



**HHPH 510: GLB/Principles of Environmental Health Course Syllabus**  
COURSE SYLLABUS: Summer II 2022

## **INSTRUCTOR INFORMATION**

**Instructor:** Dr. Elizabeth Wachira, Assistant Professor

**Office Location:** NHS 134

**Office Hours:** TBD

**Office Phone:** 903-886-5349

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**University Email Address:** [Elizabeth.Wachira@tamuc.edu](mailto:Elizabeth.Wachira@tamuc.edu)

**Preferred Form of Communication:** Email

**Communication Response Time:** 48 business hours

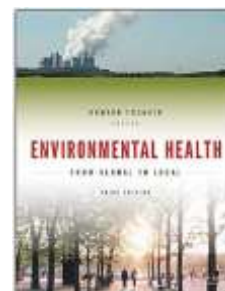
## **COURSE INFORMATION**

### **Course Information:**

**Course Value:** Three (3) Credit Hours

**Course Location:** Online

**Course Time:** Online



**REQUIRED Text:** Frumkin H ed. Environmental Health: from Global to Local, 3<sup>rd</sup> Edition. John Wiley & Sons CA, Jossey-Bass Publishers, 2005.

ISBN: 978-1-118-98476-5

[https://www.wiley.com/en-](https://www.wiley.com/en-us/Environmental+Health%3A+From+Global+to+Local%2C+3rd+Edition-p-9781118984765)

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### **Course Description**

This course will introduce students to key topics, concepts and methods in Environmental Health. It will include the characterization of components of our environment that can adversely affect human health and the policies and regulations designed to protect us. Using the perspectives of the population and community, the course will cover factors associated with the development of environmental health problems. Topics covered include air/water quality, food hygiene, sanitation, municipal/infectious/hazardous waste, vector-borne disease, occupational health, legal/risk issues, and global environmental issues.

### **Student Learning Outcomes**

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

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1. To examine the interplay of factors affecting health, that are defined as environmental from an interdisciplinary vantage point.
2. To identify interventions used to ameliorate environmental health problems.
3. To understand core research and evaluation methodologies commonly used in the field of environmental health.
4. To utilize epidemiologic and public health skills to address an environmental health problem.
5. Critically evaluate the central issues, scientific challenges, and strategies for control of the major environmental risks to human health in industrialized and developing societies.
6. Describe and critique government, civil society, and international organization strategies and roles in the promotion of a healthy environment and the control of toxic exposures.

### **Instructional Methods**

The course is organized by modules. Each module will be formatted similarly including chapter learning objectives, printable power point slides, discussion boards, quizzes and a written assignment (discussion board – or- project related work). A course schedule is listed at the bottom of the syllabus.

### **How Should Students Proceed Each Week for Class Activities?**

- The student will access and follow all course instructions found in the module content areas.
- The student will first read the assigned reading for the given week using the Power Point section of each week.
- The student will complete all assignments (quizzes, discussion boards, project related work) as outlined in the syllabus schedule by the Sunday @ 11:59pm deadline.

### **Assessments**

#### **ASSESSMENTS**

The student will be responsible for obtaining all materials presented online, assigned readings from the textbook, and any outside assignments given by the instructor. All class assignments must be turned in online. You are responsible for making sure your assignments are in on time per the directions. You are also responsible for making sure the assignment is in a file format (word/pdf) that can be viewed by the instructor and peers (discussion boards). All assignment details will be provided during each week/module section. No emailed work will be accepted. NOTE: Unless otherwise specified, all assignments are due ONLINE by 11:59pm on the date provided in the syllabus schedule. **NO LATE WORK IS ACCEPTED**

#### **1. Assignment 1: Course Orientation = 50 points**

During the first week of class, students are required to review the course syllabus, set up inclusive of how the D2L course shell is arranged and review various material to ensure success in the class. Course introduction assignments include introducing yourself, reading and completing quizzes to acknowledge review and understanding of these

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resource guides. Specific directions for completing these is provided on D2L in the corresponding week/module folder.

**2. Assignment 2: Environmental Health Issue Selection (15 points)**

Each student will choose an environmental health issue tied to a public health problem. The choice of health issue is first come, first served. To sign up for this, create a discussion board post under the “Final Project Selections” discussion board with your name, environmental health issue (ex: Elizabeth Wachira– Wildfires and Asthma). In the thread area, write 2-3 sentences about why you are interested in this topic and why it is important for the general public to know about it.

