Engineering Faculty Document No. 44-24
October 30, 2023

TO: The Faculty of the College of Engineering
FROM: The Division of Environmental and Ecological Engineering
SUBJECT: New undergraduate Course, EEE 48002

The Faculty of the Division of Environmental and Ecological Engineering has approved the following new course. This action is now submitted to the Engineering Faculty with a recommendation for approval.

EEE 48002: Environmental and Ecological Engineering Senior Design 2
Sem. 2, Lecture 1, Laboratory 2, Credits 2
Prerequisites: EEE 48001

Course description:
Senior-level environmental and ecological engineering design projects. Projects will integrate knowledge and skills earlier in the degree program and stress the application of the design process to interdisciplinary environmental and/or ecological engineering systems. The learning objectives for this course are:

1. An ability to apply material and concepts from previous EEE coursework to an innovative design project.
2. An understanding of the complete design process and an ability to perform the process.
3. An ability to identify and acquire new knowledge as a part of the problem-solving/design process.
4. An ability to function on multidisciplinary teams.
5. An ability to communicate professional design and design decisions effectively.
6. An awareness of professional ethics and responsibility of engineers.
7. An appreciation of the role of engineering and of EEE in social contexts.

This course has been offered for approximately ten years under permanent course EEE 48000, which is a variable credit course. Students typically enroll for one-credit in Fall and 2-credits in Spring to complete the three-credit Senior Design curriculum requirement of EEE. The new course, EEE 48002 is a permanent title, two-credit course Spring semester course.

Reasons: In order to function in EduNav, the Registrar has requested that EEE create permanent fixed credit courses for Fall and Spring semester.

John W. Sutherland, Professor and Fehsenfeld Family Head
Division of Environmental and Ecological Engineering

Enrollment for last 5 years
2023 – 61
2022 – 57
2021 – 54
2020 – 51
2019 – 44

Syllabus for Fall 2023 follows.

Purdue University
Environmental and Ecological Engineering

EEE 480: Senior Design **Fall 2023 - Spring 2024**

Instructional Team:	Prof. Nies	nies@purdue.edu
	Ms. Whelton	mwhelton@purdue.edu
	Prof. Mulrow	jmulrow@purdue.edu
Course Graduate TAs:	Amanda M. López	lopez594@purdue.edu

Do not hesitate to ask for assistance!

Course Credit: 1 credit Fall 2023, 2 credits Spring 2024

Weekly All Hands Meeting: Fall - Tuesday 3:30 – 5:20pm, WALC B-066 - Required

Spring - Tuesday 3:00 - 5:50pm, location tbd - Required

Prerequisite: Senior standing in EEE, EEE 25000, EEE 36000.

Course Textbook: None.

Professional Development Textbook: Introduction to Environmental Engineering, David & Cornwell, McGraw Hill, 5th edition (will be provided).

Course Mission:
The goal of this course is to provide an integrated, multidisciplinary, and flexible design experience for EEE students, allowing students to integrate knowledge and skills gained earlier in the degree program to create and evaluate designs that address important issues of environmental and ecological engineering. You should expect that you will have to teach yourself new things, show initiative, and seek help from experts. You should not expect that you already possess the knowledge and experience to complete your project. Most of your work life will involve learning new things. Your project is open ended – this means there is no single correct answer.

Course Objectives:
Students successfully completing the EEE senior design experience will be able to exhibit:

1. An ability to apply knowledge and concepts from the discipline of environmental and ecological engineering and other disciplines of engineering to create innovative design recommendations that meet stakeholder needs;
2. An understanding of the design process and an ability to complete the process, including design thinking tools, problem definition, innovation, iteration, individual learning, communication, project planning, economic and environmental analyses, meeting needs of stakeholders, and acting within all applicable constraints;

3. An ability to identify and acquire new knowledge as a part of the problem solving/ design process;
4. An ability to function on multidisciplinary teams and an appreciation for the contributions from individuals with diverse perspectives and from multiple disciplines;
5. An ability to communicate effectively with audiences with widely-varying backgrounds;
6. Knowledge of and compliance with professional ethics and responsibilities of engineers;
7. An appreciation of the role of engineering and of environmental and ecological engineering in social contexts.

