Mel and Enid Zuckerman College of Public Health  
University of Arizona

SYLLABUS  
Fundamentals of Industrial and Environmental Health EHS 484/584  
Fall 2020

Time: Monday, 9-11:45am

Location: Drachman Hall, Room A120 & via zoom/D2L

Instructor(s) and Contact Information: Stephanie Griffin, Ph.D. CIH  
MEZCOPH/CEP  
Office: Drachman Hall, Room A241  
Phone: (520) 626-9363  
Email: scgriffin@email.arizona.edu

Instructor Availability: Wednesday, 11am-1pm. Or by appointment. Email reply within 72 hours.

Teaching Assistant: Isaac Roa  
Email: ijroa17@email.arizona.edu

TA Office Hours: By email appointment.

Catalog Description: This course introduces students to physical, chemical and biological hazards found in the environment and health risks associated with workplace and community exposure to them. Risks to special populations and mechanisms of reducing or controlling these risks are discussed.

Course Prerequisites: Undergraduates – advanced standing; Graduate students – none. For all students, it is recommended that you have taken a college level general chemistry class (at least at the Chem 103 level), introductory statistics (e.g., CPH 376), and algebra class (e.g., Math 112).

Course Objectives and Expected Learning Outcomes:  
During this course students will learn and apply the core industrial hygiene and environmental health activities including the anticipation, recognition, evaluation and control of exposures.

Council on Education for Public Health – Undergraduate Domains, Competencies, and Cross-Cutting Concepts: This course provides an overview of a broad range of public health topics.

Undergraduate Learning Domains  
The overall undergraduate curriculum introduces students to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease.
**Undergraduate Foundational Domains**

The following **public health domains** are addressed:

1. the basic concepts, methods and tools of public health data collection that are an essential part of public health practice
2. basic concepts of regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government

**Undergraduate Foundational Competencies**

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

1. the ability to communicate public health information, in both oral and written forms

**Undergraduate cross-cutting concepts and experiences**

The cross-cutting concepts addressed by this course include:

1. professionalism
2. research methods
3. teamwork and leadership

**Graduate student competencies:**

1. Upon completion of this course, **MPH students will be able to:**
   a. Recognize and classify the major types of chemical, physical and biological exposure agents capable of inducing disease in the public.
   b. Utilize basic strategies for evaluating or measuring exposure to chemical, physical and biological agents.
   c. Describe factors which influence the behavior of aerosols and their ultimate fate including deposition in the respiratory system.
   d. Utilize appropriate technical approaches for conducting environmental and industrial assessments.
   e. Utilize various sources of information to identify chemicals commonly employed in industry and their toxicity.
   f. Describe the base mechanism of toxicity and potential health effects and diseases caused by various chemical agents.
   g. Identify the steps involved in environmental and occupational health research.

2. Upon completion of the course, **MS students will be able to:**
   a. Demonstrate fundamental knowledge of the principles of environmental health sciences and be able to apply them.
   b. Demonstrate knowledge of local, federal and state regulatory programs.
   c. To identify barriers that impact project completion and communicate them effectively to the appropriate people.
   d. To develop critical thinking and evaluation skills.

3. Upon completion of the course, **PhD students will be able to:**
   a. To exhibit a comprehensive knowledge of the principles of environmental health sciences.
   b. To develop expertise in an environmental health science subspecialty.
   c. To select and utilize appropriate tools of Environmental Health Sciences (may include exposure science, risk assessment modeling, risk management, risk communication and others depending on the project).
   d. To develop effective written and oral communication skills with the public.

**Course Notes:** You are expected to take your own notes on the readings/videos/podcasts you will complete outside of class. It is also recommended that you take notes in class, during discussions and group activities. If
feasible, the results of discussions/activities will be posted on D2L following the class. Additional content or printed material may be distributed in class. These materials will be posted on the D2L site under the appropriate class date/subject heading.

