

ENV 6519: Physical & Chemical Processes for Groundwater Remediation
Department of Civil & Environmental Engineering
University of South Florida

Cunningham

Spring 2021

We're not back to normal yet! – Spring 2021 special instructions:

My strong preference is to teach ENV 6519 in person during Spring 2021.

However, my ability to do this depends on the cooperation of SARS-CoV-2, which is unpredictable. If I become ill, or if students in the class become ill, or if USF closes down in-person instruction, then we will have to move ENV 6519 to on-line content delivery. If that happens:

- We would meet at the scheduled course time via BlackBoard Collaborate Ultra (BBCU; a tool within Canvas) or possibly via Microsoft Teams.
- I would record the class sessions so that students who are not able to attend synchronously (i.e., in “real time”) would have access to the recordings later. However, I would still recommend attending class in real time to get the most out of the lectures!

Elsewhere in this syllabus, you will find a lot of USF policies, including some related to SARS-CoV-2 and COVID-19. It is possible that not all of these policies apply to ENV 6519, but I will include them in this syllabus anyway, to remind students of appropriate requirements and protocols for any of their in-person classes.

USF Policy on COVID-19 (short version):

All students must comply with university policies and posted signs regarding COVID-19 mitigation measures, including wearing face coverings and maintaining [physical] distancing. Failure to do so may result in dismissal from class, referral to the Student Conduct Office, and possible removal from campus. Additional details are available on the University’s Core Syllabus Policy Statements page:

<https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Also see more details at the end of this syllabus.

USF Policy on Remote Testing (provided to me by my Department Chairperson):

Online exams, tests, and quizzes within this course may require online proctoring. Therefore, students will be required to have a computer and possibly a webcam (USB or internal) with a microphone when taking an exam, test, or quiz. If you do not have access to a computer or webcam, you are required to notify your instructor. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence. To avoid any concerns in this regard, students should select private spaces for the testing. Students must ensure that any recordings do not invade any third-party privacy rights and accept all responsibility and liability for violations of any third-party privacy concerns. Students are strictly responsible for ensuring that they take all exams from a computer (mobile devices are not supported) with a high-speed internet connection and camera if required for the exam. Set-up information will be provided prior to taking the online proctored exam.

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And now the normal syllabus stuff:

USF Course Description (from <https://www.systemacademics.usf.edu/course-inventory/>)

Theory and design of processes used in advanced water and wastewater treatment, including membrane processes, absorption, electro dialysis, ozonation, irradiation.

Course Purpose (or: OK, but what will we *really* study this semester?)

The general topic of “physical and chemical processes in environmental engineering” is so broad that hundreds, if not thousands, of sub-topics could be relevant. To focus a bit, I have developed two companion courses that I teach at USF – one emphasizing processes that are commonly applied to drinking-water treatment, and another (this one) emphasizing processes that are commonly applied to groundwater remediation. However, in both cases, the processes considered also have applications to many other aspects of environmental engineering, making them broadly relevant (i.e., not just to remediation). In ENV 6519, we will cover *air stripping*, *carbon adsorption*, and *advanced oxidation processes* (AOPs). These processes (or similar processes based on the same principles) show up in many engineering applications, not just in groundwater remediation; therefore, it is my hope that study of these physical/chemical processes will help you throughout your careers.

Course Objectives

During this semester, we will:

- examine how some common physical and chemical processes are applied to solve environmental engineering problems;
- consider how the successful application of these processes depends upon chemical equilibrium, inter-phase mass transfer, and chemical reactions; and
- consider some of the factors that govern selection of an appropriate process to meet a desired environmental engineering goal.

Learning Outcomes

The work completed by students in this course should help those students to attain:

- an ability to apply physical and chemical principles of environmental engineering;
- an ability to design physical and chemical processes to meet desired environmental engineering goals within realistic constraints;
- an ability to function on teams;
- an ability to identify, formulate, and solve environmental engineering problems; and
- an ability to communicate effectively.

