

Cover Sheet: Request 13872

HSC4XXX Environmental Toxicology Applications in Public Health

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	4/18/2019 1:14:04 PM
Updated	4/18/2019 3:02:57 PM
Description of request	Environmental toxicology examines exposure to chemical, biological, and physical agents and associated health effects in humans and wildlife. The course covers environmental fate of chemicals, routes of exposure, mechanisms of toxicity, and approaches that are commonly used by public health officials when dealing with toxicants.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHP - Environmental and Global Health 313316000	Victoria Houghton		4/18/2019
PHC 4XXX Environmental Toxicology Applications in Public Health Syllabus Final.docx					4/18/2019
College	Approved	PHP - College of Public Health and Health Professions	Stephanie Hanson		4/18/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/18/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13872

Info

Request: HSC4XXX Environmental Toxicology Applications in Public Health

Description of request: Environmental toxicology examines exposure to chemical, biological, and physical agents and associated health effects in humans and wildlife. The course covers environmental fate of chemicals, routes of exposure, mechanisms of toxicity, and approaches that are commonly used by public health officials when dealing with toxicants.

Submitter: Candice Vogtle cvogtle@ufl.edu

Created: 4/18/2019 1:02:29 PM

Form version: 1

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

HSC

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

4

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Advanced

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Environmental Toxicology Applications in Public Health

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Env Tox App Pub Hlth

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
Yes

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:
Environmental toxicology is considered to be an essential topic for environmental health professionals. Once the proposed course, PHC6XXX: Environmental Toxicology Applications in Public Health, is approved it will be added as a core requirement for all environmental health and one health degree programs in EGH (MPH, MHS, PhD) however, it will also be available as an

elective for undergraduates in PPHP as well as other colleges. The course will be co-listed as a tiered course with additional learning objectives and associated assignments for the graduate level version that promote deeper levels of learning which include critiques responses to environmental toxicology disasters and analyzing fate and effects data from case studies to determine.

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the

UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- *Regularly Scheduled [base hr]*
- *Thesis/Dissertation Supervision [1.0 headcount hr]*
- *Directed Individual Studies [0.5 headcount hr]*
- *Supervision of Student Interns [0.8 headcount hr]*
- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

Environmental toxicology examines exposure to chemical, biological, and physical agents and associated health effects in humans and wildlife. The course covers environmental fate of chemicals, routes of exposure, mechanisms of toxicity, and approaches that are commonly used by public health officials when dealing with toxicants.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:

BSC 2005 or BSC 2010 required
CHM2045 preferred but not required

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
None

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
Environmental toxicology is an essential topic for all environmental health professionals. The BPH curriculum introduces toxicology as a core discipline within environmental health in our PHC4320: Environmental Health Concepts. PHC4XXX: Environmental Toxicology Applications in Public Health is offered as an elective to undergraduate students who wish to pursue the subject of toxicology on a deeper level.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Upon completion of this course, students will be able to:

1. Describe the role of toxicologists in public health, methods used to quantify toxicity, regulations that govern toxic substances, and assessment of risks posed by exposure to toxicants
2. Differentiate the properties of chemicals, biological toxins, and physical agents that influence fate and toxicity in humans, animals, and the environment
3. Defend the use of common environmental toxicology applications in the practice of public health disciplines
4. Identify current toxicological issues in society and discuss these issues with a lay audience.

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:
Principles and Practice of Toxicology in Public Health, 2nd edition
Ira Steven Richards and Marie Bourgeois, Jones & Bartlett Learning, 2014 ISBN 978-1-4496-4526-7

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week	Topic(s)	Readings
1	Introduction and History of Toxicology	Chapter 1
2	What Makes a Chemical Toxic	Chapters 2-4
3	Environmental Fate of Chemicals in Water	Chapter 5
4	Environmental Fate of Chemicals in Soil/Sediment	None
5	Environmental Fate of Chemicals in Air	None
6	Understanding Relationships Between Exposure and Effects	Chapter 6
7	Exposure Dynamics	Chapters 8-9
8	Organ Specific Toxicity	Chapters 12-18
9	Mid-Term Exam	None
10	The Role of Toxicologists in Public Health	Chapters 19 and 23
11	Laws and Regulations Governing Toxicants	Chapter 20
12	Toxicity Testing Techniques	Chapter 21
13	Thanksgiving (No Class)	None
14	Epidemiological Approaches to Toxicants	Chapter 18
15	Informed Decision Making and Public Safety	Chapters 24-25
16	Product Safety Communication and Acute Toxicity Responses	Chapters 22-23

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

Response:

<https://elearning.ufl.edu/>
<http://helpdesk.ufl.edu/>
<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>
<https://evaluations.ufl.edu/>
<https://evaluations.ufl.edu/results/>
<http://www.counseling.ufl.edu/>
<http://www.umatter.ufl.edu/>
<https://shcc.ufl.edu/>
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Requirement	Points
Written Assignments = 4 @ 50 points	200
Discussion posts = 150 points total	150

Current Event Presentation = 1 @ 100 points 100
Midterm Exam = 1 @ 200 points 200
Final Exam = 1 @ 200 points 200
TOTAL 850

Percentage of Points Earned	Points Earned	Letter Grade
93-100%	850-787	A
90-92%	786-761	A-
87-89%	760-740	B+
83-86%	739-706	B
80-82%	706-680	B-
77-79%	679-655	C+
73-76%	655-621	C
70-72%	620-595	C-
67-69%	594-570	D+
63-66%	569-534	D
60-62%	533-510	D-
Below 60%	Below 510	E

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Joseph H. Bisesi Jr, PhD

University of Florida
College of Public Health & Health Professions Syllabus
HSC 4XXX: Environmental Toxicology Applications in Public Health (3 credit hours)

Fall: 2018

Delivery Format: On-Campus

Location: HPNP Room G-112

Time: 5:10 pm- 7:10 pm

Instructor Name: Joseph H. Bisesi Jr, PhD
Phone Number: 352-294-4703
Email Address: jbisesi@php.ufl.edu
Office Location: Center for Environmental and Human Toxicology (Building 471/470) Room 105
Office Hours: Wednesdays 8:30-9:30 am

Teaching Assistant: TBD
Email Address: TBD

Preferred Course Communications: The “Inbox” in Canvas will be used for all email correspondence. Instructors and TAs will not be responsible for emails sent their “UFL” email addresses

Prerequisites

BSC 2005 or BSC 2010 required

CHM2045 preferred but not required

PURPOSE AND OUTCOME

Course Overview

Environmental toxicology examines exposure to chemical, biological, and physical agents and associated health effects in humans and wildlife. The course covers environmental fate of chemicals, routes of exposure, mechanisms of toxicity, and approaches that are commonly used by public health officials when dealing with toxicants.

Course Objectives and/or Goals

Upon completion of this course, students will be able to:

1. Describe the role of toxicologists in public health, methods used to quantify toxicity, regulations that govern toxic substances, and assessment of risks posed by exposure to toxicants
2. Differentiate the properties of chemicals, biological toxins, and physical agents that influence fate and toxicity in humans, animals, and the environment
3. Defend the use of common environmental toxicology applications in the practice of public health disciplines
4. Identify current toxicological issues in society and discuss these issues with a lay audience.

Relation to Program and Learning Outcomes

Competencies primarily gained in this course

1. Understanding of effects of toxic substances on humans and the environment

2. Diagnose and investigate health problems and assess risks using a community-centered framework
3. Inform, educate, and empower people about the potential hazards of toxic substances to environmental and human health
4. Understand laws and regulations that protect health and ensure safety
5. Communicate effectively with constituencies in oral and written forms

Competencies reinforced in this course

1. Recognition of the role of environmental sciences in the health of populations
2. Develop policies and plans that support individual, community, and population health
3. Conduct research for new insights and innovative solutions to health problems

Instructional Methods

1. Lectures: Students are responsible for all the material presented. This will be the main source of content in this course.
2. Readings: There are required readings each week. In addition to the required text, supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course.
3. Student Presentations: Students will present on current events.
4. Assessments: The primary assessments will be written assignments, a presentation, and a mid-term and final examination.

What is expected of you?

You are expected to watch weekly lectures and complete all readings, assignments, and exams. Additionally, you are expected to actively engage in the course throughout the semester. Your participation fosters a rich experience for you and your peers that facilitate overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

This course is taught as a series of modules, each covering one specific aspect of environmental toxicology. Each module may contain lectures, external links, videos, discussions and required readings as well as assignments. You are responsible for all course content regardless of the format. The topical Outline/Course Schedule below details the dates of content modules and assignments. Debates and Exams are also listed.

Course Materials and Technology:

Text book (Required):

Principles and Practice of Toxicology in Public Health, *2nd edition*

Ira Steven Richards and Marie Bourgeois, Jones & Bartlett Learning, 2014 ISBN 978-1-4496-4526-7

e-Learning in Canvas site:

There will be an online site for this course in Canvas, the learning management system supported by the University. Log in at <https://elearning.ufl.edu/> and go to course site for HSC4XXX: Environmental Toxicology Applications in Public Health, Fall XXXX

Here, I will post the syllabus, lecture slides, assignments and allow for communication between the students and course instructors. You will also turn in assignments through this site. Once the course begins, all communication will take place through the e-Learning in Canvas site. This includes all emails. This will eliminate any issues with students not getting emails due to connection problems. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and course modifications.

