Microbiology Lecture
BIO- 2010- 80774
College of Southern Maryland
Summer 2010 Course Information

Your Instructor

Ronda Jacobs
Email: rondaj@csmd.edu
(Note: After the course starts, all email should be submitted via the course email.)

College of Southern Maryland

8730 Mitchell Road, P.O. Box 910
La Plata, MD 20646-0910

Local Work Phone: 301-934-7596
DC Metro Work Phone: 301-870-3008, ext. 7596

Office Location/Hours

La Plata Campus
Building Room: LR 202B

Office hours by appointment. Please call or e-mail ahead for an appointment.

Course Description

BIO 2010 is a basic introduction to the field of microbiology. Students study major groups of microorganisms, their structure, metabolism, epidemiology and control of microbial growth. Immunology is strongly emphasized.

Course Materials

Required Materials:

Textbook: Microbiology, a human perspective (5th ed) by Eugene W. Nester, et al.

Link to CSM's Online Bookstore

Internet Access and Software:
Internet access is required. Microsoft Word and Excel will be used to complete the application projects.

**Prerequisites**

BIO 1040 and BIO 1040 lab or BIO 1060 and BIO 1060 lab or BIO 1010 and BIO 1010 lab or BIO 1020 and BIO 1020 lab or Biology Placement test plus MTH 0900 or math placement.

**Credit Hours**

3 credit hours

**Important Dates**

- **June 14:** First day of classes. Access to course materials begins at 8:00 am.
- **July 3-5:** College closed (online course may run through the holiday, see schedule for due dates).
- **July 19:** Last day to withdraw (you cannot audit labs).
- **Aug 16:** Last day of Semester

**General Education Goals**

We consider “general education” to be a body of values, skills and knowledge to which all graduates with A.A. degrees should be exposed and for which we may determine certain levels of competency. These values, skills, and knowledge are representative of a common body of educational experiences that we view are vital for enabling our graduates to make rational decisions.

In taking a science course, the student can reasonably expect to be exposed to many of the following values, skills and categories of knowledge. The student should keep in mind that not every value, skill or category of knowledge will be met in every science course. For a more thorough listing of general education goals, the student is referred to the college catalog.

**Reading:** Graduates should be able to: read college material, define or interpret unfamiliar words; identify the main components and the supporting evidence; and synthesize information and concepts gained from reading.
Mathematics: Graduates should be able to: perform mathematical operations accurately and interpret graphs, tables and charts.

Writing: Graduates should be able to: write in complete sentences, proof read and edit, punctuate and spell in standard English, conceive ideas, select materials, and organize contents effectively for a purpose; and write a unified, coherent academic essay, correct in structure and mechanics, which supports a clear, limited thesis.

Observations: Graduates should be able to: conduct careful, thoughtful observations of objects and phenomena in nature, society, science and art; select and use appropriate instruments to measure and observe objects and phenomena; describe their observations accurately using appropriate terms and units; interpret and draw appropriate conclusions based on their observations and measurements; and evaluate the significance of the conclusions reached.

Learning: Graduates should be able to: set study goals and priorities to attain state course objectives; prepare for different types of examinations and evaluations; adapt to a variety of methods of instruction; locate and use resources outside the classroom; ask pertinent questions; accept constructive criticism and learn from it; and apply appropriate theories to solve problems.

Speaking: Graduates should be able to: express their needs and expectations clearly; ask and answer questions effectively; and organize and present ideas and feelings in language appropriate to the situation and the audience.

Listening: Graduates should be able to: interpret, analyze, and evaluate spoken messages; identify the main and subordinate ideas in spoken messages; and follow spoken instructions.

Your Responsibility as a Student

We provide a comfortable learning environment, current computer equipment, lab assistants on site to give you immediate technical support, and resolution of technical problems on campus usually within 24 hours.

Please be aware that we are not able to provide these same services at your home. If you experience problems at home, please contact Technical Support at 1 - 800 - 732 - 3223. Their hours of operation are Monday thru Thursday from 9 am to 8 pm (EST) and Friday 9 am to 5 pm.
messaging is available and someone may return your call at times other than those listed above.