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- Lectures:** Tuesdays and Thursdays, 3:30–4:45 PM, room ENC 1002
- Credit:** 3 units, letter grade
- Instructor:** Professor J A Cunningham
E-mail: cuning@usf.edu
Phone: (813) 974-9540
Office: ENC (Engineering III) 3215 ... but I won't be there much this term
- Office hours:** About 2–3 hrs/wk will be allocated for ENV 6519 office hours.
I expect to announce the exact times during the first or second week of class.
- Text book:** *Water Treatment: Principles and Design (3rd edition)*
MWH [JC Crittenden, RR Trussell, DW Hand, KJ Howe, and G Tchobanoglous]
John Wiley & Sons, Inc., 2012
ISBN 978-0-470-40539-0
- Other Notes:** Throughout the semester we will use relevant journal articles from peer-reviewed scientific journals. These will be made available to students via Canvas.
- Pre-requisites:** Required: ENV 6666 (Aquatic Chem.), or Consent of Instructor (CI)
Recommended: ENV 6002
- E-mail:** Outside of class, I will use e-mail to disseminate information. This will be done through the Canvas program so I can reach all students at once. Make sure that Canvas delivers to an active e-mail account.
- Grading:** 1/3 homework (possibly performed in groups), 1/3 exam, 1/3 group project
- Web site:** Course documents – including homework assignments – will be posted on Canvas. I will also attempt to maintain a course web site linked to my home page.
- Reserves:** Once upon a time, we used the library to house books and references that were of general interest and benefit to the course. Nowadays, these are almost all available electronically, so we probably don't need to use course reserves in the library any more. (For the youngsters in the class, a “library” is a physical brick-and-mortar building with a collection of “books”. If this sounds puzzling, you can google it for more details.)

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Course Schedule

The course schedule below is tentative. It is subject to change either in pace or in topics covered, although any changes to content will be minor. We will try to adhere to this schedule, but not to the point of detracting from students' learning the material.

Week #	Dates	Topics Covered	Assignment
Week 1	January 12 January 14	Course introduction Intro to separation processes and mass transfer	
Week 2	January 19 January 21	Intro to separation processes and mass transfer Intro to separation processes and mass transfer	Homework #1 due
Week 3	January 26 January 28	Adsorption (with focus on activated carbon) Adsorption (with focus on activated carbon)	Homework #2 due
Week 4	February 2 February 4	Adsorption (with focus on activated carbon) Adsorption (with focus on activated carbon)	Homework #3 due
Week 5	February 9 February 11	Adsorption (with focus on activated carbon) Air stripping	Homework #4 due
Week 6	February 16 February 18	Air stripping Air stripping	Homework #5 due
Week 7	February 23 February 25	Air stripping Advanced oxidation processes	Homework #6 due
Week 8	March 2 March 4	Advanced oxidation processes Advanced oxidation processes	Homework #7 due
Week 9	March 9 March 11	Advanced oxidation processes Off-gas treatment in air stripping	
Week 10	March 16 March 18	Off-gas treatment in air stripping Requirements for group project	Homework #8 due
Week 11	March 23 March 25	Cost estimation for treatment systems Exam	Exam
Week 12	March 30 April 1	Cost estimation for treatment systems Guest lecture or field trip	
Week 13	April 6 April 8	ad hoc lecture/discussion to help with group project ad hoc lecture/discussion to help with group project	
Week 14	April 13 April 15	<i>spring break</i>	
Week 15	April 20 April 22	ad hoc lecture/discussion to help with group project ad hoc lecture/discussion to help with group project	
Week 16	April 27 April 29	Group presentations Group presentations	written report due
Week 17	May 4 May 6	Interviews with student groups, 12:30–2:30 PM	

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Class Policies: 1, Homework Policy