Course Content

This two-semester course primarily centers on out-of-class efforts on an open-ended project. A significant fraction of the in-class curriculum (especially during the first semester) will be used to teach skills related to design, project management, decision making, and communication. This course aims at facilitating the transition from student to practicing engineer.

Student Expectations of the EEE Leadership Team

EEE 480 is not the usual course where your instructor charts daily assignments. The instructional team will try to provide ideas and suggestions to improve your designs. Final decisions are expected to be made by the team. You may expect the instructional team to do the following:

- To serve as mentors in understanding the design process
- To serve as an advisor to your group to interpret technical guidelines and help you to locate needed resources
- To act as a coach to stimulate the group and its members to high performance levels
- To ensure that groups conduct their business in a professional, disciplined manner
- To ensure that the overall technical approach is sound and feasible
- To make clear standards for performance on analyses and reporting work
- To give fair and timely feedback on student performance

It is incumbent upon each group to establish a working relationship with their client which will serve to keep your client and leadership team informed of your progress, problems, and accomplishments.

Faculty Expectations of the Student Groups

Because EEE 480 is the capstone design course, the projects are open-ended and a thorough process is nearly as important as the solution itself. This means that your obligations and expectations will not be as clearly spelled-out as in more traditional classes. Working hours are to be determined by your team needs and schedule. You are expected to commit hours per week working individually learning foundational content, meeting as a group and talking with your client. These meetings will consist of project planning, brainstorming, and reporting on preliminary results. Team meetings (including those with a client) should have meeting minutes

recorded and archived by a team member for every meeting. Finally, we expect each team member to contribute to the project in a meaningful way.

Time Management
Senior Design is the place to elevate your time management skills. Time management involves balancing your commitments and setting priorities. Learning to not overcommit is an important skill. Being skilled at time management helps with stress management. Some things are higher priority than others. Senior Design should be high priority. Regular meetings with the client are a priority. Teams have people with varied schedules. Time conflicts are inevitable. Therefore, compromising by modifying time commitments of lower priority might be necessary to accommodate your Team. We will talk about Time Management in class.

Project Work Products
You must engage your clients and obtain their feedback on all of your progress reports, report drafts and posters in real time as the work progresses. You must obtain your client's input on meeting minutes. Treat your client as you would your boss in your job. Treat your teammates as you would your colleagues in your job. Do not, however, share your course Box folder with your clients.

The EEE leadership team has these expectations for you:

- Good design practice
- Thorough problem definition and understanding
- Creativity in the development of design concepts
- Quality engineering work including analytical and physical modeling
- Professional oral and written communications
- Diligent level of effort toward well-defined milestones
- Effective record keeping and documentation
- Discipline in meeting personal and group obligations
- Demonstration of teamwork with mutual respect of its members
- Hold yourself accountable for your commitment to yourself and your teammates
- Hold your teammates accountable for their commitments to your team and the project
- If you are struggling as a human being - do something! Contact an instructor. If you are not comfortable talking to an instructor see the Resources for Your Well Being document.

Lack of constructive participation in the group projects, excessive unexcused absences from class, or unexcused absence from a deliverable activity are grounds for failing the course.

Policies

We are not all the same and our differences bring value and learning opportunity to our class. Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity,

understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. **You are encouraged to comment, discuss, question, or critique an idea, but you are not to attack an individual**. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Purdue's nondiscrimination policy can be found at this link. Everyone should remember the following points:

- We are all in the process of learning about others and their experiences. Please speak with one of the instructors, anonymously if needed, if something has made you uncomfortable.
- Intention and impact are not always aligned, and we should respect the impact something may have on someone even if it was not the speaker's intention.
- We all come to the class with a variety of experiences and a range of expertise, we should respect these in others while critically examining them in ourselves.

We strive for equity, providing equal access and opportunity, and working to maximize student potential. This requires both instructor and students to identify and remove barriers that may prevent someone from full access or full participation. You can help by:

- Contacting one of the instructors, anonymously if needed, if you see a potential barrier for someone or yourself in participating fully in the class. This might be a physical barrier such as access to technology or a personal situation.
- Suggesting ways in which members of our class can support each other. Virtual study groups and discussion boards are examples, but we encourage you to be creative in your ideas.
- Getting to know each other as contributing members of our learning community. Everyone has something to contribute, and while the course is designed to take advantage of the wealth of knowledge, expertise, and experience we bring together, we can only do it well with your participation. There are many opportunities built into this course for this type of work. It is important we do it together.

