

Syllabus**PHC 4320: Environmental Health Concepts in Public Health**

Fall 2025 - 3 Credit hours

Delivery Format: Module content delivery via e-Learning in Canvas; Presentations and discussions in-person

Sections 24199, 24200		Section 20448	
Instructor:	Andy Kane	Instructor:	Anthony Maurelli
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Email address:	kane@ufl.edu	Email address:	amaurelli@ufl.edu
In-person class time/location:	Mondays 9:35-11:30 Communicore G312	In-person class time/location:	Wednesdays 1:55 – 3:50pm HPNP G103
Office location & hours:	Immediately after class (Rm 312) and by appointment	Office location & hours:	Immediately after class (Rm G103) and by appointment
Teaching assistant:	TBD		
Prerequisites:	None		
Preferred course communications:	The “Inbox” in Canvas will be used for all email correspondence. Instructors and TAs will not be responsible for emails sent their “UFL” email addresses.		

PURPOSE AND OUTCOME**Course Overview**

This course is a survey of major topic areas in Environmental Health. It will examine sources, routes, media, and health outcomes associated with biological, chemical, and physical agents in the environment. It will cover how these agents affect disease, water and air quality, food safety, and land resources in community and occupational settings. The course will introduce an economic context to the topical areas, and touch on legal frameworks associated with environmental and public health issues.

Course Objectives

Upon completion of this course, students will be able to:

1. Define the major sources of biological, chemical and physical agents found in water, air, soil, and food
2. Understand chemical and pathogen routes of exposure, toxic mechanisms of action, and health impacts
3. Describe tools used to analyze health impacts of environmental exposures within such fields as toxicology, exposure assessment, and epidemiology
4. Describe the role of risk assessment paradigms in creating safe environments, including target populations exposed to hazardous agents
5. Describe methods used to detect, manage, control, or remove health hazards
6. Understand existing regulatory framework and policy for controlling environmental and occupational agents/exposures

Relation to Program and Learning Outcomes

Competencies primarily *gained* in this course

1. Monitor health status to identify and solve community health problems
2. Diagnose and investigate health problems and health hazards in the community using an ecological framework
3. Inform, educate, and empower people about health issues
4. Use laws and regulations that protect health and ensure safety
5. Communicate effectively with constituencies in oral and written forms

Competencies *reinforced* in this course

1. Mobilize community partnerships and actions to identify and solve health problems
2. Develop policies and plans that support individual and community health efforts
3. Evaluate effectiveness, accessibility and quality of personal and population-based health services
4. Conduct research for new insights and innovative solutions to health problems

Instructional Methods

1. Lectures: Delivery of primary course content is through recorded lectures provided by multiple faculty with specific expertise. Students are responsible for all the material presented in the course including recorded lectures and all assignments as indicated in each Canvas course module.
2. Readings and Resources. Students are responsible for all assigned readings and supplemental materials as posted in respective course modules. The textbook for this course is optional; it is a supplemental resource to the recorded lectures and course content.
3. Assessments: A variety of assessments will be used in this course including, but not limited to, module assignments, *In The News* projects, and module assessments.

DESCRIPTION OF COURSE CONTENT

This course is taught as a series of modules, each covering one specific aspect of environmental health. Each module may contain lectures, external links, videos, required readings, assignments and discussions in class. You are responsible for all course content regardless of the format. The Topical Outline/Course Schedule below details the dates of content modules and assignments. *In The News* and Module assessments are also shown.

Getting Started

1. Visit <http://lss.at.ufl.edu> and login to e-Learning in Canvas using your Gatorlink ID and password.
2. Find our course website. It will be listed as PHC4320: Environmental Health Concepts in Public Health, Fall 2025.
3. Complete the "Getting Started" Module under the Modules Navigation Tab (left menu). This will prompt you to download and review the syllabus, review the materials on plagiarism, and complete the syllabus quiz.

***The remainder of the course materials will be **locked and unavailable** to you until you have completed the "Getting Started" module and take the Getting Started quiz. You MUST earn a 100% score on this quiz in order for the course materials to open in the course site. If you do not receive a 100% score, please review the feedback on your quiz attempt and retake as soon as possible. This is an important element to ensure that all students are aware of the curriculum requirements for this course. If you have ANY difficulty with this quiz, please send an email in the course using the Canvas "Inbox" as soon as possible.

