4-5 Popek: Chapter 2	Problems 22, 23, 27, 28 (Chapter 5)
8 9/29/2021	MIDTERM EXAM	Textbook, handouts & lecture notes.	Individual meetings with Instructor. Review the calculations
9 10/06/2021	Exam result review Sediment and soil contaminant sampling	Zhang: Chapter 5 Popek: Chapter 2	Problems 6-12 (Chapter 4)
10 10/13/2021	Soil sampling field exercise – Class starts at 4 PM EST	Zhang: Chapter 4 Popek: Chapter 3	Submit soil sampling report
11 10/20/2021	Surface water and ground water contaminants and sampling. Field exercise – Class starts at 4 PM	Zhang: Chapter 4 Popek: Chapter 3	Problems 18, 19 and 20 (Chapter 4).
12 10/27/2021	Review of water sampling and analysis. Hazardous waste sampling and biological sampling	Zhang: Chapter 4 & 5 Popek: Chapter 2&3	Submit water sampling report
13 11/03/2021	Air and stack emission sampling. Field exercise – Class starts at 4 PM.	Zhang: Chapter 4 & 5 Popek: Chapter 3	Submit an outline and an abstract for your sampling plan (not graded/feedback)
14 11/10/2021	Air sampling result review. Overview of common laboratory techniques	Zhang: Chapter 6 Popek: Chapter 4	Submit air sampling report
15 11/17/2021	Data analysis and reporting. Data quality assessment.	Handouts Popek: Chapter 5	Submit a literature review for the sampling plan for a preliminary review and suggestions (not graded)
16 11/24/2021	Thanksgiving: no classes		Work on your final paper
17 12/01/2021	Exam review and consultation. Final Examination – take home	All recommended materials including textbook, handouts, assignments & class presentations	Individual meetings with Instructor. Review the calculations
18 12/08/2021	Presentations of the environmental sampling design plan	Prepare your presentation and final paper	Submit your final paper and PowerPoint

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/when permitted, field work and laboratory visit.

The course is divided into Weekly Learning Modules. Each learning module covers a topic of the class and is associated with a chapter(s) in your textbook(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 handouts will be posted before the class; supplementary materials will be posted after the class.

Each student is required to read all assigned reading materials, to practice exercises and be prepared to discuss the assigned readings during the class meetings. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each lecture experience.

Several unannounced quizzes will 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.

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 to successfully complete the course.

Portfolio Inclusion

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

General Expectations:

1. For every one-credit hour, you should expect to work roughly two-to-three hours outside the classroom each week. For example, for a three-credit hour course, during a regular fifteen-week semester, you should expect at least 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. Unless otherwise indicated as a group project, 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

Specific 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 the website: <http://class.georgiasouthern.edu/writingc/>.

All assignments must be turned in through Folio (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".

Basic knowledge of biostatistics is expected of all students to complete calculation assignments.

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 **30 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 Sunday 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, students are 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 an hour early (4 pm). **These are graded exercises which will be a**

part of your final grade for this course. Maximum grade for each report is 20 points. Depending the weather conditions all changes will be announced via e-mail before each event. It is a responsibility of each student to check his/her emails and be informed about the changes. In a case of a low enrolment field work may be replaced with in-class exercises and model discussions.

IV. Peer-reviewed research paper review and presentation

During the first part of the semester each group of 2 students 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 briefly 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 opinions 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 September 1, 2021, find a report of an environmental accident or catastrophe involving chemical or biological hazards of interest to you (you can use internet, newspaper, or radio sources as long as it is a real event with enough details to perform your plan design) 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 event (scenario), 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 first deliverable for this project is a short-written statement of intent (due on 9/01/2021, 10 points) and an oral introduction presentation of the event (9/15/2021, 10 points). There are several other due dates as listed in the content page and set in Folio. A hard copy and electronic submission of the final written plan of investigation, sampling and analysis is due at the end of the semester by 11 pm EST on December 8, 2021. The instructions for preparing your final report will be provided separately. Each group will present and defend their investigation plan during the class session on December 8, 2021. Final version of the PowerPoint must be submitted to Folio to receive full credits for this assignment. Final **oral presentation is worth 25 points and final paper is 75 points.**

VI. Quizzes, Mid-term 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 handwriting is legible, all pages are numbered and assembled in a correct order. If I can't read it, I can't grade it.

VII. Plagiarism Recognition Training. All students are required to complete plagiarism recognition training (<https://tedfrick.sitehost.iu.edu/plagiarism/>) and submit a copy of their certificate of completion to the instructor via e-mail. This is due on Sunday, August 15, 2021 by 10 pm EST. This is **required and graded assignment (25 points)**. One point will be deducted for each day beyond the due date.

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

<i>Category</i>	<i>Topics covered</i>	<i>Learning Objectives</i>	<i>Quantity</i>	<i>Points</i>	<i>Total</i>	<i>Effort</i>
Plagiarism Recognition Training Certificate	MPH ENVH SLO#6	5, 8	1	25	25	4%
Field exercise report	Ch. 4,5,6	3-6-8	3	15-20	55	9%
Homework Assignments	Ch. 1-6	1-to-6	7	10-20	105	18%
Quizzes	Ch. 1-6	1-to-8	5	10	50	8%
Midterm Examination	Ch. 1-3	1-to-5	1	100	100	17%
Article Discussion Presentations	Selected by students	6 & 8	1	15	15	3%
Introduction of the environmental investigation	Data quality objectives, data quality assessment and sampling plan	8	1	20	20	3%
Project Presentation		8	1	25	25	4%
Final Paper		8	1	75	75	13%
Class participation	All topics	1-to-8	14	30	30	5%
Final Examination	Ch. 1-6	1-to-8	1	100	100	17%
TOTAL					600	100

The following point scale will be utilized in grading:

540-to-600 points (90% and higher) A
 480-to-539 points (80-89%) B
 420-to-479 points (70-79%) C
 360-to-419 points (60%) D

A cumulative total of 359 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, accidents, weather inclement etc.), and/or if you need additional time to satisfactorily complete any course requirement, please, consult with the instructor in advance or 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.

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
- Discussion posts: within 72 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.

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

CLASS ETIQUETTE:

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class! 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 and should be kept in your bag. Offenders will be asked to leave.

Food and drinks

You can bring a bottle of water or soda; however, eating in class is not allowed. I understand that chewing gum sometimes help students keep focused and concentrate; however, do not chew with your mouth open or vigorously. Do not talk with a chewing gum in your mouth.

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; inform the instructor in advance if you will be late or absent, or if you must leave early. 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. Tardiness due to your research project or a meeting is not an excuse to be late.

Communications

If you have any questions related to the course submit your questions to Folio using “Questions to Professor” link. All personal questions, or inquiries about professional development or research opportunities should be sent to the instructor’s Georgia Southern e-mail. 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 48 hours; weekends and holidays may take longer.

Office Hours

I will be happy to meet with you and discuss any questions related to the course, professional development, or research opportunities. Please feel free talking 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.

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 Integrity and Misconduct

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 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.
- E. Self plagiarism – recycling your own work from other classes or other assignments.

To avoid any potential problem and learn more about plagiarism visit <https://tedfrick.sitehost.iu.edu/plagiarism/>, complete tutorials and take the quiz. Completion of this quiz is required for this class. All written assignments will be submitted to Folio using TurnItIn, an anti-

plagiarism software. 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.

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 as described below.

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.

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.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or rmdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

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 within 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 on a first day of the course. 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.

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.

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