

ENV 4001: ENVIRONMENTAL SYSTEMS ENGINEERING
Department of Civil & Environmental Engineering
University of South Florida

Prof. Cunningham

Fall 2021

We're not back to normal yet! – Fall 2021 special instructions:
(from <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>)

2021 Fall COVID-19 Mitigation Expectations

- *All students and instructors are expected to wear face coverings, at all times, during in-person classes.* Per guidance from the CDC and Board of Governors, *we expect that all members of our community will wear a mask on campus, vaccinated or unvaccinated.* This is especially important while indoors, in crowded outdoor settings, if you have a weakened immune system or an underlying medical condition. Masks will be made available to anyone who needs one.
- *USF strongly urges all community members to get fully vaccinated.* Vaccines are our most reliable means of preventing the spread of COVID-19. The vaccine is free, readily available, and all of USF's faculty, staff, and students are of age to be eligible for the vaccine; therefore, if someone chooses not to be vaccinated, they are assuming significant risk, including isolation and quarantine. Vaccines are also the most reliable way to ensure that students do not face any disruption to their studies or social activities, and faculty and staff do not face disruption to their teaching, research, or university work.
- It is critically important that individuals who feel unwell stay home and contact Student Health Services or their primary care provider for medical advice. Report all possible exposures to assessCOVID@usf.edu.
- Students in in-person classes may be assigned to the same seat for the duration of the Fall semester. This can assist with exposure assessments should they be necessary.
- A student who will be absent from an in-person class (due to isolation, quarantine or other reason) must notify the instructor immediately for guidance on academic continuity and student learning.
- Instructors may schedule remote office hours during the Fall 2021 semester.
- In-person classes may be asked (by USF leadership or the COVID-19 team) to transition to temporary remote instruction at any point in the Fall semester.

And also...the Provost asked me to tell you the following...

I will deliver this class, as scheduled, in person. I will *attempt* to provide a flexible component for students who are asked to isolate or quarantine, or are unable to attend a class in-person for an extended period of time. Please note: All students may be required to attend in-person classes, especially to complete assessments and examinations. For students planning to attend in-person, I will teach in-person classes in the assigned classroom and on the scheduled day and time. For students who are unable to attend a class in-person, I will *attempt* to provide course content in a flexible format to support the student's academic progression and success. Please contact me directly if you have questions.

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And now for the “regular” syllabus stuff:

Course Description

Introduction to environmental engineering. Protection of human health, air, water, and land resources. Sustainable design, water quality, solid and hazardous waste management, air quality control, contaminated environments. Application of mass balances.

Global Citizens Statement

ENV 4001 is certified as a Global Citizens Project course (GCPC) and may be used to fulfill partial requirements of the Global Citizen Awards upon successful completion of the course (final grade of B or higher).

Course Objectives

Throughout this course, we will:

- learn how to apply material balances to solve engineering problems;
- see what types of problems are commonly encountered by environmental engineers (including water resources engineers and other civil engineers), and/or the role of environmental engineers in society;
- become familiar with some of the most common approaches adopted by environmental engineers to describe and solve the problems that we encounter;
- investigate the issues involved in solving new or emerging environmental problems, particularly complex and/or inter-disciplinary problems;
- gain knowledge of global and cultural systems and issues (*global citizens' course objective*);
- gain the ability to develop and/or apply context-appropriate actions to address global and cultural issues or situations (*global citizens' course objective*).

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Learning Outcomes

- Global student learning outcomes:

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

- *identify and describe major global issues* by selecting and reciting the United Nations Sustainable Development Goals that are most pertinent to the field of Environmental Engineering;
- *weigh options, evaluate planned actions, and/or formulate possible solutions when addressing global issues or situations* by persuasively proposing appropriate plans/strategies to address one or more important global environmental issue (e.g., climate change, access to safe drinking water). See also ABET student learning outcome #4.

- ABET student learning outcomes 1 through 7 – based on ABET’s 2019 revisions:

The work completed by students in this course will help those students to develop:

- (1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;
- (2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors;
- (3) an ability to communicate effectively with a range of audiences;
- (4) an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;
- (5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives; and
- (7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

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Lectures: Mondays and Wednesdays, 11:00–12:15, in-person (CHE 303);
occasionally on Fridays, 11:00–11:50, in-person (CHE 303).

