



**College of Health Sciences  
Department of Public Health Sciences  
Health Promotion Program Syllabus**

<b>Course name:</b>	<i>Environmental Health</i>
<b>Course no.:</b>	HSCI 3306
<b>Course CRN:</b>	26836
<b>Semester/year</b>	<b>Spring 2019: January 22<sup>nd</sup> through May 6<sup>th</sup> 2019</b>
<b>Undergraduate credit hours:</b>	3
<b>Class location:</b>	Miners Hall 301
<b>Class meeting time:</b>	Tuesday's of every week from 9:00-11:50
<b>Class instructors:</b>	Dr. Gabriel Ibarra-Mejia
<b>Contact method:</b>	Email, phone, or scheduled video conference through Blackboard Learn Collaborative
<b>Phone:</b>	(915) 747-7270 (voice mail)
<b>Email:</b>	<a href="mailto:gabmejia@utep.edu">gabmejia@utep.edu</a>
<b>Preferred contact method:</b>	Email
<b>Assigned TA:</b>	TBD
<b>Course description:</b>	Environmental Health (3-0) Examination of the environment and its relationships to disease causation. Discussions on the physical, chemical, biological and behavioral-sociological factors of man's environment. Emphasizes the principles and concepts of environmental health and environmental health hazards. Field trips may be required.
<b>Course pre-requisites:</b>	There are no pre-requisites to take this course. You do need to email the instructor to get an authorization to register for the course. For authorization, send an email with your name, email, and student ID number to: <a href="mailto:gabmejia@utep.edu">gabmejia@utep.edu</a> .
<b>Required textbooks:</b>	<b>Essentials of Environmental Health (w/out Access Code), 3<sup>rd</sup> edition</b> , by A.J. Friis. (2014). ISBN: 978-1-284-12397-5
<b>Supplemental reading:</b>	To be posted on Blackboard Learn Platform.
<b>Course format:</b>	The course is offered as a full, face-to-face course, complemented through Blackboard Learn platform. Attendance is mandatory. There will be lectures, discussion board topics, case study reviews, required book and outside materials' reading, individual or group projects, weekly quizzes, midterm and final exam. All interactions between the instructor and students will be carried by email, Blackboard Learn platform, assigned TA office hours, or main instructor's office hour. In exceptional cases a telephone or video conference meeting will be set up. Class materials and assignments will be released weekly and the students will have the opportunity to complete all assignments at their own pace to meet the deadlines (deadlines for weekly assignments are typically 3-6 days after they are open). All class materials and assignments will comply with ADA standards. <b>NOTE: GRADUATE LEVEL STUDENTS REQUIRE COMPLETION OF ADDITIONAL COURSE WORK.</b> Graduate students are held to a higher standard compared to the undergraduate students in this course for grading purposes. Graduate students registered for this course must develop and carry out a research protocol based on a literature review in order to be granted appropriate credit. Also, graduate students will not be part of any group and would be doing the class projects and assignments on their own. Check with instructor for further details.