**Required Texts or Readings:** The textbook for the course is OH Learning, “Basic Principles in Occupational Hygiene. February 2017” available on D2L. Graduate students have a recommended text, *Fundamentals of Industrial Hygiene 6th Ed.*, published by the National Safety Council. Other assigned readings will be provided as well, usually on D2L. Any required readings not on the syllabus will be announced and made available a week in advance.

**Required or Special Materials:** None

**Course Requirements:**

1) *Active learning* – This is not a lecture-based course. You will be expected to come to class prepared, having already read the assigned material (or watched any assigned videos or listened to any assigned podcasts), and with your homework or writing assignments completed, to the best of your ability. We will spend most of our in-class time engaged in discussions, doing activities and group work that will reinforce what you learned in the readings/videos/podcasts. If you are expecting to sit quietly in your chair and listen to me speak for 3 hours a week, you may find yourself frustrated and disappointed.

2) *Community* - Your fellow students will be relying on you to be prepared and not hold them back in their learning process. Your part of the bargain in this learning environment is to bring your best effort to this course. My part of the bargain is to provide you with interesting, inspiring and exciting learning opportunities, and to help create an environment that helps you reach your potential. Please consider dropping this course if you are not prepared to give it your best. If, however, you are ready to learn and engage with others in a very interesting subject, I believe you will find your experience in this course very rewarding.

3) *Perspective* – This course is designed to train industrial hygienists (IH) and environmental health (EH) professionals. While this might not describe you (yet!), you will use this perspective when completing assignments and during in class discussions.

4) *Time investment* – The “rule of thumb” for college courses is that students will spend 3-4 hours on course work for each hour of in-class instruction. We will meet for approximately 45 required hours. You will spend an additional 135 to 180 total hours of your own time preparing for class. That averages out to approximately 8 to 11 hours per week, outside of class.

You are expected to come to class prepared, respond to questions and participate in discussions, submit homework and assignments on time, take exams on the specified dates, and successfully complete any work given during scheduled classes. Changes and other information about the class will be mailed to your University of Arizona e-mail address through D2L.
### Grading Scale/Student Evaluation and Policies:

Final grades will be based on the following point system:

<table>
<thead>
<tr>
<th>Task</th>
<th>Potential Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading quizzes and in class reflections/participation x 12</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>“Get to Know a Worker” assignment</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>“The ME in EnvironMEntal Health” assignment</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Current Topics assignment</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>In-class Quizzes (x4, 7.5 points each)</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

| **Graduate students**                                                |                 |            |
| All of the above +                                                   | 100             | 80%        |
| Scientific article review                                           | 10              | 8%         |
| Quantitative IH assignment                                           | 15              | 12%        |
| **Total points**                                                     | 125             |            |

**Bonus (Built in to In-class quizzes, review of media content, etc.)** 10 10% for 484 8% for 584

A: >89.5%; B: 79.5-89.4%; C: 69.5-79.4%; D: 59.5-69.4%; F: <59.5%

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Undergraduate Points</th>
<th>Graduate Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
<td>89.5-100</td>
<td>&gt;112.5</td>
</tr>
<tr>
<td>B</td>
<td>80%-94%</td>
<td>79.5-89.4</td>
<td>99.5-112.4</td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
<td>69.5-79.4</td>
<td>87.5-99.4</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
<td>59.5-69.4</td>
<td>74.5-87.4</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 60%</td>
<td>&lt;59.5</td>
<td>&lt;74.5</td>
</tr>
</tbody>
</table>

All late assignments will be penalized 10% per day, beginning at the end of the class on the day the assignment is due. For example, if the assignment is due in class on a Monday, it will be marked down 10% if it is turned any time Monday after class. Please contact Dr. Griffin in advance if you know you will be absent to arrange for an alternative time to turn in the assignment. Exams must be completed during the specified time. There will be no make-up exams.

Academic misconduct (i.e., cheating, plagiarism) will be penalized with a grade of zero points for the assignment.