Be aware that if you are unable to complete your assignments at home, you are expected to come to one of the College’s designated computer facilities to complete your assignments on time. Computer difficulties at home will not qualify as an excuse for missing deadlines.

**ALWAYS HAVE A BACK-UP PLAN!**

**My Commitment**

I will read all discussion board postings, and will reply to all of your Graded Discussion postings with feedback.

I will typically respond to e-mails within 24 hours, particularly Monday through Friday. I reserve the right to a 48-hour response time, however. If I will not be able to respond to your e-mails for a certain period, I will let you know through a course announcement. This same response policy applies to questions you post in the HELP discussion forum. I prefer that questions be posted in this area because someone else may have the same question. Please feel free to respond to each other's questions and answers. I will also respond, but perhaps not as quickly as your classmates.

**Minimum Computer Requirements**

For web-based courses, you need convenient access to either a Windows-based Pentium computer or a Macintosh. It should have a 28.8 modem or higher, an Internet Service Provider, and a version of a web browser (Internet Explorer 7.0 (preferred) or Firefox 3.0) which has JavaScript and is JAVA-enabled.

When you log in to WebCT for the first time, it is highly recommended that you run the Browser Check. This is also part of the Getting Started Module you must complete before the course due date. Completing the Browser Check will allow you to proceed more smoothly through the rest of the course.

You may also use one of the Internet-connected computers in the college's open computer labs to complete course requirements. Instructors and laboratory assistants are available in the labs to help answer questions about web-based courses.

Plug-ins will be required to view some of the course materials. You must
install the following downloads to ensure you will be able to view all materials:

Link to download Adobe Reader
Link to download Flash
Link to download Real Media Player
Link to download Windows Media Player

Course Objectives

The successful student, upon completion of the course, will:

(1) comprehend the diversity in structure between bacteria, fungi, protozoans and viruses.
(2) comprehend the importance of bacteria, fungi, protozoans and viruses in the disease process.
(3) describe the beneficial aspects of microorganisms.
(4) apply the principles of microbial genetics which help explain the spread of antibiotic resistance among bacteria and comprehend the medical significance associated with the spread of antibiotic resistance.
(5) describe the symptoms of major microbial diseases of humans and the importance of nosocomial infections.
(6) understand the basic principles of immunology and how they relate to human disease defense against disease.
(7) describe the control of microbial growth by chemical means, physical means and by chemotherapeutic means.

Course Design

The course is arranged into learning modules. There are 15 learning modules for this course which correspond to designated chapters/topics in the textbook. There is also an introductory learning module called Getting Started and a Plagiarism Tutorial. The getting started, plagiarism tutorial, and learning modules will be completed sequentially.

Each online learning module typically includes:

* An overview to the module
* A list of module-specific learning objectives
* An outline that highlights how the learning objectives will be achieved
* A reading assignment from the text.
* A PowerPoint presentation that summarizes the main concepts of each learning module in a visual manner with a text outline for each presentation
* A discussion or assignment that emphasizes key concepts
* A short quiz to assess topic information
* Reflections, a recap of expected learning outcomes

**Textbook and Online Activities**

For each chapter in the textbook that is covered, the student will complete each of the following activities and access the online components of the course using the Publisher Resource link provided in the course:

1. **Overview.** Review the overview for a summary of the key concepts presented in each learning module.
2. **Learning Objectives.** Review the learning objectives for each learning module. The learning objectives state what the student will know or be able to do upon completion of the learning module in observable, measurable terms.
3. **Outline.** Learning module main topics that students should focus on.
4. **Reading Assignment.** Students will read the assigned pages in the textbook.
5. **PowerPoint.** Students can view (or download print version) the PowerPoint presentation for the learning module. The presentation summarizes the concepts in a visual manner. It is also available in print form but this does not include pictures.
6. **Discussion Questions.** Students can choose one question from a minimum of two in designated learning modules to discuss in detail. In the initial answer to the question, the student must support their information with an appropriate URL (one source minimum) to document their answer by providing additional resources to the class discussion. Class discussions provide a sound board of sorts to reaffirm or clarify course material. Students are expected to respond to a minimum of one other student for each specified learning module. **The discussion questions are worth a total of 15 points each.**
7. **Assignments** are assigned in designated learning modules. Assignments reinforce chapter and lecture key points. **The Assignments are worth a total of 20 points each.**
8. **Quiz.** A quiz consisting of true/false, multiple choice, short answer, and/or paragraph questions is assigned for each learning module. **The Quiz is worth a total of 10 points for each learning module.**

10. **Exams.** Students will take five unit exams. The exams are multiple-choice and true/false, randomized, short answer, and/or paragraph questions. If a student has a concern about an exam question, they should contact the instructor immediately after the exam and state the question number and their concern. Each unit exam is worth **100 points.**

12. **Help.** A Help forum has been established in the discussion area. Students who have a question about information or concepts presented in a particular chapter should post a message to the Help area. Classmates are expected to look at these postings and reply to them if they think they can answer the question or provide some help. The instructor will respond to questions posted to the Help forum within 48 hours if the question is not answered correctly by a classmate.

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**Student Expectations**

**What successful students should expect to do in BIO2010:**

* Successful students understand that the retention and comprehension level of the material covered in this course depends on the degree of their commitment to learning.

* Successful students recognize that the syllabus, text, and online course materials are the primary source of instruction in a web-based course, so they read them carefully and refer to them regularly.

* Successful students will be challenged and encouraged to accept learning responsibilities.

* Successful students recognize the importance of communicating with the instructor and/or their classmates. Successful students call or email their instructor to discuss questions or concerns; they participate in online discussions.

* Successful students meet all due dates. Successful students plan their time wisely. **Due Dates** have been established for the completion of the course work. **The student is responsible for submitting assignments and completing the required activities.**

* Successful students are self-motivated and keep up with all assignments and activities. In a traditional course, students normally spend 2 hours per week in class (total 30 hours). The standard formula
for college coursework is that every one hour of class time will result in two or three hours of homework.

* Successful students set aside 8 hours per learning module to complete the requirements of a course.

* Successful students exhibit online courtesy.

* Successful students **check course email a minimum of four times a week. For summer courses, students check course email daily.** After the start date of the course, all emails must be sent using the course email and not to the instructor’s college email accounts.

* Successful students ask questions before due dates.

* Successful students look up information first so that they ask informed questions, not questions they already have the answers to. If they cannot find the answers, they contact the instructor using the course email or by phone or by posting the question to the **Help** forum.

* Successful students pay close attention to how they can best and most easily learn the material in a particular subject area. Students may find it helpful to take a learning styles inventory to guide their study habits. Students can access one online at [http://www.metamath.com/lsweb/dvclearn.htm](http://www.metamath.com/lsweb/dvclearn.htm). Students who are having difficulty figuring out how best to learn the material in this class should contact the instructor for suggestions.

**Instructor Expectations**

What students can expect from their BIO 2010 instructor:

* Successful instructors communicate frequently with their students. Your BIO instructor will respond to emails within 24 hours and will return phone calls Mondays - Fridays. Given the significant number of student postings to the discussion area, the instructor will usually comment to the group as a whole about their responses. Occasionally, the instructor may interject comments during the week in order to help steer the discussion or to highlight posts that are significantly good in some respect and provide a model for others. The BIO instructor will forward individual comments using the course email when it is clear that a significant misunderstanding of the concept has occurred or where a student needs additional assistance to be successful in subsequent lessons.

* Successful instructors facilitate the learning process, encourage
students, and provide constructive feedback on all assignments. The BIO instructor will post grades for assignments approximately one week after their due date.

* Successful instructors design the course and learning activities to enable students to learn and understand the content, interact with the materials, and apply the concepts.

* Successful instructors evaluate assignments fairly. The grading scale is included in the syllabus.