<p><b>Course requirements:</b></p>	<p>Each student is expected to have the required technical tools and support to take the online course including computer, internet, microphone, web camera, word software, and Blackboard. If you do not own a computer, check with your institution resources and campus library to use a computer. Also, each student should have the knowledge and skills to use word processing, spreadsheet, visual media software, as well as capacity to open pdf-type files. If you are not familiar with Blackboard Learn or other required programs you may contact UTEP's Technology Support for available trainings and specific questions at 915-747-4357 or at <a href="mailto:helpdesk@utep.edu">helpdesk@utep.edu</a>. <b>Students are responsible for maintaining internet connectivity at all times while working on Blackboard Learn. Students won't be allowed to re-submit an assignment or quiz because of internet connectivity issues, NO EXCEPTIONS.</b></p> <p><b>Time commitment is essential to complete the course requirements;</b> you are expected to complete all class and online (Blackboard Learn) materials and assignments. It is required that you have the level of proficiency using Blackboard.</p> <p>Learning techniques will emphasize a critical thinking approach to learning. A critical thinking approach takes the view that a student's knowledge is not passively absorbed from the instructor. In contrast with other learning techniques, critical thinking assumes students will create knowledge in their own mind by actively thinking about the material. It is going to be crucial that you prepare for each lesson, reading and reviewing the material before engaging in lessons and assignments. Still not quite certain about what critical thinking really is? Visit then the "The Critical Thinking Community", there website is available at: <a href="http://www.criticalthinking.org/pages/defining-critical-thinking/766">http://www.criticalthinking.org/pages/defining-critical-thinking/766</a></p> <p>Using this, students will apply the gained knowledge to solve common and practical problems related to the research process. Because the course is designed to challenge you intellectually, you may be required to cover additional materials and conduct activities to complete assessment and assignments. Additional readings and assignments will be used as a springboard for all activities and discussions, and ALL course materials are testable. Additional, but not all resources, course material, readings, etc. will be made available through UTEP's Blackboard Learn system.</p>
<p><b>Major learning objectives (must be numbered)<sup>1</sup> :</b></p>	<p><b>By the end of this course, the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand the history and basics of environmental health and its importance in our day to day lives.</li> <li>2. Understand the scope and nature of environmental health, the reasons for promoting, maintaining, and sustaining healthy environments.</li> <li>3. Understand how addressing environmental health issues creates opportunities for populations to achieve health equity.</li> <li>4. Recognize the terminology and explain the principles of basic disciplines (biological, chemical, or physical) of environmental health.</li> <li>5. Describe environmental health indicators.</li> <li>6. Describe vulnerable populations that are at risk for adverse health effects from environmental exposures.</li> <li>7. Describe current monitoring, regulations, policies, and interventions to maintain or improve water, air, soil, and food quality.</li> <li>8. Describe pathways of environmental issues and how it impacts our health.</li> <li>9. Understand the concept of environmental health hazards and explain the methods by which risk factors for health related events are identified.</li> <li>10. Recognize major research and analytical methods used in basic environmental health science, and define an environmental health problem and its relevant variables.</li> <li>11. Know about national, state, and regional policy regulations, as well of internal bodies of environmental health regulation and the benefits of regulation.</li> </ol>

	<ol style="list-style-type: none"> <li>12. List alternative policy options and summarize the fiscal, legal, social, administrative and overall public health implications for a selected environmental health problem/issue.</li> <li>13. Retrieve information related to environmental health from governmental agencies.</li> <li>14. Describe how science informs policies around environmental health issues.</li> <li>15. Assess critically the strengths and limitations of current technologies and policies that protect human health from the environment.</li> <li>16. Describe environmental health issues that pertain in our region, and assess critically solutions to address them.</li> <li>17. Practice his/her ability to critically review research-based materials related to environmental health.</li> <li>18. Practice and increase his/hers technical and scientific writing skills necessary in future health care professionals.</li> <li>19. Practice his/her ability to communicate environmental health science to inform decisions and community planning.</li> </ol>
<p><b>Course outcomes:/ competencies lined with NCHCEC Health Education Specialist:</b></p>	<p>After completing the course, the student will demonstrate the following learning outcomes/competencies:</p> <ol style="list-style-type: none"> <li>1. Assess existing information and data related to health (1.2).</li> <li>2. Analyze relationships among behavioral, environmental, and other factors that influence health (1.4).</li> <li>3. Determine needs for health education/promotion based on assessment findings (1.7).</li> <li>4. Select or design strategies/interventions to address environmental health issues (2.3).</li> <li>5. Develop a plan for the delivery of health education/promotion (2.4).</li> <li>6. Obtain and disseminate health-related information (6.1).</li> <li>7. Influence policy and/or systems change to promote health and health education (7.3).</li> </ol>
<p><b>Assessment strategies:</b></p>	<ol style="list-style-type: none"> <li>1. Weekly text chapter and supplemental article readings: Summary of assigned readings following summary template and discussion board postings. <ul style="list-style-type: none"> <li>• Evaluation and feedback by instructor and classmates.</li> </ul> </li> <li>2. Case study questions and other problem-solving homework exercises. <ul style="list-style-type: none"> <li>• Evaluation and feedback by instructor and classmates.</li> </ul> </li> <li>3. Weekly quizzes from weekly text chapter and discussion board postings, and additional materials. <ul style="list-style-type: none"> <li>• Open ended questions, multiple choice, and extra credit questions graded by instructor.</li> </ul> </li> <li>4. Individual or group presentation. <ul style="list-style-type: none"> <li>• Written evaluation and feedback on written class assignment by instructor and students.</li> </ul> </li> <li>5. Active participation demonstrated by leadership initiatives and facilitation of group assignments. <ul style="list-style-type: none"> <li>• Written evaluation and feedback from the rest of the group members.</li> </ul> </li> <li>6. Midterm exam. <ul style="list-style-type: none"> <li>• A pathway diagram with health indicators and outcomes of an environmental topic.</li> </ul> </li> <li>7. Final exam. <ul style="list-style-type: none"> <li>• Comprehensive exam based on reading materials, assignments, and discussions.</li> </ul> </li> </ol>

<b>Grading scale &amp; criteria</b>	<p>Completion of course will require that the student fulfills the following:</p> <p><b>Grading scale:</b></p> <ul style="list-style-type: none"> <li>• A (585 points and above)</li> <li>• B (520-584 points)</li> <li>• C (455-519 points)</li> <li>• D (390-454 points)</li> <li>• F (389 points or less)</li> </ul> <p><b>Grading components:</b></p> <table border="1" data-bbox="431 447 1292 795"> <thead> <tr> <th>Type</th> <th>Point Value</th> </tr> </thead> <tbody> <tr> <td>Quizzes (13 at 10 points max each)</td> <td>0-130</td> </tr> <tr> <td>Discussions posts (11 at 10 points max each)</td> <td>0-110</td> </tr> <tr> <td>Assignments (7 at 10 points max each)</td> <td>0-70</td> </tr> <tr> <td>Midterm Project</td> <td>0-100</td> </tr> <tr> <td>Final examination</td> <td>0-100</td> </tr> <tr> <td>Final Project: Reflective paper based on literature review</td> <td>0-100</td> </tr> <tr> <td>Course Evaluations (2 at 20 points each)</td> <td>40</td> </tr> <tr> <td>Extra Credit Assignments: (5 at 10 points max each)</td> <td>0-50</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Total Points Possible (w/o extra credit):      0-650</b></p> <ul style="list-style-type: none"> <li>• <b>Extra Credit: You can earn up to 50 points as extra credit during the course of this semester.</b> The instructor will provide details about extra credit activities as the semester progresses. There would be five (5) extra credit assignments available during this course.</li> <li>• <b>Active participation</b> is measured across all grading components, this includes attendance, leadership, and turning in assignments.</li> </ul>	Type	Point Value	Quizzes (13 at 10 points max each)	0-130	Discussions posts (11 at 10 points max each)	0-110	Assignments (7 at 10 points max each)	0-70	Midterm Project	0-100	Final examination	0-100	Final Project: Reflective paper based on literature review	0-100	Course Evaluations (2 at 20 points each)	40	Extra Credit Assignments: (5 at 10 points max each)	0-50
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<b>Dropping the course, withdrawals, and incomplete:</b>	<p>Students may drop individual courses or completely withdraw from the university and grades are based on when the actions are taken. Refer to the on-line Academic Calendar at <a href="http://www.utep.edu/calendar">www.utep.edu/calendar</a>.</p>																		
<b>Grading policies for dropping the course, withdrawals, and incomplete:</b>	<p><b>a) Student-initiated Drops</b> It is the student’s responsibility to officially drop a course that she/he no longer wishes to take. Failure to do so may result in a grade of “F” on the student’s academic record. Athletes must receive permission form the Miner Athletic Advising Center before dropping a course. International students with F or J visas must receive permission from the Office of International Programs before dropping a course.</p> <p><b>b) Administration Drops</b> During registration periods for upcoming semesters, students will be dropped form registered courses for failure to meet prerequisites or co-requisites after final grades have been posted for the current semester and before the beginning of late registration for next semester. A student may petition the department chair of the course in question for a prerequisite or co-requisite waiver.</p> <p>At the discretion of the instructor, a student may be dropped forma course because of excessive absences or lack of effort. Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the academic dean or department chair. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline. A grade of “F” received due to disciplinary action imposed by the University overrides a grade of “W” received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account.</p>																		

	<p><b>c) Grade Assignment for Drops and Withdrawals</b>  Grades will be assigned as follows when a student drops a course or completely withdraws from the University:</p> <ol style="list-style-type: none"> <li>1. If a student drops a course before the official census date of a semester, neither the course nor a grade will appear on the student’s academic record.</li> <li>2. If a student drops form a course after the census date but before the student-initiated course drop deadline listed in the Class Schedule, a grade of “W” will be assigned.</li> <li>3. If the student drops after the student-initiated course drop deadline, instructors will determine a grade of “W” or “F” for each course. A grade of “W” is considered only under exceptional circumstances and must be approved by the instructor and department chair for the course. A student may petition for a grade of “W” in writing with the necessary supporting documentation.</li> </ol> <p><b>d) Incomplete course work</b>  An “I” (incomplete grade) can only be considered only <u>if requested by the student in advance of the conclusion of the course</u> and only for <u>legitimate, documented</u> emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.</p>
<b>Course/Instructor &amp; Institutional Policies</b>	
<b>Attendance:</b>	Each student must personally sing-in attendance, which will be available during the first 30 minutes of the class period. If student is absent 3 weeks, he/she will be drop out of the course. Completing each week’s assignments, discussions, quizzes, and other course activities demonstrates engagement in the course. However, it does not count as attendance. Active student participation in this course is very important. Students must be prepared before every class on a weekly basis. Students must be prepared to engage in instructor and student-lead discussion, formulate and answer, and in general, be actively engaged in all course activities. Participation can also be tracked through submission of assignments/activities, total time spent online using Blackboard, etc.
<b>Course etiquette:</b>	Please respect each other’s opinions, and allow for everyone in the class to have a chance to give their insight. Zero tolerance for foul language used in any way when interacting with other students and professor.
<b>Communication and feedback plan:</b>	Email is the best method to approach the instructor in case you have any questions regarding the course materials (gabmejia@utep.edu). I usually reply within 24 hours. In your email please type in the subject line “Environmental Health Course”, and in the message explain in complete sentences the question or problem you may have. You may set up a phone or video conferencing appointed if needed but this will be done in rare basis because the nature of this class is online and everything will be handled via emails or Blackboard Learn platform.
<b>Student progress:</b>	Grades and feedback on grades will be available through Blackboard Learn Grade Center, additional feedback may be sent from the instructor by email.
<b>Reading assignments:</b>	All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.
<b>Online midterm and final examinations:</b>	One (1) midterm project and one (1) final comprehensive examination will be given for Springs’ 2019 Semester. Examinations will consist of combination of multiple-choice, true/false, and matching columns. The exams are conceptual in nature; they are designed to test your ability to think about the material, not your memory. Each examination is work 100 points. The exams are timed. Exams availability is limited to the assigned class period. Exams will begin at 9:00 AM (Mountain Standard Time) on the schedule day and will be collected at 11:50 AM the same day (Mountain Standard Time).