Requests for Incompletes (I) and Withdrawals (W) must be made in accordance with University policies. University policy regarding grades and grading systems is available at: [http://catalog.arizona.edu/policy-type/grade-policies](http://catalog.arizona.edu/policy-type/grade-policies)

**400/500 Co-Convened Courses:** Students enrolled in 584 will be expected to be more analytical in their assignments and to think more critically about the questions, beyond what has been presented in class. Additionally, 584 students will locate and complete a review of a scientific paper related to the “Current Topics”
paper. Students in 584 will be expected to be able to apply the information they learn in class and in readings to different situations.

**Required examinations, papers and projects:** Required assignments are outlined above and in the course calendar below. **Dates for in-class quizzes specified below.**

**Required examinations, papers and projects:** Specify the number of quizzes, examinations and papers. Identify the date and time of the final exam (or project due date), with links to the Final exam regulations: [http://www.registrar.arizona.edu/staff/courses/final-exams?audience=staff&cat1=10](http://www.registrar.arizona.edu/staff/courses/final-exams?audience=staff&cat1=10)

<table>
<thead>
<tr>
<th>Assessment Methods (#)</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading quizzes and in-class reflection/participation</td>
<td>Before each class period starting Aug 31, ending Nov 23</td>
<td>12 x 2.5 each, total of 30 points</td>
</tr>
<tr>
<td>“Get to Know a Worker” assignment</td>
<td>Oct 26</td>
<td>10</td>
</tr>
<tr>
<td>The ME in EnvironMENtal Health</td>
<td>Nov 2</td>
<td>10</td>
</tr>
<tr>
<td>Current Topics Paper and Presentation</td>
<td>Dec 7</td>
<td>10</td>
</tr>
<tr>
<td>In class quizzes</td>
<td>Sept 21, Oct 12, Nov 9, Nov 23</td>
<td>4 x 7.5 each, total of 30 points</td>
</tr>
<tr>
<td>Scientific article review (584 only)</td>
<td>Dec 7</td>
<td>10</td>
</tr>
<tr>
<td>Quantitative IH assignment (584 only)</td>
<td>Dec 7</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam – delivered via D2L</td>
<td>Dec 14</td>
<td>10</td>
</tr>
</tbody>
</table>

Note: The University’s Final Exam regulations can be found here: [http://www.registrar.arizona.edu/staff/courses/final-exams?audience=staff&cat1=10](http://www.registrar.arizona.edu/staff/courses/final-exams?audience=staff&cat1=10)

**Description of each Assessment and Competencies Covered by the Assessment**

“**Reading quizzes and in-class reflection/participation**”
A total of 12 “Reading quizzes” will be delivered via D2L and must be completed prior to the start of class (9am on Mondays). The guidelines are presented here. The due dates are noted on the course schedule below with an “RQ”. Students are expected to complete the assigned readings (watch the assigned video or listen to the assigned podcast) and submit the RQ in the course D2L site prior to class. The quizzes will be short (<10 multiple choice questions) worth 1.5 points each toward your final grade.

For 0.5 points per quiz, you will search for an article in the scientific literature that is related to your assigned reading. **You are also expected to have an electronic copy OR hard copy of this article with you for class.** You will read this article and come prepared to discuss the assigned reading and the article you found in class. The assigned readings, along with the reading quizzes and scientific articles, will be used to inform group discussions and activities.

Students will be selected randomly at the start of each class; these students will be asked to provide feedback on the assigned reading and/or their scientific article. If you are not prepared to share your response, you will not receive credit for the 0.5 points for the article. Obviously if, upon review, we discover your article does not apply to the assigned material you will not receive credit.
At the end of each class, you will be presented with a final “reflection question” that will integrate the assigned reading with our in class activity. The grade for this reflection question (0.5 points) will be part of your grade for the Reading Reflection and will be used to take attendance.

Each Reading Quiz and in-class participation is worth 2.5 points for a total of 30 points over the semester.

Here is the important part: **IF YOU FAIL TO COMPLETE THREE OR MORE (AND/OR RECEIVE A SCORE OF LESS THAN 1.5/2.5 POINTS) FOR THE READING QUIZ/ARTICLE/REFLECTION QUESTION YOU WILL RECEIVE 0/30 – ZERO POINTS TOWARD YOUR FINAL GRADE! – FOR THE READING REFLECTIONS. THAT’S 30% OF YOUR GRADE (484) (24% FOR 584 STUDENTS).** For undergrads, this means the best grade you can receive for this course in this scenario is a “C”. Please take this seriously.

**Sample questions for the in-class participation questions:**
1) Did you have an opinion about this issue before this reading? Has the opinion changed?
2) What did you find most interesting, and why?
3) How is this relevant to your life, or the life of others close to you (e.g., family, friends)?
4) How would you use this information as an IH or EH professional to protect the health and safety of workers or the public?
5) What would you like to explore further related to this topic?
6) Create a possible exam question related to the assigned material.

The reading quizzes and in-class reflection/participation cover the following Graduate competencies above: 1a-f; 2a; 3 a-c.

**“Get to Know a Worker” assignment.** You will interview a worker and write a description of their work, their workplace exposures, and respond to some reflection questions. You will share your findings with your group in class. The guidelines are provided on D2L. The written assignment and in-class work are both due October 28. This assignment covers the following Graduate competencies above: 1a, e and f; 2a, c and d; 3d.

**The ME in EnvironMEntal Health assignment.** You will conduct an indirect exposure assessment using self-reported diet and activity logs. The guidelines are provided on D2L. The diet and activity logs are due in class Nov 4 and the completed assignment will be due at the end of class on Nov 4. This assignment covers competencies: This assignment covers the following Graduate competencies above: 1b; 2a and d; 3 a, b and c.

**Current Topics assignment.** You will find an article in the lay media (newspaper, online publication, etc.) related to environmental and/or occupational health. You will prepare a summary of the article and respond to a series of reflection questions. The guidelines are provided on D2L. The assignment is due December 9. This assignment covers the following Graduate competencies above: 1a, e; 2 a, d; 3 a.

**Scientific article review (584 only).** Graduate students will find a scientific article related to the lay-media item they select for the Current Topics assignment and compare/contrast the presentation of information in the two. The guidelines are provided on D2L at the end of the Current Topics assignment. The assignment is due December 9. This assignment covers the following Graduate competencies above: 1g, 2d, 3a and d.

**In class quizzes.** You will complete quizzes in class on material covered in the readings and in lecture. The quizzes are scheduled for Sept 21, Oct 12, Nov 9, and Nov 23. Guidelines will be presented at the time of quiz delivery. These quizzes cover the following Graduate competencies above: 1a-f; 2a and d; 3a-c.
Quantitative IH assignment (584 only). Graduate students will complete calculations related to air exposure assessment data. This assignment is due December 9 and covers the following Graduate competencies above: 1d; 2a and d; 3a, b and c.

Final Exam – delivered via D2L. This multiple choice exam will be comprehensive and will cover materials from readings, lectures and in-class assignments/discussions. The exam will be delivered via D2L and must be completed by Dec 13. This exam covers the Graduate competencies above: 1a-g; 2a and d; 3a, b and c.

Khan Academy review of basic science topics:
Students will utilize the links below to complete a review of several fundamental math and science topics related to IH and EH, using the Khan Academy website. We will not be covering this material in class but you are expected to be comfortable with these topics. The deadline for this review is Monday, September 10. Here is the description from their website (https://www.khanacademy.org/about):