Course Attendance (and why this matters)
Attendance in the weekly class meetings is required. However, do not come to class if you are sick! If you must miss class for a legitimate reason email the course instructors and inform your teammates in advance of class.

The attendance policy may be **Modified if Public Health Circumstances Change**. There is NO substitute for being in-class. Classroom attendance, advanced preparation and in-class participation by students enrolled in EEE 480 is needed to accomplish the objectives of this

course. The University has an established policy for excused absence due to bereavement, military service, jury duty, parental leave and medical emergencies.

HOWEVER, we must place the highest priority on public and personal health.

If you are sneezing, coughing or contagious in any way, with any illness – DO NOT ATTEND CLASSES! Students who miss class due to illness or legitimate professional activities must complete assignments in a timely manner to the extent that is reasonable. Be a responsible person and stay home when you are ill.

Absence from Class or Campus
Students may need to travel for interviews, plant trips, and graduate school visitations. Understandably, such professional activities are central to developing your career plans. Because of your role as a team member and our commitment to the project client, it is important to establish some guidelines for a planned absence: (i) notify the instructional team and project team members in writing (email) of your planned absence, well in advance of the day(s) of absence, (ii) do not make plans which conflict with any interactions with the client's visits or other established major project milestones, and (iii) be sure your obligations to the team are satisfied before leaving.

Evaluations
Each student will complete a thorough and comprehensive self and peer evaluation multiple times during the course. These mandatory evaluations are confidential but not anonymous.

Completion of the Senior Exit Survey is a mandatory requirement to complete this course.

Course evaluations are conducted by the Center for Instructional Excellence near the end of each semester. These evaluations are anonymous. Evaluation results are provided to the instructors and the Head of EEE. You are strongly encouraged to complete your course evaluations.

Expectations of Emerging Professionals:
Everyone should be familiar with their rights and responsibilities as members of the Purdue University community:

If you do not understand material, assignments or expectations – ASK an instructor!
If you are struggling or need guidance do ask for help!

If you need something that will advance your project, talk to an instructor!

Student Responsibilities-

It is your obligation to stay informed of the course schedule. All information is posted to Brightspace in advance. It is your responsibility to ask questions if you don't understand assignment expectations.

Assignment Submissions-
All work products for your projects will be submitted to the designated Box folder.

Self and peer evaluations and the Senior Exit Survey will be submitted through Qualtrics.

Ethics-
All students are expected to act in an honest and ethical manner consistent with Purdue University regulations. It is your responsibility to read "Academic Integrity: A Guide for Students". The consequences for acts of academic dishonesty will range from punitive grade reduction to course failure. Specifically, students should understand the definition of plagiarism. This excellent information on plagiarism by the Georgetown University Honor Council is **required reading**.

Presentations, documents and materials from this course are subject to the presenter's copyright. In addition, notes produced from class presentations and activities are considered to be derivative works of the speaker's presentations and materials, and they are thus also subject to the presenter's copyright. Copyrighted materials cannot be sold or bartered without the express written permission of the presenter. Submission of any course materials to any commercial websites, such as Course Hero, Chegg, Quizlet, YouTube, Facebook, or other open media sources or websites is explicitly forbidden and will be considered an act of academic dishonesty and copyright infringement.

Teams
Teamwork is challenging. By now all of you have had multiple team experiences. Some have likely been terrible experiences, hopefully some were positive experiences, and all should have been a learning experience.

Expectations for teamwork are founded on the Teamwork VALUE Rubric developed by the American Association of Colleges and Universities (https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-teamwork).

The most common problem within a team is an unequitable level of engagement and contribution to advancing the project. We will spend time in class discussing accountability to the team, and strategies for managing when a teammate becomes disengaged.

At any time if you believe a teammate's well-being is at risk contact one of the instructors immediately. You are also empowered to submit a Student of Concern Report to the ODOS. If it is an emergency call 911.

Project Management
There is no universal gold standard method of project management. Ultimately, project management is about making and executing a plan to reach an end goal. Inevitably along the way the plan must adapt to new information or circumstances.

Universal elements of project management include clear roles/responsibilities/tasks for each team member, and a timeline that establishes project milestones.

Attributes of high functioning teams include outstanding communication and mechanisms for assessing and maintaining accountability to the team.

Documents and Working in the Cloud
Working within an organization where teammates and supervisors all have access to the cloud space (e.g. Box) where work products reside requires that you have an awareness about the needs of others and that you practice professional courtesy. It is essential to be mindful of security and vulnerability of cloud storage, and therefore, follow good practices with maintaining backups.

File Naming
Every file name must have three elements: team ID, descriptor (what is in this document?), and version/date. Use the same team ID consistently for all your work.
Unacceptable file name: "Final report.docx"
Acceptable file name: "Server Farm GHG Final Design Report fin.docx" **or** "Server_Farm_GHG Final Design Report 4.17.23.docx" or variation thereof
Make sure the instructors can easily identify your final deliverable files.

Learn to use Box
We are using Box as our Cloud storage. This is a requirement. You can access Box through a web interface or install the desktop application on your computer.

Courtesy and Professionalism
Box permits online editing. You may also work offline and then upload documents.

Whenever substantive editing will be done it is good practice to first save the document as a new version. Depending on how much editing is occurring, new versions may be needed multiple times in a day or be limited to once per week.

Creating new versions is good practice for a couple of reasons. Assume the worst and hope for the best. Computer hardware and software fail. You can use your backups of previous versions to recover. If a teammate makes excessive edits/deletions that do not meet the consensus expectations of the team, having a prior version of the document permits recovery from individual misdeeds.

It is always good practice to keep an ongoing summary record of what you as an individual did for the document. If it is a draft you can use track changes or insert comments. Since you will need to document your contributions for progress reports, it might be wiser to keep a separate document. [Note: in many jobs it is mandatory that you keep a log of hours and activities for the different projects to which you are assigned.]

There should be no comments or track changes in final deliverables!

Keep it neat! If a folder becomes cluttered with drafts or other documents consider organizing with sub-folders.

Communication

With EEE Instructional Team: For a project-based course, the instructors will not hold specific office hours, however it is appropriate to request brief meetings with the EEE instructional team as needed. On campus meeting requests should be made via email for times during normal business hours (8:00am-5:30pm) with as much advanced notice as possible. Use the instructor's @purdue.edu email to communicate directly with one or more instructors. If it is an issue relevant to your teammates cc all of them! You can also make appointments and/or talk to instructors in class. Email addresses for individual instructional team members are listed on the main syllabus.

You are required to read your @purdue.edu email on a daily basis. Your Purdue email address is provided to course instructors. It is a legitimate method of communication. Read email pertaining to EEE 480 before deleting it. Get in a habit of checking – and responding! – to email daily, or more frequently.

External Contacts for Product Information and Assistance

Over the duration of the project, each team will be expected to meet with external experts/advisors for feedback, advice, or direction on the project. Some of these meetings may be pre-arranged by the instructional team and some will be initiated by the student teams. Donation of time by professionals (including other professors) is often an act of generosity on their part. Try to make these meetings as productive as possible. Prepare questions in advance. For convenience, it is acceptable to make a meeting with only a portion of your group able to be present. You must adhere to engineering ethics and protect your client/sponsor's confidentiality.

Each group will use an online Box folder that will be shared with your team. This is your team's Design Notebook. This folder must be well organized so the Instructional Team can find any item quickly. Contents uploaded to this folder will include records of personal and group contributions, minutes from client meetings, design analysis, experimental results, discussion notes, sketches, documentation of external artifacts, personal reflections, reference materials, design drafts, and any details which will be useful for the report preparation. Someone must record meeting minutes for any discussion meetings with clients or outside experts. Do not revise the core Box folders. You may add additional folders.

All communications between the team and the client should be conducted via emails or phone calls. (No Texting) The senior design teaching team must be notified of phone communications with the client and notes of the conversation must be appended to the monthly progress reports. All email communication between a team and a client must include every team member and the senior design teaching team (eeeseniordesign@gmail.com).

Student Expectations of the EEE Leadership Team

EEE 480 is not the usual course where your instructor charts daily assignments. The instructional team will try to provide ideas and suggestions to improve your designs. Final decisions are expected to be made by the team. You may expect the instructional team to do the following:

- To serve as mentors in understanding the design process
- To serve as an advisor to your group to interpret technical guidelines and help you to locate needed resources
- To act as a coach to stimulate the group and its members to high performance levels
- To ensure that groups conduct their business in a professional, disciplined manner
- To ensure that the overall technical approach is sound and feasible
- To make clear standards for performance on analyses and reporting work
- To give fair and timely feedback on student performance

It is incumbent upon each group to establish a working relationship with their client which will serve to keep your client and leadership team informed of your progress, problems, and accomplishments.

Faculty Expectations of the Student Groups

Because EEE 480 is the capstone design course, the projects are open-ended and a thorough process is nearly as important as the solution itself. This means that your obligations and expectations will not be as clearly spelled-out as in more traditional classes. Working hours are to be determined by your team needs and schedule. You are expected to commit hours per week working individually learning foundational content, meeting as a group and talking with your client. These meetings will consist of project planning, brainstorming, and reporting on preliminary results. Team meetings (including those with a client) should have meeting minutes recorded and archived by a team member for every meeting. Finally, we expect each team member to contribute to the project in a meaningful way.

Time Management

Senior Design is the place to elevate your time management skills. Time management involves balancing your commitments and setting priorities. Learning to not overcommit is an important skill. Being skilled at time management helps with stress management. Some things are higher priority than others. Senior Design should be high priority. Regular meetings with the client are

a priority. Teams have people with varied schedules. Time conflicts are inevitable. Therefore, compromising by modifying time commitments of lower priority might be necessary to accommodate your Team. We will talk about Time Management in class.

Project Work Products
You must engage your clients and obtain their feedback on all of your progress reports, report drafts and posters in real time as the work progresses. You must obtain your client's input on meeting minutes. Treat your client as you would your boss in your job. Treat your teammates as you would your colleagues in your job. Do not, however, share your course Box folder with your clients.

The EEE leadership team has these expectations for you:

- Good design practice
- Thorough problem definition and understanding
- Creativity in the development of design concepts
- Quality engineering work including analytical and physical modeling
- Professional oral and written communications
- Diligent level of effort toward well-defined milestones
- Effective record keeping and documentation
- Discipline in meeting personal and group obligations
- Demonstration of teamwork with mutual respect of its members
- Hold yourself accountable for your commitment to yourself and your teammates
- Hold your teammates accountable for their commitments to your team and the project
- If you are struggling as a human being - do something! Contact an instructor. If you are not comfortable talking to an instructor see the Resources for Your Well Being document.

Lack of constructive participation in the group projects, excessive unexcused absences from class, or unexcused absence from a deliverable activity are grounds for failing the course.

Grading Policy: (Plus/minus grading system)
Your final grade will be determined by a combination of individual and group work products and participation related to your project. Because of the class size and the nature of both personal and group interactions with external professionals, we will solicit feedback from EEE 480 clients based on project interactions. Also, mandatory self and peer evaluations will be submitted by each student, assessing his/her own performance as well as the performance of the other team members. Each student will document their individual contributions in the regular progress reports. These forms will assist in determining your personal contributions to the project effort.

Fall	Spring
10% - Progress Reports	0% - All Mandatory Evaluations* (-100% if not done)
10% - Technical Report	5% - Revision Memo
10% - Elevator Pitch	10% - Team Talk
15% - Client Evaluation	10% - Client Evaluation
55% - Mid-Project Report	20% - Final Poster
	55% - Final Design Report

* Mandatory Evaluations include the Self & Peer Evaluations and the EEE Senior Exit Survey.

Course Schedule

Although this course is broken into 1-cr then 2-cr across two semesters, your team should strive to work as diligently as possible to accomplish as much as possible during fall semester. Your project should be >90% completed by March 6, or sooner should your client require it. Thus, allocate steady effort from August 22, 2023 through March 6, 2024, regardless of the course credit hours. If your team successfully meets the established milestones the final six weeks of the Spring 2024 semester will be quite a bit less harried than typical end of semester senior design experiences.