Getting Started

1. Visit <http://elearning.ufl.edu> and login to e-Learning in Canvas using your Gatorlink ID and password.
2. Find our course website. It will be listed as HSC4XXX: Environmental Toxicology Applications in Public Health, Fall XXXX
3. Complete the “Getting Started” Module under the Modules Tool (left menu). This will prompt you to download and review the syllabus, review the materials on plagiarism, and complete the syllabus quiz.

The remainder of the course materials will be locked and unavailable to you until you have completed the “Getting Started” Module. You MUST earn a 100% score on the quiz in this module for the course materials to open in the course site. If you do not receive a 100% score, please review the feedback on your quiz attempt and retake as soon as possible. This is an important element to insure that all students are aware of the curriculum requirements for this course. If you have ANY difficulty with this quiz, please send an email in the course to using the Canvas “Inbox” as soon as possible.

For technical support related to course materials and links, please contact me and the online course coordinator.

For technical support for this e-Learning in Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <http://helpdesk.ufl.edu/>

Topical Outline:

Week	Date(s)	Topic(s)	Readings
Section I: Introduction to Environmental Policy and Enforcement			
1	8/20/2019	Introduction and History of Toxicology	Chapter 1
2	8/27/2019	What Makes a Chemical Toxic	Chapters 2-4
Section II: Environmental Fate of Toxicants			
3	9/3/2019	Environmental Fate of Chemicals in Water	Chapter 5
4	9/10/2019	Environmental Fate of Chemicals in Soil/Sediment	None
5	9/17/2019	Environmental Fate of Chemicals in Air	None
Section III: Exposure and Response			
6	9/24/2019	Understanding Relationships Between Exposure and Effects	Chapter 6
7	10/1/2019	Exposure Dynamics	Chapters 8-9
8	10/8/2019	Organ Specific Toxicity	Chapters 12-18
9	10/15/2019	Mid-Term Exam	None
Section IV: Environmental Toxicology Applications in Public Health			
10	10/22/2019	The Role of Toxicologists in Public Health	Chapters 19 and 23
11	10/29/2019	Laws and Regulations Governing Toxicants	Chapter 20
12	11/5/2019	Toxicity Testing Techniques	Chapter 21
13	11/12/2019	Thanksgiving (No Class)	None
14	11/19/2019	Epidemiological Approaches to Toxicants	Chapter 18
15	11/26/2019	Informed Decision Making and Public Safety	Chapters 24-25
16	12/3/2019	Product Safety Communication and Acute Toxicity Responses	Chapters 22-23

ACADEMIC REQUIREMENTS AND GRADING**General information**

Assignments are to be turned in as a Word document or PowerPoint file as directed, unless otherwise indicated. They will be returned to you with comments. If you have unexpected issues with Canvas, you may email the assignment to the course TA and instructor directly. Assignments are normally intended as individual projects unless otherwise directed. Shared work may be treated as a form of plagiarism. Assignments may be required to be submitted via Turnitin in this course (this will be done automatically in the Canvas Assignment). This tool will pick up any passages in students' work that come from another source. Be sure to adequately cite your sources/references for these assignments to avoid plagiarism (see format below). Also please confirm that your work is not overtly plagiarized, the Turnitin system will give you a report. Some similarity is expected and unavoidable, however if large portions are copied from other sources, this will be as considered plagiarism.

The Canvas assignment tool will notify you confirming the submission of your assignment. PLEASE check your UFL email at <http://webmail.ufl.edu> on a regular basis for these and other email notices from the course site. If you do not receive an email confirmation within 2 hours of submission, please return to the site and resubmit your assignment. It is a student's responsibility to verify that they turn in assignments on time and that they turn in the CORRECT assignment attachment. Please take a few moments to open your submitted attachment and verify that you have submitted the correct file.

You will be graded in the course through the use of written assignments, presentations, graded discussions, and exams.

Written Assignments: (See course topical outline for deadlines)

There will be 4 assignments (4 assignments worth 50 points each; Total 200 points or 21% of final grade). The written assignments are designed to reinforce the concepts of each section of the course. Students will

be expected to apply knowledge from lectures, readings, and peer reviewed publications to answer questions about a given chemical, including its environmental fate, exposure pathways, effects, and methods used by environmental health professionals to assess the chemicals toxicity. Students will be evaluated on their ability to analyze data and apply concepts from the course to the real world scenarios presented in the assignments. Assignments are typically 2-4 pages of short answer questions. Written assignments will be due at 11:55 PM on the due date. Late submissions will be subject to the late assignment policy below.