**Grade Determination**

Points will be assigned for the following course components: Discussion (105 points), Assignments (140 points), Quizzes (170 points), and Exams (500 points).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>915 - 824</td>
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<tr>
<td>B</td>
<td>823 - 732</td>
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<tr>
<td>C</td>
<td>731 - 641</td>
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<tr>
<td>D</td>
<td>640 - 549</td>
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<tr>
<td>F/FX</td>
<td>Below 548</td>
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Be aware that **withdrawing** from this course is **not automatic**. If you intend to withdraw or change to audit status (cannot audit lab), it is your responsibility to fill out the necessary paperwork with the Registrar’s Office. Negligence on your part could result in a failing grade. Incompletes are only granted in extreme circumstances and if the student has completed 90% of the required coursework at a satisfactory level. Please contact your instructor if you have any questions.

**FX Grade**

A grade of FX is given at midterm and at the end of the semester if the student has not participated in any lab work for modules five and six **AND** is failing the course. Participation is measured by completing coursework in the learning modules (discussion questions, assignments, and quizzes). If a student misses ALL due dates for the coursework in learning modules five and six **AND** is failing the course, the grade of FX is assigned. The FX will appear on the transcript and equates to an F in grade point calculations.

**Borderline Grade Policy**
A student with a borderline numerical course grade will be given the higher or lower grade at the discretion of the instructor. A borderline grade is a grade less than 0.5 from the next grade. In this class, an 89.5 or higher will become an A, but an 89.49 will remain a B unless the instructor determines that it should be raised to an A based on overall course performance.

**Discussion Question Rubric**

The following rubric will be used to evaluate the Discussion Questions:

<table>
<thead>
<tr>
<th>Grading Rubric for Online Discussions (Possible Points 15)</th>
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<tbody>
<tr>
<td><strong>Score/Original Post</strong></td>
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<tr>
<td>8</td>
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<td>4</td>
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<tr>
<td>2</td>
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<td>0</td>
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<tr>
<td><strong>Score/URL</strong></td>
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<tr>
<td>3</td>
</tr>
<tr>
<td>Score/Responses</td>
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<td>-----------------</td>
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<td>0</td>
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</tbody>
</table>
After completing the specified learning modules in succession, the student will take an online exam (unit and/or final). The exams are multiple-choice and true/false, randomized questions. If a student has a concern about an exam question, they must contact the instructor as soon as the exam is completed and state which question is of concern. Each unit exam is worth 100 points. It should also be noted that the unit exams cover material from the most recent learning modules. That is not to say that material from previous learning modules will be ignored but the unit exams are not intended to be cumulative.

The exams will be completed online. Students will not be required to complete exams in the college’s Testing Center.

**Make-Up Quiz & Exam Policy**

Quizzes and exams cannot be made up; however, they can be completed early. **DO NOT WAIT UNTIL THE LAST MINUTE TO TAKE A QUIZ OR EXAM. IF YOUR CLOCK IS EVEN SLIGHTLY OFF FROM THE WebCT SERVER, YOU RISK BEING LOCKED OUT OF A QUIZ/EXAM.**

**Assignments**

Students will complete the course work specified in each learning module. The assigned work can be completed by accessing the Assignment section. Each learning module assignment is worth 20 points. Discussion questions are also presented in seven of the learning modules. Students can choose one question from a minimum of two in each Discussion section to discuss in detail (see rubric). In the initial answer to the question, the student must support their information with an appropriate URL (one source minimum) to document their answer by providing additional resources to the class discussion. Students are then expected to respond to a minimum of one other student for each learning module. **The discussion questions are worth a total of 15 points each.**

**Late Work**

Assignments and discussion questions cannot be made up. Once the discussion closes you cannot add to the discussion. Because of the pace of the course, late work will not be accepted. A zero will be recorded for the discussion question and/or course work.

**Extra Credit**
One extra credit quiz will be made available just before the final exam. It will not be due until close to the last day of class. The extra credit quiz is worth 20 points. You will have three attempts at the extra credit quiz with the highest score counting.