- There will be about 8 homework sets to be performed during the first (approximately) two-thirds of the semester.
- Assignments will be completed in groups of 2 to 4 students. All students in the group will receive the same score on the assignment. We will decide about group size during the first week of class, once the enrollment is set.
- Even though assignments are completed by a group, it is recommended that *all* students work industriously to complete the homework assignments to maximize their mastery of the material covered this semester. If you do a good job on the homework assignments, you are likely to perform well on the exam and on the group project. If you don't spend the time on the homework, then you are likely to have difficulty on the exam and on the project.
- The instructor will be available at least one hour each week, and probably more, to assist with homework problems. (Most likely about 2–3 hours per week.)
- Students may discuss the homework with each other. However, whatever work is submitted by a group should represent work actually completed by that group. You must conduct the actual computations and write up your own work without referring to the solutions of people outside your group. Copying the work of others (including text, computations, figures, tables, sections of computer programs, spreadsheets, or sections of lab reports) will be considered cheating.
- You may not refer to a previous year's solution sets when completing the homework. That constitutes referral to somebody else's work and is therefore considered cheating.
- Assignments will usually be distributed at least one week before the due date.
- Assignments are due in class on their due date unless otherwise noted. If we have to go to on-line course meetings, then a PDF version of your work should be uploaded to Canvas prior to the start of class on the day in question. I am hoping we won't need to do that.
- Homework solutions will be provided to students, usually after the next class following the due date.
- Homework submitted in class on the due date will be considered on time and thus eligible for full credit. Thereafter, a 20% *late penalty* will be subtracted up until the homework solutions are distributed. After the solutions are posted, late homework will not be accepted.
- Homework should be neat and legible, on standard 8.5-by-11-inch or A4 paper, stapled. (...or scanned to a legible PDF file if necessary)
- Report numerical answers to a reasonable number of significant digits. The point of this is that you should consider the level of uncertainty associated with your reported answer.
- Your homework solutions must include at least enough detail that I can follow your reasoning and calculations. An answer provided without this level of detail will be considered insufficient.
- Helpful hint: when performing calculations, be careful of your units. You will catch about 90% of your mistakes (yes, really) if you take proper care of your units.

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Class Policies: 2, Exam Policy

- There will be one exam during the semester.
- The exam will be given in class. It will probably be on March 25, but the date could be changed if there is a good reason. I will announce a firm date in plenty of time for you to prepare.
- If necessary, the exam will be administered remotely, but we are hoping for in-person in-class administration of the exam.
- Exam questions will be primarily quantitative (problem-solving), but there may be qualitative (definition, discussion) questions as well.
- The examination will be closed-book, but students are permitted to use a *personal note sheet*: one double-sided 8.5-by-11-inch sheet on which students may write whatever they like. Personal note sheets must be hand-written – no laser printing, scanning, photocopying, etc. Retrieval of information by other means during the examination will be considered cheating.
- Students who will not be available for the exam should inform the instructor far enough *before* the exam to make alternate arrangements.
- Students who miss the exam unexpectedly (e.g., due to sudden illness, family emergency, or other unforeseen circumstances) must provide documentation or evidence of the reason for missing the exam. It will then be *up to the instructor's discretion* whether a “make-up” exam will be offered.
- My intention is to design exam questions such that students who have attended the class and who have diligently completed the homework assignments will be familiar with all the material needed to answer the questions. It will not be my intention to surprise you, only to challenge you.
- Generally, exam questions are intended to test the most important concepts of the class. A good exam should require the students to demonstrate their mastery of the material by synthesizing and applying the most important concepts of the course. Exam questions are not likely to test students on their recall of minutiae.
- Helpful hint: when performing calculations, be careful of your units!! You will catch about 90% of your mistakes (yes, really) if you take proper care of your units.

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Class Policies: 3, Group Project

- A major component of the course this semester will be the completion of a group project.
- Details of the semester project will be made available to students as early as possible – hopefully in the first or second week of the semester – so that you can think about the project as the semester progresses.
- The final five weeks (approximately) of the class will be dedicated to completion of the group project.
- The general idea of the group project will be to design a physical/chemical remediation system to treat a contaminated groundwater stream. Your design will be facilitated by the work that you accomplish during the first two-thirds of the semester (e.g., by working on the homework assignments).
- I will assign the groups, taking into consideration practical factors such as how your schedules permit you to meet and work with potential group-mates. You may request people with whom you would particularly like (or not like?!) to work, but I will make the final determination as to the groups. Your project group might or might not be the same as your homework group.
- During the last week of class, each group will submit a written report to the instructor, and will also make a brief presentation to the class describing the group’s recommended design. Requirements for the report and the presentation will be given in more detail later in the semester. Presentations to the class will probably be about 20–30 minutes in duration, depending on how many groups we have.
- Please try to attend class on the days in which groups deliver their presentations. In previous years, the presentations have been fun (yes, really), and students who attended were glad they did.
- During final exams week, instead of a final exam, I will meet with each of the groups for a final interview regarding your group project. I plan to meet with each group for about 20–30 minutes, depending on how many groups we have. *All members of the group should be present for the interview.*
- Groups will be graded on the quality of their written reports (both technical soundness and quality of the writing), on the quality of their presentations, and on how they answer questions during the final interview.
- Group members will have some input into the grades of their group-mates. I will ask each group member to indicate (privately) how much each of their group-mates contributed to the project. Students who obviously contributed very little to the project will be marked down appropriately. Students who “went an extra mile” for their groups will be marked up appropriately.
- Additional details about the group project will be given throughout the semester.

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Class Policies: 4, Attendance and Class Participation

- Attendance in class lectures is recommended but not required. It is likely that diligent attendance in class lectures will improve your understanding of the course material, and, hence, improve your semester grade.
- Attendance in class does not factor into your semester grade other than helping you to perform well on assignments and exams (i.e., there are no “class attendance points” awarded).
- If you miss class, there is no need to inform me or to provide me with documentation for your absence. (I don’t take it personally, really.) However, I do recommend that you acquire the lecture notes from a classmate.
- If you choose to attend class, I require that you do not engage in behavior that distracts me or that disrupts the class for others in attendance.
- In particular, please make sure mobile phones are turned off. **NO TEXTING DURING CLASS!**
- Laptop computers should be used only for taking notes, not for e-mail, web browsing, or any other activity that might distract your classmates or your instructor.
- Please do not chat with your classmates, read the newspaper, work on homework for other courses, or engage in any other behavior that is distracting to your classmates or to your instructor.
- If you need to do something other than participate in the class lectures, then please do so outside the classroom.
- Students who are engaged in such activities in class will be asked to leave.

Class Policies: 5, Grading

- This class does *not* use a fixed grading scale (e.g., 90=A, 80=B, etc.). The grading scale will be set depending on student performances on the exam. That way, if the exam is particularly difficult or particularly easy this year, the grading scale will take that into account. However, based on past experience, an *approximate* grading scale is as follows.

92–100	A+	74–80	B+	< 62	C+ or lower
86–92	A	68–74	B		
80–86	A–	62–68	B–		
- Historically, the vast majority of students who take ENV 6519 have earned a grade of A, A–, B+, or B. I call this the “target range”. Students who perform notably better than their peers may possibly earn a grade of A+. Students who perform notably worse than their peers may possibly earn a grade of B–, C+, C, or possibly even lower, but historically the lowest grade assigned (other than to students who cheat or plagiarize) is C. Grades below B are rare for students who are keeping up with the work and making a full effort.
- Students who cheat or plagiarize should expect to receive a grade of F or FF.

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Course Policies: 6, Tips for Success

- USF recommends that each instructor give his/her students advice on how to succeed in a particular class. I am a bit hesitant to do that, because each student learns differently, and what I advise might not work for everybody. However, one thing that I can confidently recommend for every student is: Do the homework to the best of your ability, and come to office hours for help on any parts of the homework that you find difficult. To some of you, this might sound like obvious advice, but not every student seems to find it so obvious. If you follow this simple advice you will likely be well prepared for the exam.
- If you have taken ENV 6002, and/or if you have an academic background in chemical engineering, it will help you appreciate some of the finer points of class lectures. From time to time you will hear me say “As you may remember from ENV 6002...” or “As the chemical engineers learned in their class on ____...” However, neither of these backgrounds is required, and many students are very successful without having had this background. It helps, but it is not necessary for success.
- If you have full-time employment (~40 hrs/wk), and you are taking this class in addition to a full-time employment schedule, make sure it is your only class this semester. If you are working full time *and* taking this class *and* taking an additional class (or more), it is quite likely that you are spread too thin to succeed.

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Class Policies: 7, Copyrights and Academic Honesty

- Any handouts used in this course are copyrighted. “Handouts” means all materials generated for this class, which include, but are not limited to: syllabi, notes, quizzes, exams, in-class materials, review sheets, and additional problem sets. This includes materials that are posted on the web as well as materials distributed in class. Because these materials are copyrighted, you do not have the right to copy the handouts unless the instructor (or other copyright holder) expressly grants permission.
- Students may audio tape lectures for their own private, personal use, or for a classmate who is registered in the class during this semester. Audio tapes may not be sold or distributed to anybody who is not registered in the class this semester.
- No form of scholastic dishonesty (cheating, plagiarism, etc.) will be tolerated. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission of that person. This includes copying material from books, reports, journals, pamphlets, handouts, other publications, web sites, etc., without giving appropriate credit for those ideas and/or without identifying material as quotations when taken directly from another source.
- Cheating on homework and exams will not be tolerated. Cheating will be dealt with according to university policy.
- You may discuss homework assignments with students who are not in your homework group. However, when you perform your computations and/or write-ups, you must do so without referring to the work of students who are not in your group. Copying homework from a student outside your group is considered plagiarism. See Class Policy 1, above.
- You may not copy homework solutions from a previous year’s solution set. That will be considered plagiarism because you are copying somebody else’s work.
- Violation of these rules -- *even unintentionally!* -- can result in disciplinary action including a grade penalty, up to and including an F or FF in the course, suspension, dismissal, and/or expulsion from USF. If you have any questions regarding plagiarism or other forms of scholastic dishonesty, please consult the relevant sections of the USF student catalogs, and/or ask the instructor.