Current Events Presentation (Deadlines vary according to assigned topic)

Each Student will complete a presentation on a current event as it relates to your assigned topic (100 points or 12% of your final grade). Students will find an article that describes a current event and prepare a 5 minute presentation on the topic. The presentation will be given either in class. Students will be evaluated on their analysis and summation of the article as well as their ability to apply what they have learned in class to provide suggestions or critiques of the event. More details on the formatting and grading rubric of this presentation will be given on the canvas site.

Discussions (Deadlines weekly starting in week 4)

All students will participate in discussions throughout the semesters (150 points total or 16% of final grade). There will be a series of environmental disaster presentations given throughout the course. Undergraduate students are not expected to give an environmental disaster presentation, but they are expected to participate in discussions of these presentations. All students will be expected to participate in these discussions. Students will receive full credit for these discussions by actively contributing to the discussions. Each student is expected to make at least one original discussion comment during each environmental disaster discussion to receive full credit. The student whose presentation is being discussed is expected to actively participate and facilitate these discussions.

Exams (Week 9 and Week 16):

There will be two in class exams: a midterm (Week 9) and a final (Week 16) (200 points each; Total 400 points or 47% of your grade). The format for both exams will be **CLOSED BOOK**. The midterm exam will test your knowledge of the first series of modules, including material covered in lectures and assigned readings. The final exam will focus on material covered in modules from the midterm onward; however, as this material builds on concepts presented during the first half of the course, it will be imperative to have a good comprehension of material covered during the first part of the course. Both exams will be comprised of multiple choice, matching, short answer, and true/false questions. You will have 2 hours to complete each exam. Exams will be administered through the Canvas Online Learning System. We will utilize Proctor U proctoring service for all exams. More information on how to take exams will be provided on the course site.

Grading

Requirement	Due date	Points
Written Assignments = 4 @ 50 points	See Course Schedule	200
Discussion posts = 150 points total	See Course Schedule	150
Current Event Presentation = 1 @ 100 points	See Course Schedule	100
Midterm Exam = 1 @ 200 points	See Course Schedule	200

Final Exam = 1 @ 200 points	See Course Schedule	200
TOTAL		850

Point system used (i.e., how do course points translate into letter grades).

Percentage of Points Earned	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	Below 60%
Points Earned	850-787	786-761	760-740	739-706	706-680	679-655	655-621	620-595	594-570	569-534	533-510	Below 510
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Passing grades and Grade Points: Credit Earned

Passing Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Late Assignments and Make Up Work

Assignments turned in up to 24 hours late will be discounted **10%** of the grade that they would otherwise receive. Assignments turned in more than 24 hours late will **not** be graded and will contribute zero points toward your final grade, unless arrangements have been made in advance with the instructor. Missed assignments will contribute zero points toward your final grade.

Special Circumstances

In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided that you have sufficient documentation.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to maintain a civil tone and respect the opinions of other posters. While commenting on others' posts is encouraged, aggressive or patronizing tone and language are unacceptable and may result in the loss of your posting and discussion privileges.

Communication Guidelines

You are required to contact the professor by email using the "Inbox" in Canvas for clarification and assistance with the course material and the assignments, and for special issues that may arise. Weekday daytime (US Eastern Time) emails have the best chances of being answered quickly. Please only use the Canvas "Inbox" to communicate with the course instructor and/or TA. While the instructors and TAs will check their UFL email regularly, they will not be held responsible for email sent directly to their UFL addresses.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. Plagiarism is especially damaging in an online learning environment and will be dealt with in an official way, according to University of Florida regulations. Incidents will be reported directly to the Office of Student Judicial Affairs and a formal procedure will be started in each and every case. There will be no informal incident resolution between student and instructor. Should you have any doubts on whether something constitutes plagiarism, please consult the many available resources on the topic, e.g. starting with <http://web.uflib.ufl.edu/msl/subjects/Physics/StudentPlagiarism.html>, or contact the instructor in advance. There is also a reference posted in the course site, in the Course Help link. As you submit assignments, you will have the opportunity to check it for unintentional plagiarism using Turnitin®, the same software that instructors will use to check your work. You are encouraged to take advantage of this option. If you turn in assignments that are plagiarized, you will receive zero points for that assignment.

You are expected to turn in original work in this course. This means that when answering assignment questions, writing papers, posting discussions, etc you will be expected to write your responses in your own words. You **MAY NOT** copy answers word for word from any course materials or outside sources. On occasion it may be useful to provide a quote from course materials or outside sources in which case you

must properly cite the source and place the quote in quotation marks. That being said we urge you to avoid excessive quotation as it does little to demonstrate your understanding of course material.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu