

**Department of Health and Human Performance  
Prairie View A&M University  
Syllabus**

**Instructor:** Christopher Clay  
**Office Hours:**  
**Class Period:** MTWTF: 8:00am-9:50am

**Office:** New Athletic Bld 109  
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**I. Course Title: HLTH 1063-Environmental Health**

**II. Textbook: Our Global Environment 6<sup>th</sup> edition, Nadakavukaren, Anne 2006**

**III. Course Description:**

(3-0) credit 3 semester hours. Health aspects of environment, including health problems related to water, air and noise pollution, pesticides, population, and radiation.

**IV. Clinical Experiences and Clinical Hours: None**

**V. Course Rationale:**

Classrooms are more diverse today, perhaps more than any other time in the history of public education. This phenomenon requires teachers to have a wide range of methods and techniques in order to meet the needs, interests, and abilities of students. This course provides the experiences necessary to be successful in the modern-day classroom.

**VI Goals:**

The course is designed to encourage students to grow personally and acquires professional competencies required to insure maximum performance in Health Education. The student will be provided opportunity to recognize interdependence of people and the environment, identify personal responsibility for the environment. Special emphasis is placed on individual responsibility for protecting the environment. By the end of the course the student should be able to intelligently recognize environmental health issues, critically analyze environmental services and protect one's self against fraud, waste and product distribution.

**VII. NCATE Objectives:**

**E-FOLD-P Model**

(Educators as Facilitator of Learning for Diverse Population)

1. Prepare students for the teaching profession who are problem solvers, critical thinkers, and decision makers.
2. Prepare students for the teaching profession who understand, appreciate human diversity and global awareness.
3. Prepare students for the teaching profession who are reflective and continual learners.

### **VIII. Specific ExCET Objectives of the Course are:**

The student will gain opportunities to enhance his/her ability to:

- 1) Analyze the influence of genetic and environmental factors in child development. Includes the influence of genetic factors, physical environment, and human environmental on individual development
- 2) Identify first aid procedures for other emergency situations (e.g., environmental reactions, burns, poisoning, seizures). Includes first aid procedures for environmental reactions, common poisons, seizures, and burns.
- 3) Understand human-environment interactions in modern society. Includes environmental problems related to life in technologically advanced societies, renewable resources, and the effects of various human activities and enterprises on environments.
- 4) Understand pollution and environmental quality. Include factors that contribute to water, air, noise, and land pollution; the effects of water, air, noise and land pollution on personal wellness; and the economic effects of pollution.
- 5) Identify environmental health hazards associated with the home and work place. Include types, characteristics, and effects of environmental health hazards found in homes and residential areas.
- 6) Identify individual and collective responsibilities related to environmental protection and disease control. Includes ways in which individuals and society can contribute to conservation of resources and environmental protection, and types, functions and legal aspects of disease control mechanisms.

### **IX. COURSE OBJECTIVES:**

Upon completion of course, the student will be able to:

- 1) List and briefly describe some genetic factors that influence human growth and development, Describe historical trends in human population growth.
- 2) List and briefly describe some impacts human resources society.
- 3) List and briefly describe different aspects of air pollution, noise pollution, and land pollution; sources of land pollution, nature of sound, land pollution and health.
- 4) List and briefly describe solid and hazardous wastes, including municipal waste collection, hazardous wastes and household hazardous wastes.
- 5) List and briefly describe some environmental diseases; mutation; cause of mutations; general disease classifications.
- 6) List and briefly describe ecological principles, including ecological niches, ecosystems and biomes.
- 7) List and briefly describe major issues concerning populations.
- 8) List and briefly describe different ways to control the growth of a population.
- 9) List and briefly describe factors influencing food demand.
- 10) List and briefly describe environmental diseases.