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Appendix: USF Academic Policies

On the pages that follow are a number of policies that USF has asked instructors to include in their syllabi. Students should read these policies carefully as they apply to *all* classes at USF.

For most of the policies that follow, only an abbreviated form of the official policy or regulation is provided in this syllabus. Complete details are generally available to students on-line. Specifically, USF's official wording for some of these policies is available at the following web sites.

<http://regulationspolicies.usf.edu/policies-and-procedures/>

<https://www.usf.edu/provost/faculty-info/core-syllabus-policy-statements.aspx>

<https://www.usf.edu/undergrad/students/academic-policies.aspx>

Finally, USF has suggested that I include the following wording in my syllabus, which is kind of repetitive with what I just wrote above...but I don't want to get in trouble with the university, so here it is:

Policies about accessibility, religious observances, academic grievances, academic misconduct, and several other topics are governed by a central set of policies, which apply to all classes at USF:

<https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

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Attendance for the Observance of Religious Days by Students (USF System policy 10-045)

All students, faculty, and staff within the USF System have a right to expect reasonable accommodation of their religious observances, practices and beliefs. The USF System will, at the beginning of each academic term, provide written notice of the class schedule and formal examination periods. The USF System, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising the USF System's constituency. Students are expected to attend classes and take examinations as determined by the USF System. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy. Students absent for religious reasons, as noticed to the instructor at the beginning of each academic term, will be given reasonable opportunities to make up any work missed. In the event that a student is absent for religious reasons on a day when the instructor collects work for purposes of grading (homework, pop quiz, etc.), the student shall be given a reasonable opportunity to make up such work or shall not have that work averaged into the student's grade at the discretion of the instructor. Any student who believes that he or she has been treated unfairly with regard to the above may seek review of a complaint through established USF System Academic Grievance Procedures (found in the Graduate and Undergraduate Catalogs) and those provided by the University's Office of Diversity, Inclusion, & Equal Opportunity.

Statement of Academic Continuity (*or, in other words, emergencies*)

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System (i.e., Canvas), online conferencing, e-mail messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, e-mails, and MoBull messages for important general information (USF System Policy 6-010). For additional guidance on emergency protective actions and hazards that affect the University, please visit www.usf.edu/em (*Instructor's note: examples of "emergency" could be a hurricane, an outbreak of contagious disease (!!!), etc.*)

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“Incomplete” Grades (<http://ugs.usf.edu/policy/IGradePolicy.pdf>, accessed August 2019)

An “I” grade indicates incomplete coursework and may be awarded to graduate and undergraduate students. (Undergraduate rules apply to non-degree-seeking students.) It may be awarded to an undergraduate student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The instructor will be required to complete the I-grade contract online when posting the semester grade at the end of the term, identifying the remaining coursework to be completed, the student’s last day of attendance, and the percent of work accomplished to this point. This online contract will be automatically copied to the student’s email and to the Registrar. Until removed, the “I” is not computed in the GPA for either undergraduate or graduate students. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate. If an instructor is willing, he or she may accept work from a student after an I grade has changed to an IF or IU grade, and assign the student a final grade in the course, unless the student has graduated. Whether or not the student is in residence, any change to “IF” grades will be calculated in the cumulative GPA and, if applicable, the student will be placed on appropriate probation or academically dismissed. Students are not required to re-register for courses in which they are only completing previous course requirements to change an “I” grade. However, if a student wants to audit a course for review in order to complete course requirements, full fees must be paid.

Academic Integrity (USF System regulation 3.027)

Academic integrity is the foundation of the University of South Florida System’s commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. Knowledge and maintenance of the academic standards of honesty and integrity as set forth by the university are the responsibility of the entire academic community, including the instructional faculty, staff, and students.