Required Course Materials and Technology

Textbook:

The suggested textbook is optional, and you can choose to purchase it if you would like this as an extra resource. Exam questions will not be taken directly from the book; the book is meant to be a supplemental resource. *Environmental Health, 4th edition Dade W. Moeller Harvard University Press, 2011 ISBN 9780674047402*

Required Hardware Laptops or tablets with solid WiFi connection to the internet are required to bring to class in order to take Assessments (Module Quizzes).

e-Learning in Canvas site:

There will be an online site for this course in Canvas, the learning management system supported by the University. Log in at <https://lss.at.ufl.edu/> and go to course site for PHC4320: Environmental Health Concepts in Public Health, Fall 2025. Here, we will post the syllabus, lecture presentations, assignments and allow for discussions/chats among the students and course leaders. You will also turn in assignments through Canvas. Once the course begins, all communication will take place through the e-Learning in Canvas site. This includes all emails. This will eliminate any issues with students not getting emails due to connection problems. It will be your responsibility to check the site on a regular basis throughout the semester to keep up with announcements, emails, and course modifications.

For technical support related to e-learning in Canvas or accessing course materials and links, please contact the UF Help Desk:

- Available 24 hours a day, 7 days a week
- (352) 392-HELP - select option 2
- helpdesk@ufl.edu (email)
- helpdesk.ufl.edu (website)

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

Instructional Methods

1. Recorded lectures are the primary source for course content delivery. Students are responsible for all the material presented in the course and assigned videos and readings. This will be the primary source of content in this course.
2. Readings and Resources. Slides presented by faculty in each recorded lecture are provided for you in pdf format to take notes and use for review. These can be viewed in Canvas or downloaded. Required readings, resources and other media, as well as optional readings from the textbook, will be posted in respective course modules in Canvas.
3. Assessments: A variety of assessments will be used in this course, including but not limited to presentations, written assignments, and module assessments.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that an instructor would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets us focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to view the online lectures and attend your weekly in-person session. You are also expected to complete all readings, assignments, and assessments on time. Additionally, you are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course content and objectives.

You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the in-class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

ACADEMIC REQUIREMENTS AND GRADING

General information

Assignments are to be turned in as a Word document, text entry, video upload, or PowerPoint file as directed. They may be returned to you with comments, as applicable. If you have unexpected issues with Canvas, you may email the assignment to the course

teaching assistant and professor directly and submit on Canvas once the issues are resolved. Assignments are normally intended as individual projects unless otherwise directed. Shared work may be treated as a form of plagiarism. Assignments may be required to be submitted via Turnitin in this course (this will be done automatically in the Canvas Assignment upload, as appropriate). This tool will pick up any passages in students' work that come from another source (e.g., websites or other students). Be sure to adequately cite your sources/references for these assignments to avoid plagiarism (see format below). **Do your best to write content from outside sources into your own words and cite the source using an in-text citation.**

The Canvas assignment tool may notify you confirming the submission of your assignment. PLEASE check your UFL email on a regular basis for these and other email notices from the course site. If you do not receive an email confirmation within 2 hours of submission, please return to the site and resubmit your assignment. It is a student's responsibility to verify that they turn in assignments on time and that they turn in the CORRECT assignment attachment. Please take a few moments to open your submitted attachment and verify that you have submitted to correct file.

You will be graded in the course through the use of different learning assessments including Module Assignments, an *In The News* Assignment, and Module Assessments as outlined below:

1. Module Assignments (30% of final grade)

Assignments provided for each module are provided within Canvas. Assignments are expected to be completed regardless of whether or not a submission upload into Canvas was required. Assignment due dates and times, and grading rubrics are posted in Canvas. Typically, Module Assignments are due the same week that the respective module was opened.

2. In the News (ITN) Assignment (10% of final grade)

Purpose and relationship to course goals: *In the News* presentations connect course material with current events and conversations happening in the media. Students apply critical thinking skills and practice oral and written communication skills.