**X. Instructional Activities:**

- A. Attend all class meetings.
- B. All written assignments must be typed. (No exceptions)
- C. Read all assigned textbook chapters and contribute to all classroom discussions.
- D. Each student will present an oral presentation individually or with a group. (Date to present TBA-@ the discretion of the instructor)  
Examples: lectures, demonstrations, presentations, video tapes & projects

**XI. Source of Knowledge Upon Which Knowledge is Based:**

Anderson, L., (1990). Community Health. (6th ed.). St Louis: Times Mirror/Mosby College Publishing  
Cornacchia, H. & Barrett, S. (1989). Consumer Health. (4th ed.). St Louis: Times Mirror/Mosby College Publishing  
Jones, K., Shainberg, L., & Byer, C. (1985). Health Science. (5<sup>th</sup> ed.). New York: Harper & Row Publishers.  
Nadakavukaren, A., (1990). Man's Environment: A Health Perspective. (3<sup>rd</sup> ed.). Illinois: Waveland Press Inc.

**XII. Method of Course Evaluation:**

1. Chapter Questions	10%
2. Chapter Tests	20%
3. Mid-Term Examinations	20%
4. Presentations	20%
5. Final Examinations	20%
6. Articles—Current	<u>10%</u>
	100%

**Grading Scale:**

<b>90-100</b>	<b>A</b>
<b>80-89</b>	<b>B</b>
<b>70-79</b>	<b>C</b>
<b>60-69</b>	<b>D</b>
<b>59-and below</b>	<b>F</b>

**XIII. Special Needs Learner:**

The following statement is published in the course outline to advise students who have special needs. Students having any special needs (disabilities, problems, or any other situations that may impact your learning abilities) should make these special needs known to the instructor during the first week of the course.

## UNIVERSITY CLASS ATTENDANCE POLICY

### Effective September 1, 1998

#### Class Attendance

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether **EXCUSED** or **UNEXCUSED**, may result in a student's course grade being reduced or in a student's being assigned a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

#### Excused Absences

Students are required to attend all class meetings. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute **EXCUSED ABSENCES** and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class.

Students are responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports) whether absence is Excused or Unexcused.

#### Unexcused Absences

Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirement when the student's absence is unexcused. Each course syllabus will include a clear statement relative to whether late or past due assignments will be accepted toward satisfying the course requirements.

A student who believes that the penalty received following violation of this attendance policy is unjust may first confer with his/her academic advisor. If necessary, the matter may be appealed in writing to the course instructor, the instructor's department head, and finally, to the instructor's dean who must refer the matter to the Chair, Admissions and Academic Standards Committee if it cannot be resolved within the college offering the course.

#### Absence on Religious Holy Days

In accordance with Texas Education Code, Section 61.003, subdivision (7), a student may be absent from classes for the observance of a religious holy day and will be permitted to take missed examinations and complete missed assignments provided the student has notified the instructor of the planned absence in writing and receipt of that notice has been acknowledged by the instructor in writing. "A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20."

**Incomplete grades are only given in extraordinary circumstances that are beyond the students' control.**

**NOTE: Missed exams and assignments CAN NOT be made-up unless permission is granted by the instructor prior to the exam, assignments, or quiz.**

**Additionally, after the student has seen his/her grade, the professor reserves the right to retain all assignments and examinations completed by the student. All papers will be retained until 30 days after grades have been posted. After this time, papers will be destroyed.**

### **Attendance Policies & Classroom Management:**

Attendance is required at each class meetings. Official university sponsored activities are considered excused absences, but the students is responsible to make up all that is missed at the instructor's convenience. It is recognized that personal difficulties/conflicts arise and allowances will be considered on an individual basis.

### **EXCESSIVE ABSENCES WILL RESULT IN AN “ F ” IN THE COURSE**

It is important to respect each other in class. No fighting, profanity or euphemisms will be tolerated during class time. Additionally, no cell phone use will be permitted during the class period. Students failing to adhere to this policy may be asked to leave to decrease disruption during the learning process.

### **Academic Honesty Policy:**

Each student will be required to sign an academic honesty policy.

### **Tentative Course Calendar:**

The following plan of action is to keep us on tract; it does, however, require flexibility to suit the needs and interests of the students. Please be advised: The instructor has the right to modify this syllabus, without notice, due to emergencies or an expressed interest of the students to discuss topics in greater detail. It is in the best interest of each student to regularly attend class, (on a separate sheet)

**Each student responsible for all work that is covered in class whether the student is present or not.**

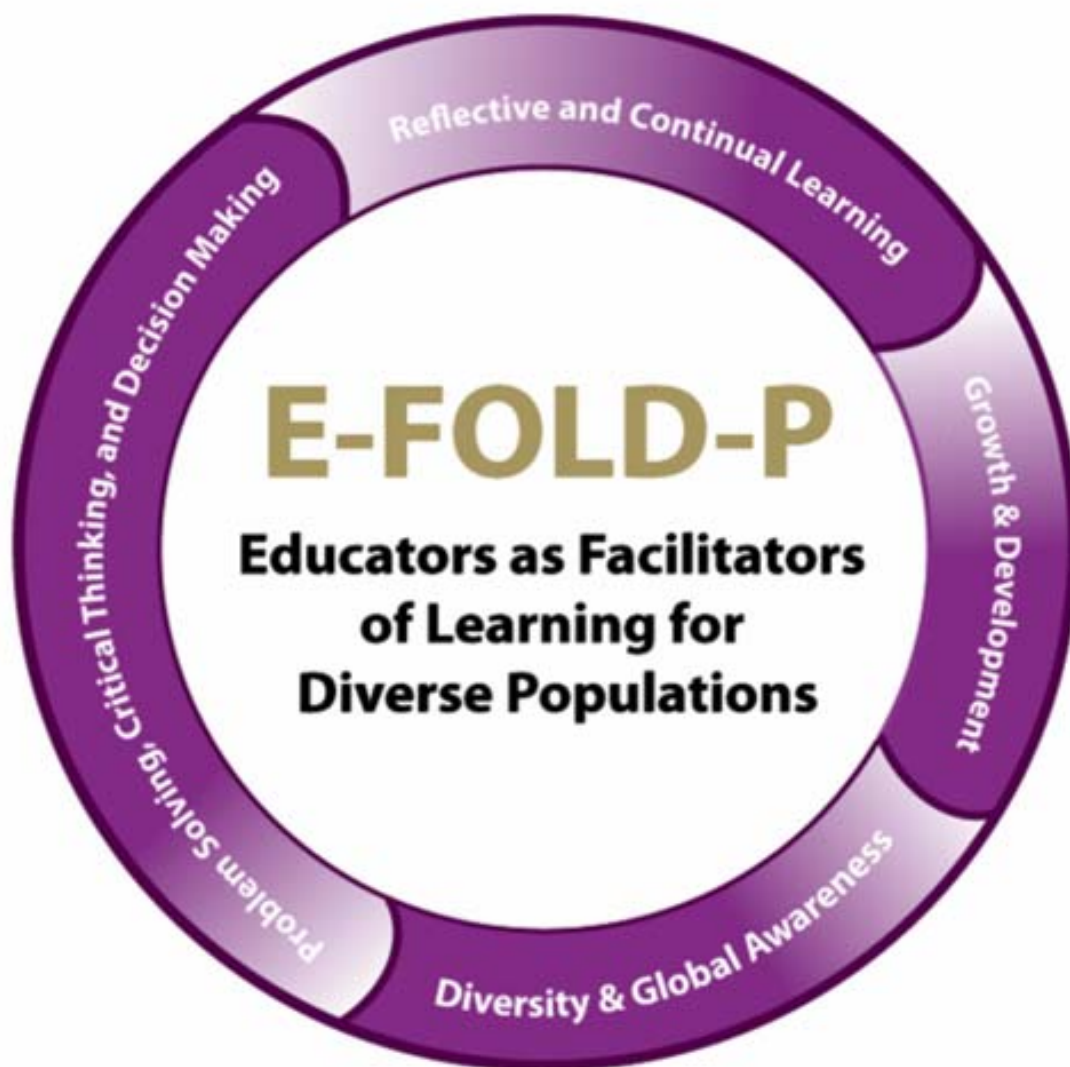
### **TrueOutcomes – Prairie View A&M University – Electronic Portfolio**

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an “artifact”(an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCT and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio(e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: [www.trueoutcomes.net](http://www.trueoutcomes.net).

# Professional Education Unit

## Conceptual Framework



*The conceptual framework for both the basic and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual Framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the conceptual framework with no changes in the wording was adopted by the Teacher Education faculty, in February 2008. The framework consists of four major goals anchored by technology.*