Credit: 3 units, letter grade

Instructor: Professor J A Cunningham
E-mail: cuning@usf.edu
Voice mail: (813) 974-9540 – *voice-mail only, not a live telephone number*
Office: ENC (Engineering III) 3215

Office Hours: Fridays, 10:00–noon (in person).
During weeks when I am unavailable on Fridays (which will happen from time to time), I will do my best to provide another meeting time for office hours. The preference is to use Fridays 10:00–noon because I know that every student has 11:00–11:50 blocked out on his/her schedule.

Text Book: *Environmental Engineering: Fundamentals, Sustainability, Design, 2nd edition* written by James R Mihelcic and Julie Beth Zimmerman, published by Wiley. The 3rd edition will come out soon, but we will still use 2nd edition for now.

Prerequisite: EGN 3353, Fluid Mechanics (grade D or better; may be taken concurrently)

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. If you use more than one e-mail address, make sure Canvas forwards to your primary e-mail address.

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Other Text Books that Might Be Helpful

The required text book for this class will be the **2nd edition** of *Environmental Engineering: Fundamentals, Sustainability, Design*, written by James Mihelcic and Julie Zimmerman, published by Wiley. However, students may wish to make use of other text books that are also designed for introductory environmental engineering courses. Of the many such books available, a few of the best known ones are the following. The USF library should have copies of many of these.

Environmental Engineering (3rd edition); P Aarne Vesilind, J Jeffrey Peirce, and Ruth F Weiner; Butterworth-Heinemann [TD146.V47 1994]

Environmental Engineering (4th edition); Ruth F Weiner and Robin A Matthews; Butterworth-Heinemann [electronic resource; 2003]

Environmental Engineering: Principles and Practice; Richard O Mines, Jr.; Wiley Blackwell [TD145; USF online resource; 2014]

Environmental Engineering Science; William W Nazaroff and Lisa Alvarez-Cohen; John Wiley & Sons [TA170.N39 2001]

Environmental Science and Engineering (2nd edition); J Glynn Henry and Gary W Heinke; Prentice-Hall [GE105.H46 1996]

Foundations of Environmental Engineering; C David Cooper, John D Dietz, and Debra R Reinhart; Waveland [TD146.C66 2000]

Fundamentals of Environmental Engineering; James R Mihelcic; John Wiley & Sons [GE350.M54 1998]

Introduction to Environmental Engineering; C David Cooper; Waveland Press

Introduction to Environmental Engineering; Richard O Mines and Laura W Lackey; Pearson/Prentice-Hall [TA170.M56 2009]

Introduction to Environmental Engineering (5th edition); Mackenzie L Davis and David A Cornwell; McGraw-Hill [TD145.D26 2013]

Introduction to Environmental Engineering and Science (3rd edition); Gilbert M Masters and Wendell Ela; Pearson/Prentice-Hall [TD145.M33 2008]

Principles of Environmental Engineering and Science (3rd edition); Mackenzie L Davis and Susan J Masten; McGraw-Hill [TD145.D2623 2013]

This list is still not comprehensive, and students may find other books that cover some of the material of this course. There is nothing wrong with exploring other points of view or other ways of understanding and interpreting the material covered in this course.

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Course Schedule

The course schedule below is tentative. We will try to adhere to this schedule, but not to the point of detracting from students' learning the material. If we need to slow down, we will.

