Instructor: John E. Stewart, PhD, MS, MPH  
Office: HPE Rm 213  
Office Hours: MW 10:30am-noon  
TTh 9:30am – 10:30am and by appointment  

Phone: 936-468-5497  
Email: John.Stewart@sfasu.edu  


I. Course Description: This course examines factors in the natural and built environment that impact human health. The course is designed to explore ways in which people can minimize environmental factors that are harmful to health and wellbeing.

Course Justification:

This is a hybrid course combining online, livestream, and face-to-face learning for 15 weeks, and requiring both midterm and final examinations (2 hours each in duration). During a semester in which there are only 14 weeks of class time this course may include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussion, case studies, synthesis exercises, reflection activities, peer review, and skills practice. Students will have out-of-class assignments. The major assignment for this course is an individual StoryViz environmental health awareness project. Other assignments in the course include quizzes, learning exercises, and related readings. The assignments and exams provide basic knowledge about critical topics in environmental health and ecology. To adequately prepare for and complete this course, students can expect to work a minimum of 8.5 hours each week, on average.

This course addresses NCHEC responsibility areas I, II, IV, VI, and VII.

Prerequisites: None

Diversity Statement:

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.
This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.
This course links with SFA’s Envisioned Goal 5: We will be an innovative university.
This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

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:

1. Identify characteristics of the natural environment that impact human health
2. Identify components of a built environment
3. Describe the general relationship between the built environment and human health
4. Describe the basic requirements of a healthy built environment
5. Provide examples of social and economic conditions that adversely affect health
6. Understand the role of macro-structural forces (beyond the individual) – especially those which span broad spatial and temporal boundaries – as they impact the natural environment, shape the built environment, and influence human health

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

ENVIRONMENTAL HEALTH StoryViz Project (NCHEC I, II, IV, VI, VII) – Working individually, students will locate, evaluate, select, and assemble relevant graphics (e.g.,
photos, charts, graphs, maps, and drawings), and combine these with minimal text to create an engaging visual information product that effectively communicates a public health story related to environmental health. This assignment will be developed and formatted according to specific guidelines provided on D2L. The assignment has four main components: StoryViz topic description, graphic exploration and evaluation, StoryViz outline, and final StoryViz product.

EXAMS (NCHEC I) - There will be two online exams (a Midterm and a CUMULATIVE Final), worth 100 points each. Exams may include a variety of question types including multiple choice, true/false, short answer, and calculations. Students cannot retake missed exams without a valid documented excuse.

QUIZZES (NCHEC I) – There will be 6 online quizzes (10 points each) administered during the semester related to textbook chapters and topics addressed in the course. Each quiz will cover material recently presented (i.e., quizzes are not cumulative). Quizzes are NOT scheduled; they may be administered at any time during the semester. Students cannot retake missed quizzes without a valid documented excuse.

LEARNING EXERCISES – Hands-on and computer-based exercises are intended to reinforce, supplement, and extend traditional text- and lecture-based learning. There will be a total of 6 exercises, each worth 10 points. All exercises will be posted online and will include detailed instructions and due dates/times.

CLASS COMMUNITY PARTICIPATION – Students will have the opportunity to support and encourage the class community by reading, evaluating, and responding to online contributions made by other students. Class community participation activities may be asynchronous. Details will be provided on D2L.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>StoryViz Topic Description</td>
<td>10 pts</td>
</tr>
<tr>
<td>StoryViz Graphic Evaluation</td>
<td>25 pts</td>
</tr>
<tr>
<td>StoryViz Outline</td>
<td>15 pts</td>
</tr>
<tr>
<td>StoryViz Final Product</td>
<td>30 pts</td>
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<tr>
<td>Exams (2 @ 100 pts. each)</td>
<td>200 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>60 pts</td>
</tr>
<tr>
<td>Exercises</td>
<td>60 pts</td>
</tr>
<tr>
<td>Participation</td>
<td>40 pts</td>
</tr>
</tbody>
</table>

**Grading Scale** is as follows:

- A = 90%+ 396+ points
- B = 80-89% 352-395
- C = 70-79% 308-351
- D = 60-69% 264-307
- F = Below 59% Below 264

**FINAL POINT TOTAL** 440 pts.

V. 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.
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.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that all PCOE faculty are committed to excellence in teaching and continued improvement.

VI. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

**Class Attendance and Excused 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 (including the first 12 day attendance report) 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.