Each student will be required to submit one ITN assignment during the semester on Canvas. For this assignment, each student will be assigned to a topic area at the beginning of the semester, such as 'toxicology' or 'infectious disease.' You will perform a search to identify a current news story that relates to this topic. The 'news' can be positive, negative, changes in policy, public concerns, etc. You may use general public news forums (TV, web, newspaper); however, please make sure that the sources are credible. If you need help determining whether a source is credible or suitable for use in this assignment, please reach out to your course instructor or teaching assistant, as applicable.

This assignment will consist of two components:

- (1) Prepare and present one PowerPoint slide (2-3 minutes plus questions) during our class gatherings (50 points).** The slide should be visual – with pictures, embedded video links, etc. Include a link to the article using appropriate citation format (see *In the News* assignment description on Canvas) on the slide.
 - a. Describe the 'in-the-news' item in brief and how it relates to the related module topic (e.g., toxicology) you are assigned to.
 - b. Is the news projecting or emphasizing a positive influence on public health or a public health concern? What evidence do they have?
 - c. What do the experts say should be done about it? Discuss any controversy on your topic. Additional literature and resources should be used to ground truth and support your knowledge of the topic you present.
- (2) Prepare a 1-page, double-spaced, written assignment on your article topic focusing on Strengths and Weaknesses (25 points). Following assignment instructions as provided in Canvas, complete parts A and B below:**

Part A: Provide header information for your ITN topic as provided in the assignment instructions.

Part B: Use bullet points to outline strengths and weaknesses of the article you selected (topics to consider include descriptions of scientific evidence, justifications, coverage of the topic, audience expectations/knowledge, and similar).

An example *In the News* presentation slide will be posted on Canvas. This should not be a repeat of your slide or what you present in class. Make sure to cite your references using the citation style of the venue for which you are “re-writing.” If you cannot determine that citation style, please use the class style or APA. The due date for this assignment will be based on the topic you are assigned as due dates are associated with the specific topic.

After each presentation students are expected to participate in the In the News discussions during our in-class meetings. All ITN PowerPoint and Word documents are to be submitted by NOON on the day prior to class when the presentation will take place.

It is expected that students engage in in-class activities and discussions on a regular basis. Examples include asking meaningful questions and commenting on ITN discussions.

3. Module Assessments (Quizzes; 60% final grade)

Purpose and relationship to course goals: The assessments are an opportunity for students to demonstrate course content and knowledge, apply their knowledge to new situations, show their understanding of the connections among course themes through a variety of question styles and types, and apply and reinforce course materials.

Assessments for each module will test your knowledge of material covered in lectures, assigned readings, assignments and *In The News* presentations. While module assessments focus on the preceding module, course content builds on concepts presented throughout the course. As such, module assessments are cumulative so as to integrate comprehension of material covered throughout the course. Assessments will be comprised of multiple choice, matching, and true/false questions, where you will be expected to interpret the material that is presented in the course and apply it to the scenarios or situations that the exam questions present. Respective module assessments are given in class the week following when the module opened

If the class meetings are switched to Zoom, students will take the exam using an online proctoring service like HonorLock. Platforms like HonorLock will verify your identity and monitor your exam process via webcam. You typically provide 2 forms of picture ID to the proctor and move your webcam around to show your environment. You need a working webcam and microphone to take exams in this course if the exam will occur online. More information will be provided as needed.

The lowest quiz score will be dropped from the final grade.

Grading

A key course requirement of this course is alignment with professional standards of the discipline, including behavioral conduct in alignment with public health and UF Health Science Center practices, requirements and expectations. Not following these professional standards may impact the ability to participate in the course or course activities, as well your grade in the course.

Course assignments and assessments are broken down into the following points:

Requirement	Due date	Grade percentage
Module Assignments	See Course Schedule	30%
In the News Assignment	See Course Schedule and topic assignment	10%
Module Assessments	See Course Schedule	60%
TOTAL		100%

Point system used (i.e., how course points translate into letter grades):

% Points earned	93.0-100%	90.0-92.9%	87.0-89.9%	83.0-86.9%	80.0-82.9%	77.0-79.9%	73.0-76.9%	70.0-72.9%	67.0-69.9%	63.0-66.9%	60.0-62.9%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Late Assignments and Make Up Work. Assignments turned in up to 24 hours late will be discounted 10% of the grade that they would otherwise receive. Assignments turned in more than 24 hours late will not be graded and will contribute zero points toward your final grade unless arrangements have been made *in advance* with the instructor or in the case of extenuating circumstances. Extenuating circumstances will be addressed on a case-by-case basis. Missed assignments will contribute zero points toward your final grade.