A personalized learning resource for all ages.
Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We tackle math, science, computer programming, history, art history, economics, and more. Our math missions guide learners from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps. We’ve also partnered with institutions like NASA, The Museum of Modern Art, The California Academy of Sciences, and MIT to offer specialized content.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Figures</td>
<td><a href="https://www.khanacademy.org/math/arithmetic-home/arith-review-decimals/arithmetic-significant-figures-tutorial/v/significant-figures">https://www.khanacademy.org/math/arithmetic-home/arith-review-decimals/arithmetic-significant-figures-tutorial/v/significant-figures</a> 4 videos, or skip to skill assessment</td>
</tr>
<tr>
<td>Mole and Avogadro’s number</td>
<td><a href="https://www.khanacademy.org/science/health-and-medicine/lab-values/v/the-mole-and-avogadro-s-number">https://www.khanacademy.org/science/health-and-medicine/lab-values/v/the-mole-and-avogadro-s-number</a></td>
</tr>
</tbody>
</table>
| Ideal gas and the ideal gas law, Boltzmann’s constant (R) (four values), concentration of a gas and molar volume | https://www.khanacademy.org/test-prep/mcat/physical-sciences-practice/physical-sciences-practice-tut/e/gas-phase---passage-2 (read the lesson and answer the question)  
https://www.khanacademy.org/science/physics/thermodynamics (complete the 6 videos under “Temperature, kinetic theory and the ideal gas law”) |
| Density and specific gravity                            | https://www.khanacademy.org/science/physics/fluids/density-and-pressure (5 videos) |

Required extracurricular activities: None. Attendance in the HAZWOPER training sessions is optional.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>“Readings”</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31</td>
<td>Human Physiology Intro to Toxicology Hazardous Substances/Processes Air sampling “basics” packet (Live online for everyone – no in person)</td>
<td>OH Learning Student Manual – Chapters 2, 3 &amp; 4</td>
<td>Basic math and science review – Khan Academy RQ1</td>
</tr>
<tr>
<td>September 7</td>
<td>Labor Day – No class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 14</td>
<td>Chemical Hazards Recognition and Assessment Air sampling “basics” packet</td>
<td>OH Learning Student Manual – Chapters 5 &amp; 6</td>
<td>RQ2</td>
</tr>
<tr>
<td>September 21</td>
<td>Chemical Hazards Recognition and Assessment, Cont. Air sampling “basics” packet</td>
<td>OH Learning Student Manual – Chapters 5 &amp; 6</td>
<td>RQ3 In-class Quiz 1</td>
</tr>
<tr>
<td>September 28</td>
<td>Hazard Evaluation Hazard controls Air sampling “basics” packet</td>
<td>OH Learning Student Manual – Chapters 7, 9 &amp; 10</td>
<td>RQ4</td>
</tr>
<tr>
<td>October 5</td>
<td>Air sampling “basics” packet – complete</td>
<td>OH Learning Student Manual – Chapter 11 Deadly Dust video, <a href="https://www.youtube.com/watch?v=DndAO32Bdvw">https://www.youtube.com/watch?v=DndAO32Bdvw</a></td>
<td>RQ5</td>
</tr>
<tr>
<td>October 12</td>
<td>Exposure Modeling CH1 – Why Model - IAQ 1 (D2L) CH2 – IA Systems - IAQ 2 (D2L) CH5 – Box models - IAQ 3 (D2L)</td>
<td><a href="https://www.youtube.com/watch?v=DndAO32Bdvw">https://www.youtube.com/watch?v=DndAO32Bdvw</a></td>
<td>RQ6 In-class Quiz 2</td>
</tr>
<tr>
<td>October 19</td>
<td>Intro to the Physical Hazards</td>
<td>OH Learning Student Manual – Chapters 13-18</td>
<td>RQ7</td>
</tr>
<tr>
<td>October 23</td>
<td>Optional: HAZWOPER Part 1 Either in person (Drachman Hall A116) or via zoom 8am-3pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 26</td>
<td>OS&amp;H regulations</td>
<td>Review OH Learning Student Manual – Chapter 7 TLV Development article (on D2L) Public Integrity article: <a href="http://www.publicintegrity.org/2015/07/06/17558/after-44-years-halting-progress-workplace-disease">http://www.publicintegrity.org/2015/07/06/17558/after-44-years-halting-progress-workplace-disease</a></td>
<td>RQ8 “Get to know a worker” assignment</td>
</tr>
<tr>
<td>October 30</td>
<td>Optional: HAZWOPER Part 2 Either in person (Drachman Hall A116) or via zoom 8am-3pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
<td>RQ</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>November 2</td>
<td>Indirect Exposure Assessment</td>
<td>Klepeis (1999) and Wallace (1997) (both on D2L)</td>
<td>RQ9</td>
</tr>
<tr>
<td>November 9</td>
<td>Dermal (Shannon Newton)</td>
<td>Occupational Skin Disease video, <a href="https://www.youtube.com/watch?v=66zMbGOHTKE">https://www.youtube.com/watch?v=66zMbGOHTKE</a> Giant Hogweed Video (on D2L) OH Learning Student Manual – Chapter 12</td>
<td>RQ10</td>
</tr>
<tr>
<td>November 11</td>
<td>Veteran’s Day – No office hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 16</td>
<td>Biological Hazards Monitoring (Shannon Newton)</td>
<td>OH Learning Student Manual – Chapter 8</td>
<td>RQ11</td>
</tr>
<tr>
<td>November 23</td>
<td>Multi-media/multi-pathway exposure assessment and Toxicology (Shannon Newton)</td>
<td>Review OH Learning Student Manual – Chapter 3 Plog Chapter 6 (on D2L) Risk Assessment Chapter 4 (on D2L)</td>
<td>RQ12</td>
</tr>
<tr>
<td>November 30</td>
<td>Current Topics presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 7</td>
<td>Final Exam Prep; Course wrap-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
References: Several of the assignments require you to use references. Wikipedia is an acceptable “first look” resource but for written assignments, do not use Wikipedia as a primary source. You must go deeper, preferably using The University of Arizona library resources.