**Academic Accommodation 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, 936-468-3004 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/.

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**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;
- 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;  
- 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**
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

**Masks**
As recommended by the Centers for Disease Control & Prevention (CDC), students in hybrid/face-to-face courses are encouraged, but not required to wear face masks to limit the spread of COVID-19 and virus variants.

**Mental Health**
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

   You are eligible to request a Preliminary Criminal History Evaluation if:

   - You enrolled or planning to enroll in an educator preparation program or
   - You are planning to take a certification exam for initial educator certification, and
   - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

   In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

   Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).
2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

VII. Other Relevant Course Information:

1. This is a hybrid online/face-to-face F2F course. Approximately 80% of course content will be delivered online only; approximately 20% of course material will be delivered F2F. F2F lectures also will be livestreamed via Zoom.

2. Laptops, Netbooks, E-readers, iPods and similar devices may be used ONLY at the direction of the Instructor and ONLY for classroom learning purposes.

3. Cell phones should be set to silent or turned off before class begins and should be placed out of sight (e.g., in backpacks or pockets).

4. No reading of outside materials, listening to MP3 devices, wearing ear phones or ear buds, or disorderly conduct.

5. Students sleeping or giving the appearance of sleeping during class will be counted absent.

6. Respect is extremely IMPORTANT. Students from many different backgrounds and majors may enroll in this course. People have a variety of experiences and opinions regarding the material covered in this class. It is critically important that all students respect others’ opinions and respect the privacy of students who share their thoughts and experiences in class and online. RESPECT yourself, your classmates, your Instructor, and the classroom and online learning environment. Disorderly, disruptive, or distracting behavior that interferes with classroom or online learning will not be tolerated, and may result in a letter grade reduction or grade of “F” for the course.

7. Assignments handed in after a specified due date/time WILL NOT be accepted and make-up work (e.g., exercises, quizzes, and exams) WILL NOT be allowed unless a legitimate reason exists and alternative arrangements have been approved previously by the Instructor (see Section VII of the syllabus, Attendance).

8. 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. Stewart.

- 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 to …”, “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 and section you are enrolled in, such as: “Dear Dr. Stewart, I am a student enrolled in your HSC 121 MWF @ 10 am 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].”

In conclusion, if you do not use a formal salutation and my name (e.g., Dr. Stewart, Professor Stewart) and establish who you are and in what class you are enrolled, your e-mail message will not be read or responded to.

FAILURE TO FOLLOW THE EXPECTATIONS OUTLINED ABOVE CAN RESULT IN BEING DISMISSED/DISENROLLED FROM CLASS.

VIII. Tentative Course Outline/Calendar: Exam dates are firm. Other scheduled topics are subject to change. All face-to-face class meeting dates will be announced on D2L. To accommodate safe social distancing during face-to-face class meetings, the class may be divided into two or more groups, with each group meeting on a different day. Changes to the Schedule, if necessary, will be announced on D2L.
<table>
<thead>
<tr>
<th>Week</th>
<th>&quot;Tentative&quot; Topic Covered</th>
</tr>
</thead>
</table>
| 1    | Course Introduction  
     | Syllabus Review                                             
     | What is environmental health?                              |
| 2    | Ecology and ecosystems  
<pre><code> | StoryViz Project introduced                                 |
</code></pre>
<p>| 3    | Human populations                                           |
| 4    | Air pollution                                               |
| 5    | Water and health                                            |
| 6    | Solid and hazardous wastes                                  |
| 7    | Pest control and pesticides                                 |
| 8    | <strong>Midterm Exam (Oct 14)</strong>                                   |
| 9    | Food systems Part A                                         |
| 10   | Food systems Part B                                         |
| 11   | Buildings and health                                       |</p>
<table>
<thead>
<tr>
<th>12</th>
<th>Energy and transportation</th>
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</thead>
<tbody>
<tr>
<td>13</td>
<td>Healthy communities and environmental justice</td>
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<tr>
<td></td>
<td>StoryViz Final Product Due</td>
</tr>
<tr>
<td>14</td>
<td>Thanksgiving Break (NO CLASSES Nov 22 – Nov 26)</td>
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<tr>
<td></td>
<td>Work and health</td>
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<tr>
<td>15</td>
<td>Climate change and natural disasters</td>
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<tr>
<td>17</td>
<td>Final Exam (Date and time announced on D2L)</td>
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