Disruption of Academic Process (USF System regulation 3.025)

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

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Academic Grievance Procedure (USF System policy 10-002)

The purpose of [these procedures] is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access (USF System policy 0-108)

It is the policy of the University of South Florida System (USF System) to comply fully with the requirements of the Americans with Disabilities Act of 1990 as amended by the Americans with Disabilities Act Amendments Act of 2008 and all other federal and state laws and regulations prohibiting discrimination and assuring accessibility on the basis of disability. No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, or activities of the USF System, or be subjected to discrimination or lack of access by the USF System, as provided by law.

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request.

[*Special note*: Because of the COVID-19 pandemic, SAS may alter its typical procedures for Spring 2021. For instance, I do not know if SAS will offer in-person exam proctoring for the 2021 spring semester. Check with SAS to learn about other changes from typical operation. However, SAS has requested that I inform you of the following: *Students may request accommodations at any point during the semester. Students in need of academic accommodations for a disability may consult with Student Accessibility Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation.*]

(*Instructor’s note*: The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact SAS as soon as possible.)

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Sexual Misconduct / Sexual Harassment (USF System policy 0-004)

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim Advocacy & Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

Auditing Privilege (USF System policy 10-006, section III.A.4.)

Accepted students eligible to enroll in courses may register to audit a course strictly on a space-available basis, provided the student:

- a. requests and receives any necessary approval as determined by the instructor or other designated responsible office;
- b. understands that no exams, grades, credit or other academic evaluations may be provided;
- c. officially registers to audit the course by the end of drop/add period and does not attend any class session prior to the official registration without affirmative approval by instructor;
- d. attends the class as a listener which means instructors may limit the auditing student's participation in class including class projects or other interactive graded or ungraded activities;
- e. complies with all University Regulations and Policies of the University;
- f. complies with all conditions of audit registration and any deviation from those conditions will be considered disruptive and a student found to be disruptive to the class or academic process may be removed from the class under USF3.025 Academic Disruption; and
- g. is responsible for all fees for audit which are the same as for full enrollment for credit, except out-of-state tuition is not charged.

USF Policy on COVID-19 (SARS-CoV-2) for Spring 2021

The health and safety of students, faculty, staff and visitors on our campuses is our top priority. In response to the current COVID-19 pandemic, the USF community will be working together to support compliance with recommended health and safety standards to optimize the learning experience while minimizing health risks. The Conduct Expectations for all members of the

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community may be accessed at ([Conduct Expected to Support USF Health and Safety Standards](#)) with details provided below.

Students and faculty will be guided by established USF processes to ensure the safest possible non-disruptive environment, including the [Academic Disruption Regulation](#) (which provides for an immediate removal or restriction from a classroom setting with academic sanctions) and/or the [Student Conduct Regulation](#) to address conduct that is inconsistent with the expectations as outlined below:

1. **Complete daily screening as requested.** Anyone experiencing one or more COVID-19 symptoms should not be on campus or, if a resident, should not be outside their residence hall room and should contact a medical provider immediately and follow their guidance. Please inform your instructor prior to the beginning class if your screening indicates the need for further evaluation and you will not be in class.
2. **Wear face coverings.** All members of the USF community are required to wear face coverings while in classrooms or any other shared space, including specified public or common-use areas where social distancing guidelines cannot be followed. See this link on [How To Make A Face Mask](#). If you have to use a disposable face mask, please discard it in a trash receptacle immediately after use.
3. **Maintain [physical] distancing.** All students, faculty, staff and guests are required to maintain a safe distance from one another. [Physical] distancing is maintained in all indoor and outdoor spaces which are owned or controlled by USF. Stay at least 6 feet (about 2 arms' length) from other people, do not gather in groups, stay out of crowded places and avoid mass gatherings. See the CDC for information on [Social Distancing](#). Please sit in only designated areas in class and do not move chairs or desks in classrooms or common spaces.
4. **Practice good hand hygiene.** Individuals should wash their hands with soap and water for at least 20 seconds as often as possible or use personal hand sanitizers containing at least 60% alcohol. Hand sanitizer stations are available throughout the campus. If you see one, use it! See the CDC recommendations on [Hand Hygiene](#).
5. **Disinfect your classroom space.** Students and faculty are responsible for disinfecting areas within their workspaces by cleaning these at the beginning and end of each class. This includes desk tops, seats, and equipment used during class. Disinfectant supplies will be provided. If paper towels are used to disinfect, they must be discarded in a trash receptacle immediately after use.