Due Dates for assignments and Exam Dates are designated on the syllabus. Do not rely on dropbox dates and times. These are sometimes inaccurate.

Absence and Class Attendance/Participation: Students are expected to attend every class meeting and participate in class discussions and activities. Attendance will be taken using the in-class Reflection Questions (see above) which are graded. The instructor may call on people by name (you can always volunteer and end the suspense). Students will participate in small group discussions on a regular basis.

The UA’s policy concerning class attendance, participation, and administrative drops is available at: http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored, http://deanofstudents.arizona.edu/

Communications: You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

Accessibility and Accommodations: At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/students.

Code of Academic Integrity: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Classroom Behavior: Computers, tablets, cell phones, etc. use will be permitted during class for the purposes of locating information for discussions and activities when appropriate (the instructor will tell you when), provided the technology is being used to aid in the learning process. Use for entertainment or unrelated activities (email, games, social media, Youtube, TV/movies, etc.) is prohibited during class time. Appropriate use will be passively monitored by the instructor and TA. This policy is subject to revision if the technology privilege is consistently misused. Please turn your cell phone on vibrate or silent mode to avoid unnecessary interruption.

Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting

Revised Aug 2020
**Threatening Behavior Policy:** The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)

**Nondiscrimination and Anti-harassment Policy:** The University of Arizona is committed to creating and maintaining an environment free of discrimination, [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)

**UA Smoking and Tobacco Policy:** The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on campuses and in its vehicles. The official policy can be found at: [http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy](http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy)

**Syllabus Changes:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

**Grievance Policy:** Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at: [http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy](http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy).

**Grade Appeal Policy:** [http://catalog.arizona.edu/2015-16/policies/gradappeal.htm](http://catalog.arizona.edu/2015-16/policies/gradappeal.htm)

**University Course Policies:** (please see the following URL): [https://academicaffairs.arizona.edu/syllabus-policies](https://academicaffairs.arizona.edu/syllabus-policies)

**Plagiarism:** What counts as plagiarism?
- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

**MEZCOPH Committee on Inclusion and Equity - Optional Syllabus Language**

**Gender Pronoun Guideline**
It is recommended that instructors address, in one way or another, pronoun usage in their classroom, and that this be done the first day of class. It can be done in a fashion each instructor prefers, but for many, the following statement could work:
“It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.”

The application of this guideline in all instructional settings involving group interactions is strongly encouraged, but the means of carrying it out are left to each faculty member.

**Pandemic information**

- **This class is scheduled to be taught in the FLEX IN-PERSON modality.**

- **Meeting times for remote teaching:** We will be meeting remotely until the University notifies us that in-person meetings may commence. During this period, we will meet during our regularly scheduled class time by Zoom to do lecture and small group activities.

