HSC 436 Environmental Health  
Dr. Rust Spring 2016

Department of Kinesiology and Health Science  
HSC 436 001 - Environmental Health  
Spring 2016

Instructor: Dr. DawnElla M. Rust  
Course Time & Location: TTh 9:30-10:45 HPE Rm 222
Office: HPE Rm 215  
Office Hours: MWF 10-11 & TTh 2-3
Office Phone: (936) 469-1495  
Credits: 3 hours
Other Contact Information: (936) 468-3503  
Email: drust@sfasu.edu
Prerequisites: None

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. NO critical assignments related to accountability and accreditation are administered in this course.

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

This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.

This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

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).

C-12 Health
1. The student will be able to plan and evaluate a classroom-based health lesson. (SHAPE I, II, IV; ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 6, 7, & 8)
2. The student will be able to demonstrate health content knowledge. (SHAPE VI, II, IV; ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, & 5)
3. The student will demonstrate skills in instructional planning, curriculum development, instructional methodology, assessment, and classroom management. (SHAPE I, II, IV, VII; ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 5, 6, 7, & 8)
4. The student will be able to communicate health education concepts to audiences of varying ages. (SHAPE VI; ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 5, 7, & 8)
5. The student will design and implement a health behavior change plan that they will monitor for the semester. (SHAPE I, II, III; ISTEA 1; InTASC 4, 5, 6, & 9)
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

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

GROUP OPTION A OR B - The instructor will divide the class into teams of five students. The “team” will select option A or B to research:

OPTION A (Walk/Bike Assessment) – Each team will be assigned a neighborhood in Nacogdoches to analyze for walkability/bikeability. The analysis will require the following:

- Walk Score from walkscore.com
- Completion of the Walkability and/or Bikeability Assessment
- Identify and defend two state and/or national agencies/organizations that would provide support for a walkable/bikeable community
- Development of a questionnaire (five questions) for a Key Informant to assess their view of walking and biking in Nacogdoches
- Meet with five “approved” Key Informant to administer questionnaire and summarize responses
- Photo Voice – Provide three pictures of how Nacogdoches supports walking/biking and three pictures of how Nacogdoches lacks of support for walking and biking (in presentation provide rationale for each picture)
- Present findings in class in a PowerPoint format

OPTION B (Hot Topic) – Each team will be assigned an Environment Hot Topic “issue” to analyze the impact on Nacogdoches. 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
- 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 Nacogdoches
- Meet with five “approved” Key Informant to administer questionnaire and summarize responses
- Photo Voice – Provide three pictures of how Nacogdoches is positively responding to the issue and three pictures of the negative impact of the issue in Nacogdoches (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.
CITY OF NACOGDOCHES MEETING – 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 points.

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 10 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 6. BE IN CLASS ON TIME!

FORMATTING - 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>Exam</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A = 90%+</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>B = 80-89%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>C = 70-79%</td>
</tr>
<tr>
<td>Group Option A or B</td>
<td>100</td>
<td>D = 60-69%</td>
</tr>
<tr>
<td>P &amp; Z Board Mtg</td>
<td>5</td>
<td>F = Below 59%</td>
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<tr>
<td>Course Evaluation</td>
<td>2</td>
<td></td>
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</tbody>
</table>

ECP** = 10 points maximum

FINAL POINT TOTAL 407 points

**Attendance (See Section III for how ECP can and will be used for attendance).
### V. “DUE Dates” Outline/Calendar:

<table>
<thead>
<tr>
<th>W K</th>
<th>Assignment &amp; DUE date</th>
<th>“Tentative” topic covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation; How does policy, system changes, and environmental changes (PSE) influence health? D2L – Lecture1.ppt</td>
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<tr>
<td>2</td>
<td>Team assignment on T, Jan. 26</td>
<td>What does a walkable/bikeable community look like?; understanding walk/bike safety; sidewalk standards D2L – Lecture2.ppt; BikeWalk.pptx</td>
</tr>
<tr>
<td>3</td>
<td>Prior to class on T, Feb. 2 - team submits option selected; if Option B topic will be assigned on that date</td>
<td>Bike standards; greenways and shared-use path requirements D2L – BikeWalk.pptx</td>
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<tr>
<td>4</td>
<td></td>
<td>What are the 5 E’s of a built env? D2L – BikeWalk.pptx</td>
</tr>
<tr>
<td>5</td>
<td>Exam #1 on Th, Feb. 18</td>
<td>Built env activities and review</td>
</tr>
<tr>
<td>6</td>
<td>Key Informant Questionnaire DUE by T, Feb. 23</td>
<td>Intro: The env at risk D2L – Chp1 Intro.pptx</td>
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<tr>
<td>7</td>
<td></td>
<td>Env at risk; Env Epi – what is it?: Pop &amp; env D2L – Chp1 Intro.pptx &amp; Chp2 EnvEpi.pptx</td>
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<tr>
<td>8</td>
<td></td>
<td>Env Toxicology; Env Policy &amp; regulation D2L – Chp3 EnvToxicology.pptx &amp; Chp4 Policy&amp;Regulation.pptx</td>
</tr>
<tr>
<td>9</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>10</td>
<td>Exam #2 on T, March 22</td>
<td>Pesticides D2L – Chp7 Pesticides.ppt</td>
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<tr>
<td>11</td>
<td>Easter Break on Th, March 24</td>
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<tr>
<td>12</td>
<td>Group Option A or B presentations DUE</td>
<td>Radiation; Water Quality D2L – Chp8 Radiation.pptx &amp; Chp9 Water.pptx</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Th, April 21 Summary of P &amp; Z Board Meeting DUE Air Quality; Occupational Health D2L – Chp10 Air.ppt &amp; Chp13&amp;14 OccHealth.pptx</td>
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<tr>
<td>15</td>
<td></td>
<td>Injuries D2L - Chp13&amp;14 OccHealth.pptx</td>
</tr>
<tr>
<td>16</td>
<td>ECP DUE T, May 3</td>
<td>Injuries D2L - Chp13&amp;14 OccHealth.pptx</td>
</tr>
<tr>
<td>17</td>
<td>Course Eval DUE Sun, May 8 by 11:59 pm</td>
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<td></td>
<td>Exam #3 on Th, May 12 @ 8-10</td>
<td></td>
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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!

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 III 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/

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.

**Additional Information**

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). 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 concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

**IX. Other Relevant Course Information:**

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!
Respect your instructor, your classmates, and yourself!

### HSC 436 Environmental Health
#### Curriculum Alignment

<table>
<thead>
<tr>
<th>ASSIGNMENTS/ASSESSMENTS</th>
<th>SHAPE/NCHEC; CAEP STANDARDS</th>
<th>TEA STANDARDS</th>
<th>ISTE STANDARDS</th>
<th>InTASC STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transportation Self-Assessment</strong></td>
<td>SHAPE/NCHEC I, III, IV CAEP 1</td>
<td>1.31s, 1.32s, 1.20k, 1.25k, 1.37s, 1.42s, 1.46s, 2.1k, 3.10s</td>
<td>1abd, 2d, 3d, 4a</td>
<td>2dn, 4c, 4o, 5adjp, 6a,</td>
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<tr>
<td><strong>City of Nacogdoches Meeting</strong></td>
<td>SHAPE/NCHEC VIII CAEP 1</td>
<td>1.32s, 1.26s, 1.43s, 1.46s</td>
<td>2d</td>
<td>4o 9f</td>
</tr>
<tr>
<td><strong>Exam 1</strong></td>
<td>SHAPE/NCHEC I CAEP 1</td>
<td>1.1k, 1.2s, 1.35s, 1.20k, 1.25k, 1.4s, 2.1k</td>
<td>1abd</td>
<td>1abdf, 2abcd, 3r, 41co, 6t, 7c, 8hn</td>
</tr>
<tr>
<td><strong>Exam 2</strong></td>
<td>SHAPE/NCHEC I CAEP 1</td>
<td>1.35s, 1.10s, 1.20k, 1.25k, 1.4s, 1.24s, 2.1k</td>
<td>1abd</td>
<td>1abdf, 2abcd, 3r, 41co, 6t, 7c, 8hn</td>
</tr>
<tr>
<td><strong>Exam 3</strong></td>
<td>SHAPE/NCHEC I CAEP 1</td>
<td>1.35s, 1.20k, 1.25k, 1.41s, 1.42s, 2.1k</td>
<td>1abd</td>
<td>1abdf, 2abcd, 3r, 41co, 6t, 7c, 8hn</td>
</tr>
</tbody>
</table>

- Refer to PCOE website for mast list of standards.