Fall 2023 Schedule and Deadlines

Date	Class Activity	Deliverables
Aug 22	Course Introduction	Interests/skills survey Time management
Aug 29	Project and team assignment	Approved Client email
Sept 5	Team Building	
Sept 12	Team Project Management	
Sept 19	Research	

Sept 26	Technical Writing	Progress Report*^
Oct 3		#
Oct 10	No Class - October Break	
Oct 17	Employment Negotiation	Progress Report*^
Oct 24	Elevator Pitches	Peer Review #1
Oct 31	Elevator Pitches	Individual Technical Report
Nov 7	Elevator Pitches	Progress Report Mid-Project Report draft*^
Nov 14	Project meeting	
Nov 21		#
Nov 28	Project meeting	
Dec 5	Project meeting	Mid-Project Report*^ Peer Review #2

Class Activities and Milestones - Class meeting time will be used for content lectures, team exercises, progress reports, questions, presentations, and other educational activities.

Individual Technical Report - Fall semester, each student will write an individual scholarly technical report to be integrated into the team project document. The topic is related to foundational principles of the team's project. The specific topic must be pre-approved, ~5,000 words, with graphics and references.

Elevator Pitch - Fall semester each individual will make a two-minute oral presentation to the class. This Elevator Pitch will introduce you, describe a skill that makes you a good job candidate, and describe one of the following: a) a time where you solved a work-related problem, b) demonstrated leadership, or c) navigated a challenging professional situation.

Revisions Memorandum

This Team written memo is a one-page summary of the January discussion with instructors about your Team's project status. Content includes topics discussed and actions to be taken.

Team Presentation

Spring semester your team will make at least one presentation to the class to describe your project and your accomplishments. The presentation will include a 15-minute talk and five minutes for questions.

Spring 2024 Schedule and Deadlines (tentative)

Date	Class Activity	Deliverables
Jan 9	Meetings to discuss Mid-project report comments	
Jan 16	Meetings to discuss Mid-project report comments	
Jan 23	Meetings to discuss Mid-project report comments	Revision Memo
Jan 30	Project meeting	Improved Mid-Project Report*^
Feb 6	Project meeting	
Feb 13	Project meeting	
Feb 20	Team Presentations	
Feb 27	Team Presentations	Peer Review #3
Mar 6	Team Presentations	90% Project Final Report*^
Mar 13	No Class - Spring Break	
Mar 20	Project meeting	Poster Draft v1
Mar 27	Mock Poster Session #1	Poster Draft v2*
Apr 3	Project meeting	99% Project Final Report*^
Apr 10	Mock Poster Session #2	99% Final Poster*

Apr 17	Final Poster Session #3 (need to acquire instructor approval and consent of your client to display before April 18)	100% Complete Final Report*^ Peer Review #4
Apr 17	Tuesday April 17 by 5pm (submit as PowerPoint file only - EEE will have posters professionally mounted)	100% Final Poster*^
Apr 23		#
April 25	Recognition Night Block 5 - 9pm on your calendar	

* - an asterisk indicates a document requiring submission to your client for feedback
^ - submission requires descriptions of individual contributions by each team member
# - indicates a class date where the activity is tbd

Emergency Preparedness:
In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted on Brightspace or can be obtained by contacting the instructional team via email or phone.

To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages, view www.purdue.edu/ea
There are nearly 300 Emergency Telephones outdoors across campus and in parking garages that connect directly to the PUPD. If you feel threatened or need help, push the button and you will be connected immediately.

If we hear a fire alarm during class, we will immediately suspend class, evacuate the building, and proceed outdoors. Do not use the elevator.

If we are notified during class of a tornado warning, we will suspend class and shelter in classroom (Fall 2023). Spring 2024 tbd.

If we are notified during class of a Shelter in Place requirement for a hazardous materials release, or a civil disturbance, including a shooting or other use of weapons, we will suspend class and shelter in the classroom, shutting the door and turning off the lights.

Please review the Emergency Preparedness website to familiarize yourself with the content.