- **Meeting times and patterns for in-person teaching:** When the COVID-19 situation permits teaching on campus, Blue Team and Red Team will alternate weeks for face-to-face instruction. Our in-class meetings will give us the opportunity to expand on our group discussions and get to know one another better. In addition, you will complete group activities per the course calendar on your own time to accomplish the course learning objectives.
  - The D2L Announcements will contain a note prior to the first class describing how you will know if you are a Blue Team or a Red Team member. For the meeting days when your group is NOT in class, you will participate via zoom or D2L, as directed before start of class.

- **Face coverings are required in our classroom:** Per U Arizona’s Administrative Directive, face coverings that cover the nose, mouth, and chin are required to be worn in all learning spaces at the University of Arizona (e.g., in classrooms, laboratories and studios). Any student who violates this directive will be asked to immediately leave the learning space, and will be allowed to return only when they are wearing a face covering. Subsequent episodes of noncompliance will result in a Student Code of Conduct complaint being filed with the Dean of Students Office, which may result in sanctions being applied. The student will not be able to return to the learning space until the matter is resolved.

- **Physical distancing is required in our classroom:** During our in-person class meetings, we will respect CDC guidelines, including restricted seating to increase physical distancing and appropriately-worn face coverings. Per U Arizona’s Administrative Directive, face coverings that cover the nose, mouth, and chin are required to be worn in all learning spaces at the University of Arizona (e.g., in classrooms, laboratories and studios). Any student who violates this directive will be asked to immediately leave the learning space, and will be allowed to return only when they are wearing a face covering. Subsequent episodes of noncompliance will result in a Student Code of Conduct complaint being filed with the Dean of Students Office, which may result in sanctions being applied. The student will not be able to return to the learning space until the matter is resolved.
  - The Disability Resource Center is available to explore face coverings and accessibility considerations if you believe that your disability or medical condition precludes you from utilizing any face covering or mask option. DRC will explore the range of potential options as well as remote course offerings. Should DRC determine an accommodation to this directive is reasonable, DRC will communicate this accommodation with your instructor.

- **Classroom attendance:**
  - If you feel sick, or may have been in contact with someone who is infectious, stay home. Except for seeking medical care, avoid contact with others and do not travel.
  - Notify your instructor(s) if you will be missing an in person or online course.
  - Campus Health is testing for COVID-19. Please call (520) 621-9202 before you visit in person.
  - Visit the U Arizona COVID-19 page for regular updates.

Revised Aug 2020
● **Academic advising:** If you have questions about your academic progress this semester, or your chosen degree program, please note that advisors at the Advising Resource Center can guide you toward university resources to help you succeed.

● **Life challenges:** If you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office can be reached at 520-621-2057 or DOS-deanofstudents@email.arizona.edu.

● **Physical and mental-health challenges:** If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call (520-621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334.

● **Exams:** Exams and quizzes are delivered by D2L.

● **Equipment and software requirements:** For this class you will need daily access to the following hardware: laptop or web-enabled device with webcam and microphone; regular access to reliable internet signal; ability to download and run the following software: web browser, Adobe Acrobat, Microsoft applications.

● **Staying current:** You are required to meet all the expectations and deadlines laid out in this syllabus.

● **Remain flexible:** If pandemic conditions warrant, the University may require that we return to remote operations. If that is the case, we will notify you by D2L and email.

● **Remote / online only after Thanksgiving:** After the Thanksgiving holiday, we are scheduled to move to remote teaching. That means that we will meet via zoom for lecture and group work during our scheduled class time.

● **Class Recordings:**
  ○ If course recordings are made, I will notify students, and work with you if you do not wish to be identified by name.
  ○ For lecture recordings, which are used at the discretion of the instructor, students must access content in D2L only. Students may not modify content or re-use content for any purpose other than personal educational reasons. All recordings are subject to government and university regulations. Therefore, students accessing unauthorized recordings or using them in a manner inconsistent with UArizona values and educational policies are subject to suspension or civil action.