I. Course Description: This course examines factors in the environment that impact human health. This course is designed to explore the ways in which mankind may control the environment in order to minimize deleterious effects on health and quality of life. Topics explored include: Built Environment, Nature and Health Outcome, Sustainability, Climate and Population

HSC 436 “Environmental Health and Ecology” (3 credits) typically meets three times each week (Monday/Wednesday/Friday) in 50-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading requirements, are expected to be present for extra credit participation points, take three examinations (one of those is the 2-hour final examination), are required to make a major group presentation in which they describe and defend an environmental health hot topic, and submit responses to questions from the book Climate of Hope. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Program Learning Outcomes (Community Health):
1. The student will be able to plan and evaluate a community/classroom-based health lesson (NCHEC I, II, IV).
2. The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities (NCHEC VII).
3. The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue (NCHEC I, II, IV, VII).
4. The student will be able to communicate health information (NCHEC VI).
5. The student will design and implement a health behavior change plan that they will monitor for the semester (NCHEC I, II, III).

Student Learning Outcomes - The student will be able to:

- Describe the general relationship between the environment and people’s health
- Describe the basic requirements of a healthy environment
- Provide examples of social and economic conditions that adversely affect health
- Describe the direct and indirect health effects associated with different energy development
- Identify components of a built environment
- Analyze solutions to overpopulation (NCHEC I, II)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

ENVIRONMENTAL HOT TOPIC (NCHEC I, III, IV) - The instructor will divide the class into teams of FOUR students. Each team will be assigned an Environment Hot Topic “issue” to analyze the impact on the “community”. The analysis will require the following:

- Find a reliable assessment tool to generate a “score” to measure the extent of the issue
- Summarize three peer-reviewed articles that describe the impact of the issue on the environment/community
- Identify and defend two state and/or national agencies/organizations that would provide support for the issue
- Development of a questionnaire (five questions) for a Key Informant to assess their view of the issue in the community
- Meet with five “approved” Key Informant to administer questionnaire and summarize responses
- Photo Voice – Provide three pictures of how the community is positively responding to the issue and three pictures of the negative impact of the issue in the community (in presentation provide rationale for each picture)
- Present findings in class in a PowerPoint format

WORTH 100 POINTS
A rubric will be posted on D2L and will be discussed in class.

CLIMATE OF HOPE WORKSHEET (CHW) (NCHEC 1, III, IV) – Each student will answer the ten questions from the book Climate of Hope Worksheet found on D2L. All responses must be typed (ds with 1” margins). Cite sources using APA. YOU CANNOT cite Wikipedia as your source. Must submit a hard copy on the DUE Date for each response (See Section V of the syllabus and the D2L calendar for the ten DUE Dates). Each question is worth 5 points. WORTH 50 TOTAL POINTS

CITY OF NACOGDOCHES MEETING (NCHEC VI) – You must attend either a City of Nacogdoches Planning or Zoning (P&Z) Board Meeting, a City Commissioner’s Meeting, or a Parks Board Meeting. After you attend the meeting you will submit a 1/2-1 (typed, DS) page summary of the meeting. Plus, ATTACH a Meeting Agenda. P&Z and City Commissioner’s meetings are located at 202 E. Pilar Street. Parks Board Meetings are located at 1112 North Street.

- P&Z meet at 5 pm on the second Monday of each month
- City Commissioner’s meet @ 5:30 pm on the first and third Tuesdays of each month.
- Parks Board Meetings TBA

WORTH 5

EXAMS - There will be three in-class exams worth 100 points each. Exams may include a variety of question types including multiple choice, true/false, short answer, and essay. **Proper spelling, grammar, and punctuation are expected**. Exams are administered at the beginning of a class period. Students who arrive late for an exam (one or more students has completed and turned in the exam) will not be allowed to take the exam and will receive a “0.” Exams will be administered using Scantron sheets and/or paper test forms. **You are required to bring a Scantron form 882-E to each exam with a #2 pencil.** See Section V for exam content.
EXTRA CREDIT/PARTICIPATION (ECP) – You are eligible for a maximum 5 ECP points - **Will be used for attendance AND participation purposes. IF YOU ARE NOT IN CLASS FOR AN ECP YOU WILL NOT BE ELIGIBLE TO MAKE IT UP (unless school sponsored event).** Every tardy equates to a deduction of 1 ECP point. For example, if you are tardy 4 times the maximum ECP points will be 1. **BE IN CLASS ON TIME!** Format - The first page will include your name and a Table of Content; stapled to the front page in the order of the Table of Content should be the assignments. See Section V for submission date.

### IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A = 411+ points</td>
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<tr>
<td>Exam 2</td>
<td>100</td>
<td>B = 365-410</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>C = 320-364</td>
</tr>
<tr>
<td>Env. Hot Topic</td>
<td>100</td>
<td>D = 274-319</td>
</tr>
<tr>
<td>Climate of Hope Worksheet</td>
<td>50</td>
<td>F = Below 273 points</td>
</tr>
<tr>
<td>P &amp; Z Board Mtg</td>
<td>5</td>
<td></td>
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<tr>
<td>Course Evaluation</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Extra Credit PARTICIPATION (ECP)</td>
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</tbody>
</table>

**FINAL TOTAL POINTS** 457

Attendance (See Section V for how ECP can and will be used for attendance).

### V. “DUE Dates” Outline/Calendar:

**Assignments are to be submitted as a paper copy at the beginning of class on their DUE date – if not it is late!**

<table>
<thead>
<tr>
<th>Assignment &amp; DUE date</th>
<th>“Tentative” topic covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Seating chart on Th, Aug 29</td>
<td>Orientation; How does policy, system changes, and environmental changes (PSE) influence health? D2L – Lecture1.ppt</td>
</tr>
<tr>
<td>2 Team assignment on T, Sept. 3</td>
<td>What does a walkable/bikeable community look like?; understanding walk/bike safety; sidewalk standards D2L – Lecture2.ppt; Lecture 3 BikeWalk.pptx</td>
</tr>
<tr>
<td>3 Team submit Hot Topic on T, 10</td>
<td>Bike standards; greenways and shared-use path requirements D2L – Lecture3 BikeWalk.pptx</td>
</tr>
<tr>
<td>4</td>
<td>What are the 5 E’s of a built env? D2L – Lecture3 BikeWalk.pptx</td>
</tr>
<tr>
<td>5 Exam #1 on Th, Sept. 26</td>
<td>Built env activities and review</td>
</tr>
<tr>
<td>6 CHW 1 &amp; 2 DUE T, Oct. 1</td>
<td>Intro: The env at risk D2L – 1 Intro.pptx</td>
</tr>
<tr>
<td>7 CHW 3 &amp; 4 DUE T, Oct. 8</td>
<td></td>
</tr>
<tr>
<td>8 Key Informant Questionnaire DUE by Th, Oct. 10</td>
<td></td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):
- D2L – REQUIRED FOR SUCCESS!

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
- 1. Course and program improvement, planning, and accreditation;
- 2. Instruction evaluation purposes; and
- 3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. **Therefore, your response is critical AND IS WORTH 2 POINTS (REQUIRED not optional)!**
In the PCOE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Attendance and Excuse Absence: Policy 6.7**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

- See Section V for how ECP can and will be used for attendance.

**Academic Accommodations for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.
IX. Other Relevant Course Information:

- **ALL ASSIGNMENTS ARE DUE DURING CLASS TIME. NO LATE ASSIGNMENTS WILL BE ACCEPTED** – this is a 400 level class! MY PHILOSOPHY OF TEACHING AND GRADING IS SUCH – “FIX IT BEFORE IT’S BROKE!” I WILL PROVIDE YOU WITH FORMATIVE FEEDBACK, BUT WHEN AN ASSIGNMENT IS DUE, THAT’S IT, NO REVISIONS/CORRECTIONS WILL BE ALLOWED AFTER THAT POINT!

- Final grades – Due to my “fix it before it’s broke policy” my position on rounding grades is very strict. For example, if you have not completed all of the work (see Section IV) and you have earned a B (89.51% or higher) I will not round your grade to an A. You must complete all work for rounding to be considered.

- **Email etiquette and Professionalism (adapted from Dr. John Janowiak at UNC Chapel Hill):**
  When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.
  - Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: “Dear Dr. Rust.
  - When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.
  - If you have a request, say it politely. You can start with “I would like ...”, “I wonder if you can ...”, “May I ...,” “Is it possible to ...,” “Do you mind ....” DO NOT WRITE: “I want to know ...,” “I want you to,” “Send this to me”, “Tell me when ....” Just adding the word “please” does not mean that you are being polite.
  - Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore identify yourself as a student in the class you are enrolled in, such as: “Dear Dr. Health, I am a student enrolled in your online HSC 216 course.” Also, please include a brief description of the subject of your email in the subject line of the email.
  - Be concise.
  - Always re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).
  - When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”
Respect your instructor, your classmates, and yourself!

<table>
<thead>
<tr>
<th>ASSIGNMENTS/ASSESSMENTS</th>
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<tbody>
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<td>NCHEC I, III, IV</td>
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<tr>
<td>City of Nacogdoches Meeting</td>
<td>NCHEC VI</td>
</tr>
<tr>
<td>Exam 1, 2, and 3</td>
<td>NCHEC I</td>
</tr>
</tbody>
</table>

- Refer to PCOE website for master list of standards