Week #	Dates	Topics Covered	Reading	Assignment
Week 1	August 23 August 25 August 27	Course introduction Introduction to environmental engineering Environmental measurements and units	syllabus Chapter 1 Chapter 2	
Week 2	August 30* September 1	Chemistry for environmental engineering Chemistry for environmental engineering	Chapter 3	form groups
Week 3	September 6 September 8	<i>no class – Labor Day holiday</i> Material balances and reactor theory	Chapter 4	problem set 1
Week 4	September 13 September 15	Material balances and reactor theory Biology for environmental engineering	Chapter 5	problem set 2
Week 5	September 20 September 22	Biology for environmental engineering Risk assessment and management	Chapter 6	paper openings problem set 3
Week 6	September 27 September 29	Risk assessment and management Quiz #1		Quiz #1
Week 7	October 4 October 6	Water quality and oxygen demand Water quality and oxygen demand	Chapter 7	reference lists problem set 4
Week 8	October 11 October 13	Drinking water treatment Drinking water treatment	Chapter 8	problem set 5
Week 9	October 18 October 20	Drinking water treatment Drinking water treatment		outlines
Week 10	October 25 October 27	Wastewater treatment & resource recovery Wastewater treatment & resource recovery	Chapter 9	problem set 6
Week 11	November 1 November 3	Quiz #2 Wastewater treatment & resource recovery		Quiz #2 rough drafts
Week 12	November 8 November 10	Wastewater treatment & resource recovery Air pollution	Chapter 11	problem set 7
Week 13	November 15 November 17	Air pollution Air pollution		peer reviews
Week 14	November 22 November 24	Air pollution Solid waste management	Chapter 10	problem set 8
Week 15	November 29 December 1	Solid waste management Solid waste management		problem set 9
Week 16	December 6 December 8	Final exam, 10:00–noon Final paper (group project) due, 4:45 PM		Exam final paper

** I will be out of town on August 30. I will either find a guest lecturer or pre-record that day's lecture. I'm not yet sure which..*

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Class Policies: 1, Grading

- Each student in the class will be assigned a letter grade at the end of the semester.
- Assigned grades can potentially range from A+ to F, or FF for academic dishonesty.
- Plus/minus modifiers will be used as deemed appropriate by the instructor (e.g., A–, B+, etc.).
- Semester grades will be based on a numerical score, computed according to the following:

Global Citizens Assignment:	120 points
Tests, 2, in class, each 60 points:	120 points
Final Exam (<i>at time set by registrar</i>):	120 points

Thus, the total number of points possible is 360 points.

- 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).
- There will be weekly problem sets posted on Canvas, but these do not factor into your semester grade. The weekly problem sets are to help you learn the material and prepare for the tests and final exam. *If you do not complete the homework, you should expect to fail the tests and exam.*
- Letter grades will not be assigned based on the common system of 90% earns an A, 80% earns a B, etc. Instead, at the end of the semester, after I compute the semester scores for all students in the class (according to the weighting given above), I determine what score merits an A, B, C, etc. This system is chosen because tests are designed to produce a wide spread of grades, which is advantageous for both teaching purposes and evaluation purposes.
- Students who are not used to this system of grading sometimes have a little trouble adjusting because they find it difficult to gauge their performance during the semester. Based on past experience, the grade cut-offs are likely to be *approximately* as follows:

A+ 305 pts	B+ 260 pts	C+ 215 pts	D+ 170 pts
A 290 pts	B 245 pts	C 200 pts	D 155 pts
A– 275 pts	B– 230 pts	C– 185 pts	D– 140 pts

However, I will give you feedback as the semester proceeds so that you can gauge your performance. The numbers given above are meant as a rough guideline only.

- Extra credit is available, as described elsewhere in this syllabus. However, students are cautioned not to over-rely on extra credit to save their semester grades. Extra credit only goes so far. The best way to earn a good grade is to complete the problem sets diligently and thereby learn the material for the tests and exam.

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Class Policies: 2, Tests and Exams

- There will be two written tests throughout the semester, to be taken during the regularly scheduled class time. Dates of the tests are provided elsewhere in this syllabus. The dates are not likely to change, but if they do, any changes will be announced sufficiently ahead of time.
- There will be a written final exam, to be taken *at the time designated by the registrar*. The assigned time is **Monday, December 6, from 10:00–noon**.
- The format of the examinations (quantitative, qualitative, problem-solving, multiple choice, true/false, essay, etc.) will be left to the discretion of the instructor.
- I prefer examinations to be open-book, open-notes format. Tests will *probably* be open-book, open-note, but I reserve the right to change the format if necessary.
- If USF requires us to move to on-line teaching and exams, administering and proctoring the tests becomes challenging. In such a situation, *probably* you will be allowed to use the internet for tests, but it is not guaranteed. For in-person tests, the internet is not allowed.
- Students who will not be available for one of the tests should inform the instructor far enough *before* the test to make alternate arrangements.
- Students who miss an examination 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” test will be offered. Make-up tests are usually given orally.
- Re-scheduling of the final exam is not possible because the date and time are set by the registrar.
- My intention is to design exam questions such that students who have attended class and have done 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 course. 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.