- This will be the topic you will relate all your writing and work to (ex: blog postings, digital story etc)

*Before posting your selections, be sure you look to see what others have selected. Do NOT pick topic/health issue that someone else has already picked.*

*There are enough issues to go around.*

**3. Assignment 3: Blog Postings (3 @ 90 points = 270 points)**

Similar to discussion board assignments we will use blog postings to provide a space to learn and share about your environmental health issue. Directions and prompts for each blog posting will be provided. To complete these, students should first read the assigned readings and research pertinent information online before posting and joining the discussion. For each entry, you will be provided with a discussion prompt. This will be a publicly housed entry so care must be taken to ensure all content posted is accurate and written appropriately. You are to support your posting using your textbook and at least (2) outside credible reference, one being a peer-reviewed article. *An automatic zero will be given if any part of your initial blog is inaccurate and has numerous and obvious grammatical errors.* See more details on D2L

- Rubric = Original post (60 points) + 2 peer responses (@ 15 points each = 30)
- *Goal is that by the end of the semester, you have read and responded to all classmates.*

**4. Assignment 4: Exams (2 x 100 points = 100 points)**

There will be two exams based on the assigned readings (book & other required readings) as well as final project work. **All exams are due by 11:59pm on the last day of the course module.** Students will be unable to make-up an exam when the due date has passed. Exams are only accessible one time; thus, be prepared when you enter the exam.

**5. Assignment 5: Annotated Bibliography (200 points) –due in Module 4**

Good research on a topic is founded on a thorough review of literature and evidence-based interventions. One of the more useful tools in conducting research is the annotated bibliography. An annotated bibliography combines the citations found in the References list at the end of documents in APA format with annotations about each of the sources. The focus of your bibliography will be based on your selected health issue/topic.

*\*See Assignment Guidelines on D2L for more directions\**

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## 6. Environmental Health Digital Story (160 points) – Due in Module 5

Each student will create a 3-5 minute digital story of their chosen issue. The objective of this digital story is to (1) raise awareness about your selected environmental health issue (2) educate viewers on the health implications, and (3) provide viewers with a “call to action” to prevent or reduce occurrence and impact of the issue.

- You will submit this as a blog entry (100 points)
  - o Include a 1-2 paragraph overview summary of your video, why you created it and what you hope viewers will take away from it
  - o Embed your video beneath this write up
  - o Provide a discussion prompt for viewers to respond to
  - o Include video script as a downloadable document
- View and respond to 4 peers videos (4 x 15 points) = 60 points  
*Examples and resources for creating a digital story provided in D2L*

### GRADING

Please see a listing and description of all assignment grading criteria within the Course Grading Rubric folder.

#### Grading Criteria:

Course Orientation	75 points
Topic Selection	15 points
Blog Entries (3 x 90)	270 points
Exams (2 x 100)	200 points
Annotated Bibliography	150 points
Environmental Health Digital Story	160 points
<b>Total Possible Points</b>	<b>870 points</b>

#### Grading Scale:

90-100% points = A    80-89% = B    70-79% = C    60-69% = D    0-59% = F

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

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YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

### **Brightspace Support**

#### **Need Help?**

#### **Student Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

E-mail strategy: You are welcome to email your questions or concerns to me. There are, however, some caveats associated with email that you must remember:

1. A reasonable response time to emailed questions is 24 - 48 business hours.
2. Questions emailed on weekends may not receive a response until the work week begins.
3. As the instructor, I reserve the right to answer emailed questions regarding assignments, tests, discussion boards, etc., in a direct email to everyone for the benefit of all students.
4. Please be courteous and professional in all of your interactions with me and fellow students.

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# COURSE AND UNIVERSITY PROCEDURES/POLICIES

## Course Specific Procedures/Policies

1. Attendance in class is **required**. If you are unable to attend a class (actively logged in and participating in the online class), please notify me through email.
2. It will be very difficult for you to do well in this class if you miss submitting coursework. Please be aware that class participation goes beyond simply logging into this class. Just because you are logged in to the class, does not mean you are participating. It means active involvement in class discussions, assignments, and active participation in group activities.
3. Make-up of coursework will only be given in very rare circumstances: serious illness with a note from your physician, a death in your family or if you have an officially excused absence while representing the university. If any of these situations occur you **MUST** email me prior to the module end date.

An “excused absence” is defined as a documented university approved activity. The instructor reserves the right to change the content or format of all make-up work. The student is responsible for making up missed work. If the absence is one of the reasons listed below, you will be able to make up the work. To reserve this right, you **MUST** provide written documentation on the day of your return to class (a copy that I can keep). Please notify me ahead of time if you know you will be absent.

- i. Participation in an activity appearing on the University’s authorized activity list.
  - ii. Death or major illness in a student’s immediate family.
  - iii. Illness of a dependent family member
  - iv. Participation in legal proceedings or administrative procedures that require a student’s presence.
  - v. Religious Holy Day
  - vi. Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off campus physician).
  - vii. Required participation in military duty
4. Make-ups will only be given if I have been notified prior to the end of the course module in order to verify your reason for missing coursework. All missed coursework not meeting the criteria for a make-up will be given a grade of 0.

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## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

- [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
- [Undergraduate Student Academic Dishonesty Form](#)
- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>
- [Graduate Student Academic Dishonesty Form](#)
- <http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

## **ADA Statement**

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) 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 have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

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Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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