	<b>No-rescheduling or re-taking of examinations will be allowed without a University approved excuse.</b>
<b>Online quizzes:</b>	<p>Eleven quizzes will be scheduled during this course. Each quiz is worth 0-10 points, for a maximum of 130 points. All quizzes will be available through Blackboard Learn platform on the schedule dates (see course schedule). You will usually be given a limited time (not to exceed 60 minutes) to complete them depending on the number and type of questions. Scores will be automatically posted on Blackboard Learn Grade Center once graded.</p> <p>Quiz's availability is limited. Quizzes will open on Monday at 8:00 AM (Mountain Standard Time), and are due on Tuesday at 8:00 AM (Mountain Standard Time)</p> <p><b>No-rescheduling or re-taking of quizzes will be allowed without a University approved excuse.</b></p>
<b>Discussion board posts:</b>	<p>Discussion topics are open on Monday at 8:00 AM (Mountain Standard Time). Your initial post is due on Tuesday at 11:59 pm (Mountain Standard Time) and you must reply to two other students by Friday 11:59 pm (Mountain Standard Time). <b>Each student's post must be between 150-250 words. Failure to complete the initial comments, plus replying to at least two comments from other students will result in a "zero" grade.</b></p>
<b>Final project:</b>	<p>You will be required to complete and submit a reflection paper based on a literature review report, which will be worth 0-100 points. The report is mandatory and it cannot be substituted. Students, individually (only applicable for Graduate Students taking this course) or in a group, will be required to complete a review paper based on at least (12) peer-reviewed journal articles on an Environmental Health topic of importance to the U.S.-Mexico border regions and included in Healthy People 2020 objectives (<a href="http://healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=30">http://healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=30</a>).</p> <p>To complete it, students will search from resources available at UTEP's library, or other valid academic resources. Selected research articles should have been published after 2012. Take note that a reflective paper is not a summary of the papers you have read.</p> <p>Please refer to Appendix "Writing Assignment #1: Reflection Paper Based on Literature Review" for further instructions.</p> <p>More information regarding this reflective paper will be provided during the semester.</p>
<b>Group work:</b>	<p>Nowadays, collaboration is a highly regarded skill. Groups will be formed during the first week of the course. During this time period students will be given the option of freely assembling and joining one until a set deadline. However, if student does not join a group by the set date, it will be interpreted as a decision to work independently and thus assigned as a single-member group. Single-member groups are expected to comply with the same amount and level of work as a group with more than one person. The maximum number of members allowed in each group is eight (8). It will be required for each group to first select members and assemble as a group, then enter the list of members by the due date on to Blackboard's group sign-in section. Please avoid including yourselves in a group to which you have not been invited and accepted. If preferred, simply handout the list of group members to the instructor (sheet of paper, or email), who will gladly set up the group.</p> <p>Although, group work should be equally distributed, each group will appoint a "Group Leader" who will be the liaison between the group and other groups and the instructor. This does not apply to single-member groups. When completing a group assessment, the score will be the same for all members. However, at the end of the course, each group member will complete a peer evaluation in which students will evaluate, and rank member's</p>

	participation to receive proper merit in the form of extra credit points. Changing groups, dropping or joining others are allowed only until the end of the second week of the course.
<b>Writing standards:</b>	<p>Please check your work for misspelling, grammar, and sentence structure before submitting assignments. References in written reports should follow Publication Manual of the American Psychological Association (APA Style) 5<sup>th</sup> ed. Washington DC: 2001.</p> <p>All written documents should be double spaced, 1 inch margins, and Times New Roman font size 12. Please feel free to seek out assistance from the UTEP Writing Center or other writing support. The UTEP Writing Center is free and they are very helpful.</p>
<b>Late assignments:</b>	Due dates for homework, quizzes, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made except in cases of university-designated closures. All assignments are due on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days).
<b>Permission to record lectures &amp; discussions:</b>	Not permitted without express permission of the instructor.
<b>Instructor's and course evaluation:</b>	The instructor will provide with more details on how the course will be evaluated. There is an internal evaluation and a University standard online evaluation in which you will have the opportunity to rate the instructor's performance and the course content. It is recommended that you complete these evaluations so that we continue improving the course.
<b>Accommodations for individuals with disability:</b>	<p>The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University.</p> <p>Learn more here: <a href="#">UTEP Center for Accommodations and Support Services</a></p> <p>If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to <a href="mailto:cass@utep.edu">cass@utep.edu</a>, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <a href="http://www.sa.utep.edu/cass">www.sa.utep.edu/cass</a>.</p>
<b>Field trips:</b>	Field trips maybe required in this course.
<b>Copyright and fair use requirements:</b>	The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you on or assume any responsibility for a student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.
<b>Student conduct and scholastic dishonesty:</b>	Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." <a href="#">Regent's Rules and Regulations</a> , Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the

integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>) “It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts”.

**Examples of “cheating” include:**

- Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;
- Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test;
- Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

“**Plagiarism**” means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

“**Collusion**” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.



**Student resources:**

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering into a course) as well as the resources below.

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.

**TENTATIVE COURSE SCHEDULE\***

Dates	Topics	Homework
<b>WEEK 1</b>		
01/22/19	1. Welcome 2. Overview of course syllabus 3. Introduction to Environmental Health 4. Healthy People 2020	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Course syllabus</li> <li>• Chapter 1: Introduction: The Environment at Risk</li> <li>• Healthy People 2020</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review Week 1 Lecture Notes: Introduction to Environmental Health.</li> <li>• Complete Quiz #1 about syllabus (<b>Due Date: 01/22/2019 at 5:00 PM MT</b>).</li> <li>• Participate in Discussion topic #1: Introduce yourself to your class members, and respond to the introduction of any two of your class members (<b>Due Date 01/25/19 11:59 PM</b>).</li> <li>• Complete course evaluation pre-assessment (<b>Due Date: 01/27/2019 at 5:00 PM MT</b>).</li> </ul>
<b>WEEK 2</b>		
01/29/19	1. Environmental Epidemiology	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 2: Environmental Epidemiology</li> <li>• Posted handouts 1 &amp; 2</li> <li>• Review Midterm Project</li> <li>• Review Extra-credit assignments</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review Week 2 Lecture Notes.</li> <li>• Complete Quiz #2: Chapter 1 and 2 (<b>Due Date: 01/029/19 8:00 AM MT</b>).</li> <li>• In class assignment #1: Read Asarco Case and answer question activities. Provide summary at end of class.</li> <li>• Participate in Discussion topic #2: Visit the CDC.gov and nih.gov websites and post one example of data that is collected and monitored and explain why it is important to monitor, and respond to the introduction of any two of your class members (<b>Due Date 02/01/19 11:59 PM</b>).</li> </ul>
<b>WEEK 3</b>		
02/05/19	1. Environmental Toxicology 2. Final Project	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 3: Environmental Toxicology</li> <li>• Posted handouts 3 &amp; 4</li> <li>• Review Final Project requirements</li> </ul>

		<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review Week 3 Lecture Notes.</li> <li>• Complete Quiz #3: Chapter 3 and posted handouts (<b>Due Date: 02/05/19 8:00 AM MT</b>).</li> <li>• Choose an environmental topic and group (<b>Due Date: 02/08/19 5:00 PM MT</b>).</li> <li>• Participate Discussion topic #3: Choose an environmental exposure and explain what might be the health effects from its exposure, and respond to the introduction of any two of your class members (<b>Due Date: 02/08/201 11:59 PM MT</b>).</li> </ul>
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**WEEK 4**

02/12/19	<ol style="list-style-type: none"> <li>1. Environmental Policy and Regulation</li> <li>2. Science Communication</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 4: Environmental Policy and Regulation</li> <li>• Posted handouts 5 &amp; 6</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review Week 4 Lecture Notes.</li> <li>• Complete Quiz #4: Chapter 4 and posted handouts <b>Due Date: 02/12/19 8:00 AM MT</b>).</li> <li>• Participate in Discussion topic #4: Look up an environmental related policy and explain how it protects human health, and how it may the policy be improved, and respond to the introduction of any two of your class members (<b>Due Date: 02/15/2019 11:59 PM MT</b>).</li> </ul>
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**WEEK 5**

02/19/19	<ol style="list-style-type: none"> <li>1. Zoonotic and vector-borne diseases</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 5: Zoonotic and vector-borne diseases</li> <li>• Posted handouts 7 &amp; 8</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review Week 5 Lecture Notes.</li> <li>• Complete Quiz #5: Chapter 5 and posted handouts (<b>Due Date: 02/19/19 8:00 AM MT</b>).</li> <li>• In-class Assignment #2: Literature review of a journal article related to your project topic. Provide summary at end of class.</li> <li>• Participate in Discussion topic #5: How would you track zoonotic and vector-borne diseases? and respond to the introduction of any two of your class members (<b>Due Date : 02/22/2019 11:59 PM MT</b>).</li> </ul>
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**WEEK 6**

02/26/19	1. Toxic metals and elements	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 6: Toxic metals and elements</li> <li>• Posted handouts 9 &amp; 10</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review Week 6 Lecture Notes.</li> <li>• Complete Quiz #6: Chapter 6 and handouts (<b>Due Date: 02/26/19 8:00 AM MT</b>).</li> <li>• In-class Assignment #3: Literature review of a journal article related to your project topic. Provide summary at end of class.</li> <li>• Participate in Discussion topic #6: Identify a toxic metal or element in our environment and explain how it gets inside our body, example is it by our food, water, etc., and how it affects our health, and respond to the introduction of any two of your class members (<b>Due Date: 03/01/19 11:59 PM MT</b>).</li> <li>• Turn in Midterm project (<b>Due Date 10/07/2018</b>).</li> </ul>
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**WEEK 7**

03/05/19	1. Pesticides and other organic chemicals 2. Ionizing and Nonionizing Radiation	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 7: Pesticides and other organic chemicals</li> <li>• Chapter 8: Ionizing and Nonionizing Radiation</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review Week 7 Lecture Notes.</li> <li>• Complete Quiz #7: Chapter 7 and 8 (<b>Due Date: 03/05/19 8:00 AM MT</b>).</li> <li>• In-class Assignment #4: Combine all literature review from your group provide a background section draft for your project. Must complete additional literature review in order to complete this section. Provide summary at end of class.</li> <li>• Participate Discussion topic #7: What are some of the health impacts of pesticides and other organic chemicals? and respond to the introduction of any two of your class members (<b>Due Date: 03/08/18 11:59 PM MT</b>).</li> </ul>
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**WEEK 8**

03/12/19	1. Midterm exam	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Complete written examination on scheduled date and time</li> </ul>
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**WEEK 9: NO SCHEDULED CLASS – SPRING BREAK**

**WEEK 10**

03/26/19	1. Water quality and access	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 9: Water quality</li> <li>• Posted handouts 11 &amp; 12</li> </ul> <p><b>Assignments:</b></p>
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		<ul style="list-style-type: none"> <li>• Review Week 8 Lecture Notes.</li> <li>• Complete Quiz #8: Chapter 9 and handouts (<b>Due Date: 03/26/19 8:00 AM MT</b>).</li> <li>• Participate in Discussion topic #8: Identify a community in the U.S. who has a water quality or access issue and explain why they don't have clean water or access to water if known, and how this impacts their health and respond to the introduction of any two of your class members (<b>Due Date: 03/29/2019 11:59 PM MT</b>).</li> </ul>
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**WEEK 11**

04/02/19	1. Air quality	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 10: Air quality</li> <li>• Posted handouts 13 &amp; 14</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review Week 9 Lecture Notes.</li> <li>• Complete Quiz #9: Chapter 10 and handouts (<b>Due Date: 04/02/19 8:00 AM MT</b>).</li> <li>• In-class Assignment #5: Revise background. Provide summary at end of class.</li> <li>• Participate in Discussion topic #9: What are some air quality issues in your neighborhood, community? Explain what they are and respond to the introduction of any two of your class members (<b>Due Date: 04/05/19 8:00 AM MT</b>).</li> </ul>
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**WEEK 12**

04/09/19	1. Food Safety	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 11: Food safety</li> <li>• Posted handouts 15 &amp; 16</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review Week 10 Lecture Notes.</li> <li>• Complete Quiz #10: Chapter 11 and handouts (<b>Due Date: 04/09/19 8:00 AM MT</b>).</li> <li>• In-class Assignment #6: Prepare and turn in draft of written group or individual project.</li> </ul>
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**WEEK 13**

04/16/19	1. Solid and Liquid Wastes	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 12: Solid and Wastes</li> <li>• Posted handouts 17 &amp; 18</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review Week 11 Lecture Notes.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Complete Quiz #11: Chapter 12 and handouts (<b>Due Date: 04/16/19 8:00 AM MT</b>).</li> <li>• Complete Assignment #7: Revise draft and turn in final version or written group or individual project.</li> </ul>
<b>WEEK 14</b>		
04/23/19	1. Occupational Health	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 13: Occupational health</li> <li>• Posted handouts 19 &amp; 20</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review Week 12 Lecture Notes.</li> <li>• Complete Quiz #12: Chapter 13 and handouts (<b>Due Date: 04/23/19 8:00 AM MT</b>).</li> <li>• Participate in Discussion topic #10: What are some regulations or policies in the work place that improve our health? and respond to the introduction of any two of your class members (<b>Due Date: 04/23/19 11:59 PM MT</b>).</li> </ul>
<b>WEEK 15</b>		
04/30/19	1. Injuries with a focus on unintentional injuries and deaths	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 14: Injuries with a Focus on Unintentional Injuries and Deaths</li> <li>• Posted Handouts 21 &amp; 22</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review Week 13 Lecture Notes.</li> <li>• Complete Quiz #13: Chapter 14 (<b>Due Date: 04/30/19 8:00 AM MT</b>).</li> <li>• Review final exam question problems (<b>Due Date: 04/03/19</b>).</li> <li>• Participate in Discussion topic #11: What is one thing you enjoyed and one thing you disliked about environmental health? and respond to the introduction of any two of your class members (<b>Due Date: 05/03/19 11:59 PM MT</b>).</li> </ul>
<b>WEEK 16:</b>		
05/07/19 (Last day of lectures)	<ol style="list-style-type: none"> <li>1. Health Impact Assessments</li> <li>2. Classroom feedback</li> </ol>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Handouts 23 &amp; 24</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review Week 14 Lecture Notes</li> <li>• Complete Course Evaluation (post-assessment) (<b>Due Date: 05/07/2019 11:50 AM</b>).</li> </ul>

		<ul style="list-style-type: none"> <li>• Complete Online Course Evaluation by UTEP (<b>Due Date: 05/10/19</b>).</li> </ul>
<b>WEEK 17: FINALS</b>		
05/14/19	1. Final exam	<i>Assignments:</i> <ul style="list-style-type: none"> <li>• Complete written examination on scheduled date and time</li> <li>• Turn in all pending extra credit assignments (<b>Due Date: 05/14/2019 5:00 PM MT</b>).</li> </ul>

**\* Note: The course syllabus is a general tentative plan for the course. Any changes will be announced to the class in advance by the instructor.**

#### References

1. Syllabus adopted from Dr. Gabriel Ibarra-Mejia & Ms. Michelle del Rio, Syllabus from Fall 2018, Syllabus adopted from Dr. Amit Raysoni, UTEP, College of Health Sciences, tentative syllabus for Spring 2018, and from Dr. Gabriel Ibarra-Mejia, UTEP, College of Health Sciences, syllabus for Fall 2014.