**Other Policies**

**HONESTY**

Successful students always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Each student is expected to perform his/her own academic work. Plagiarism and other forms of academic dishonesty are considered extremely serious offenses. The student is personally responsible for understanding the various forms of academic dishonesty as they are explained in the "Student Code of Conduct" in the Student Handbook. Ignorance of any requirement for academic honesty will not constitute an excuse from disciplinary proceedings. Any form of cheating will be considered grounds for failure of the course. If you have any questions about the policy, please ask!

**UNAUTHORIZED PERSONS IN THE CLASSROOM**

Only students registered for this class may attend (i.e., access the course, participate in course activities). Any person not registered for this class is considered an *unauthorized person* and will not be allowed to attend this class. See the Student Handbook for further details.

**COLLEGE POLICIES**

All college policies will be followed as applied to a Web course. See the Student Handbook for any specific questions.

**ATTENDANCE**

Because this is a web-based course, students are not required to come to the campus. However, students should check course email at least four times a week for 15-week courses or daily for 7-week courses. The instructor is available to meet with students by appointment to discuss course content, to explain concepts, or to discuss their progress in the course.

**NETIQUETTE**
**Netiquette** is online jargon for Internet etiquette and is a series of customs or guidelines for maintaining civilized and effective communications in online discussions and email exchanges. Students in this course will be expected to demonstrate netiquette when interacting with classmates and instructors. Specific netiquette techniques will be introduced in the Getting Started learning module.

**STUDENT SERVICES**

The College of Southern Maryland **Libraries** serve the information needs of students for research, class projects, and independent study. Students may access Proquest and other databases, course reserves, and the Maryland Digital Library from off-campus. Students may order their textbooks, register for classes, check midterm and final grades, and contact an advisor—"all online!" The Student Success Center provides various services such as tutoring, learning lab software, and physical models. More information about these and other services can be found at [http://www.csmd.edu/StudentSuccess/](http://www.csmd.edu/StudentSuccess/)

**DISABILITIES AND SPECIAL NEEDS**

The **Learning Assistance Center** (LAC) provides a comprehensive system of student and faculty support services. Peer tutoring, skills improvement, testing, and disabled student services are some available services. Students with a **physical, psychiatric/emotional, medical, or learning disability** that may impact their ability to carry out assigned course work are urged to contact Glennis Daniels-Bacchus. All information and documentation is confidential.

Glennis Daniels-Bacchus  
Learning Assistance Center  
La Plata Campus, LR123

301-934-7614  
glennisd@csmd.edu

**Comments**

This course includes a fairly large amount of material; therefore, we must maintain a reasonably rapid pace during the semester. Despite this, please remember that you are encouraged to ask questions or seek out my help at any time during the semester. Also, become acquainted with your classmates and form study groups. You will be surprised how much this effort will help you.
I want you to succeed in this course! To be successful, you MUST complete the readings, the discussion posts, the assignments, ask questions, and seek help when necessary. I will be happy to provide extra help to students via email, phone, or in-person meetings at my office. In addition, you can receive help through the college tutors or study groups. However, when all is said and done, it is YOUR effort, YOUR time, and YOUR determination that make the difference between failure and success.

The instructor reserves the right to modify this grading policy or the course schedule. Students will be notified of any changes by course announcement in WebCT/ Blackboard.

<table>
<thead>
<tr>
<th>Module</th>
<th>Due Dates*</th>
<th>Topics</th>
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<th>Points</th>
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</thead>
<tbody>
<tr>
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<td>Practice Assignment</td>
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<td></td>
<td>Jun 17, 10</td>
<td>Getting Started Quiz</td>
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<td>End Date</td>
<td>Assignment</td>
<td>Quiz</td>
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<td>Module 10</td>
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<td>Jul 29, 10</td>
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<td>Module 13</td>
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<td>Assignment</td>
<td>20</td>
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<td>Module 14</td>
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<td>Aug 8, 10</td>
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<td>Aug 12, 10</td>
<td>DQ Posts</td>
<td>15</td>
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<td>Aug 15, 10</td>
<td>Aug 15, 10</td>
<td>Exam 5 (Mod 13-15)</td>
<td>100</td>
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* Due dates are by 11:30 pm (Eastern time zone) of the calendar day. Work can always be completed PRIOR TO this date.