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Class Policies: 3, Problem Sets

- I plan to post about 9 problem sets (about one per week) on Canvas to help you learn the course material.
- Problem sets *will not be graded*. However, I will post my solutions to the problem sets so that you can see how I approached the problems.
- In some previous semesters, students' solutions to problem sets were graded and factored into students' semester grades. However, I discovered that too many students were simply copying the solutions from previous years' solution sets, even though this was explicitly forbidden. By making the problem sets ungraded, I eliminate the enticement for anybody to copy previous solutions.
- The reward for doing the problem sets is that they will prepare you for the tests and for the final exam (which together comprise 67% of your semester grade). If you devote yourself diligently to the problem sets, you should be well prepared for the tests. *If you don't, then you should expect a poor performance on the tests.*

Class Policies: 4, Attendance

- Attendance at 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.) However, I do recommend that you acquire the lecture notes from a classmate, preferably from one who takes legible, detailed, and intelligible notes.
- 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.

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Class Policies: 5, Global Citizens Assignment (GCA)

- There will be a semester-long Global Citizens Assignment (GCA) that counts for about 33% of your semester grade. Instructions will be provided separately.
- Most stages of the GCA will be conducted and submitted by groups. This is for three reasons. First, engineers need to learn how to work in groups, so this is good practice for you. Second, if your group works together well, then each student's workload should be reduced by working in a group. Third, it makes grading more manageable for a class of this size.
- Groups will consist of three or four students. (not two, not five – *three or four*)
- All students in the group are collectively responsible for what is submitted by the group. This means, for instance, that students are responsible for making sure that their group members do not conduct plagiarism.
- All students in the group will receive the same grade on any group assignment. If the grade is penalized for any reason (plagiarism, late penalty, etc.), then all members of the group will receive the same penalty. There will be one or two parts of the semester project that will be conducted individually, but most will be submitted by the group.
- Your group may discuss the project with students in other groups. However, any work that your group submits for a grade should have been completed by your group only. Therefore, an acceptable procedure would be to discuss an assignment with another group, but then to complete the assignment within your own group. An unacceptable procedure would be for students in two (or more) groups to complete an assignment side-by-side and then submit work that is essentially the same. If two groups submit assignments that are similar enough to indicate that the work was not completed by each group individually, then *all members of both groups will be penalized*.
- At the end of the semester, you will be given the opportunity to evaluate the other members of your group based on the effort they put forth on the group's behalf. I will take these evaluations into account when assigning semester grades. Students who do not contribute fairly to their groups' GCA will be penalized on those areas of the semester grading formula. Students who go "above and beyond the call of duty" on their group's behalf may be given bonus points in the appropriate areas. Penalties and bonuses will be up to the instructor's discretion, but will be based on the evaluations submitted by the group members.
- Completed assignments must be submitted at the ***beginning*** of class on their due date unless otherwise noted. If you submit your assignment after the beginning of class, then ***your assignment is late***. Plan your time accordingly.
- Each student group is allowed one late submittal during the semester, without penalty, for any reason - no questions asked. Late assignments must be submitted *by the beginning of the next class after the original due date*. After one late submittal, no late assignments will be accepted from that group *regardless of reason or excuse*.
- More details about the GCA will be provided throughout the semester.

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Class Policies: 6, Extra Credit

- There is one mechanism by which students can receive extra credit. If you find an article or current news item relevant to this class, submit that item to me along with *complete bibliographic reference information*. (For instance, if you find an article in the newspaper, be sure to indicate which paper it is from, what date, what section, and what page number.) If I show your item in class, you will receive 2 points of extra credit.
- News items should be submitted in hard copy on 8.5-by-11 paper or A4 paper. In some instances, this will require you to trim a newspaper article and tape it on to a page of the proper size.
- Students can submit more than one item throughout the semester, up to a maximum of 10 points.
- If more than one student submits the same item, and I show that item in class, then each student who submitted it will receive 2 points of credit. (It is not a race.)
- It is up to my discretion which submitted items will be shown in class. I generally prefer items from mainstream print media like newspapers (e.g., *Tampa Bay Times*, *New York Times*, *Wall Street Journal*) or weekly periodicals (e.g., *Time*, *Newsweek*, *The Economist*, *U.S. News and World Report*).
- When you send the item to me by e-mail, include your name or otherwise make sure I can tell who you are, so that I can award you credit for the item(s) you submit.

Class Policies: 7, Office Hours

- Office hours will be held on Fridays from 10:00–noon.
- Office hours will be held in person, either at my office or in CHE 303.
- The purpose of office hours is for students to discuss with me anything related to the class. This includes, but is not limited to, weekly problem sets and the group semester project.
- If there is high demand for my time during office hours, then I will institute a “sign-up” system because of the large size of the class. In that case, priority for office hours will be given to students who sign up beforehand.
- If the demand is manageable, then office hours will be run on a “walk-in” basis.
- If sign-ups become necessary, then it is OK for more than one student to sign up for the same time slot, as long as all students involved agree to share the time slot. If two students have the same question, it is probably more efficient if the students sign up together for a single time slot. Logistics of the sign-up system will be figured out if we decide it’s needed.

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Class Policies: 8, Academic Honesty

- All materials generated for this class (including, but not limited to, syllabi, notes, tests, exams, in-class materials, review sheets, and problem sets) are copyrighted. This includes materials that are posted on Canvas as well as materials distributed in class. You may use the materials as a student in the class, but you do not have the right to copy, post, or distribute these materials unless the instructor (or other copyright holder) expressly grants permission.
- Students may record class for their own private, personal use. Recordings may not be given, sold, or otherwise 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 the GCA and/or exams will not be tolerated. Cheating will be dealt with according to university policy.
- All tests and exams must be completed individually without the aid of any other person.
- You may discuss project assignments with students who are not in your project group. However, when you prepare your assignments, you must do so without referring to the work of students who are not in your group. Copying assignments from a student outside your group is considered plagiarism. See also Class Policy #4, above.
- 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 expulsion from USF. If you have any questions regarding plagiarism or other forms of scholastic dishonesty, consult the relevant sections of the USF student catalogs, and/or ask the instructor.
- *It is the responsibility of the students to understand what constitutes plagiarism.* "We didn't know" will not gain you leniency.
- I am not bluffing. Students have failed this class because of cheating. Don't cheat.

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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.

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

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

<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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Academic Integrity (USF System regulation 3.027)

Academic integrity is the foundation of the University of South Florida'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. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in [USF Regulation 3.027](#).

Academic Grievance Procedure (USF System policy 10-002)

The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida 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)

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. Please visit the [Student Accessibility Services website](#) for more information.

[*Special note:* Because of the COVID-19 pandemic, SAS may alter its typical procedures for Fall 2021. For instance, I do not know if SAS will offer in-person exam proctoring for the 2021 fall semester. Check with SAS to learn about other changes from typical operation.]

(*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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Disruption of Academic Process (USF System regulation 3.025)

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process ([USF Regulation 3.025](#)) 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.

Food and Housing Insecurity

We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull (feedabull@usf.edu or [their website](#)), or Student Outreach and Support (socat@usf.edu or [their website](#)).

Intellectual Freedom and Viewpoint Diversity Act (House Bill 233)

Preliminary Guidance Document

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the [USF Student Conduct Code](#).

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Religious Observances (USF System policy 10-045)

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs ([USF Policy 10-045](#)). The University of South Florida, 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 USF's constituency. Students are expected to attend classes and take examinations as determined by the university. 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.

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 Policy 0-004](#)). The USF Center for Victim Advocacy 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 the Title IX Office unless you request that they make a report. Contact the USF [Center for Victim Advocacy](#): 813-974-5757. Please be aware that in compliance with Title IX and under the USF 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 personally to an educator, he or she is required to report it to the Title IX Office. For more information about Title IX, a full list of resources, or to report incidents of sexual harassment, sexual violence, relationship violence or stalking visit: usf.edu/title-ix

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: Canvas, Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and [ALERTUSF](#) messages for important general information ([USF Policy 6-010](#)).

(Instructor's note: examples of "emergency" could be a hurricane, an outbreak of contagious disease (!!!), etc.)

ENV 4001: ENVIRONMENTAL SYSTEMS ENGINEERING
Department of Civil & Environmental Engineering
University of South Florida

Prof. Cunningham

Fall 2021

“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.

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.