Special Circumstances. In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon as possible *in advance* of the deadline. Such special cases will be dealt on an individual basis, provided that you have sufficient documentation.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance. Class attendance is required. Content discussion, assignment presentations, module assessments, and in-class quizzes are part of in-class activities. Presentations and module assessments account for a substantial component of your grade. Make-up assessments and assessments will not be offered unless there is a communication to the instructor and TA including valid reason for absence or inability to take the assessment. Documentation for accepted absence or inability take an assessment may be required.

Students and faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

***Please follow campus policies related to COVID-19 and please do not attend class if you are experiencing COVID-related symptoms, or are feeling sick. We will make other arrangements for activities and assignments. **Your health and the health of everyone in the classroom is more important than a class assignment or activity.**

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior. You are expected to maintain a civil tone and respect the opinions of others. While commenting on others' statements and ideas is encouraged, aggressive or patronizing tone and language are unacceptable and may impact course and assignment grades, as applicable.

Privacy. If we move to online synchronous meetings (or hyflex), our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or

video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Communication Guidelines

You are encouraged to contact the instructor and the TA by email using the "Inbox" in Canvas for clarification and assistance with the course material and the assignments, and for special issues that may arise. Weekday daytime (US Eastern Time) emails have the best chances of being answered quickly. Please only use the Canvas "Inbox" to communicate with the course instructor and/or TA. While the instructors and TAs will check their UFL email regularly, they will not be held responsible for email sent directly to their UFL addresses. The goal is to receive a reply within 48 hours during the work week (Monday through Friday) or a reply to a weekend email after the next week begins. Please do not anticipate replies to email during the weekend.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> <http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. Plagiarism is especially damaging in an online learning environment and will be dealt with in an official way, according to University of Florida regulations. Incidents will be reported directly to the Office of Student Judicial Affairs and a formal procedure will be started in each and every case. There will be no informal incident resolution between student and instructor. Should you have any doubts on whether something constitutes plagiarism, please consult the many available resources on the topic, e.g. starting with <http://web.uflib.ufl.edu/msl/subjects/Physics/StudentPlagiarism.html>, or contact the instructor in advance. There is also a reference posted in the course site, in the Course Help link. As you submit assignments, you will have the opportunity to check it for unintentional plagiarism using Turnitin®, the same software that instructors will use to check your work. You are encouraged to take advantage of this option. If you turn in assignments that are plagiarized, you will receive zero points for that assignment.

You are expected to turn in original work in this course. This means that when answering assignment questions, writing papers, posting discussions, etc., you will be expected to write your responses in your own words. You **MAY NOT** copy answers word for word from any course materials or outside sources. On occasion it may be useful to provide a quote from course materials or outside sources in which case you must properly cite the source and place the quote in quotation marks. That being said we urge you to avoid excessive quotation as it does little to demonstrate your understanding of course material.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. Online and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel. •
 The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
 - Alachua County Crisis Center
 - (352) 264-6789
 - <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Weekly Module Delivery: Course content is delivered weekly, module by module. Modules open sequentially on Monday mornings at 12:01am in their respective module delivery calendar week (see below). Once a module opens it will remain open throughout the duration of the course. Module-specific question & answer sessions, assignment presentations and reviews, and assessments take place in class the week following Canvas module delivery. For example, Module 2 (Toxicology and Environmental Disease) opens Monday 9/7 during Week 2. Week 2 is your week to review all lecture material and assignments relative to Toxicology and Environmental Disease in preparation for in-class discussion the following week, Week 3.

Weekly Content Delivery	Class Section M/W Meeting Dates	Module Topic(s) and Lecturer(s)	Assignments	In-Class Activities
Getting Started (Required) First Week of Semester 8/21 - 8/23	No class	Syllabus: Self-review of course delivery, expectations, assignments Dr. Kane	<ul style="list-style-type: none"> Read syllabus Watch intro movie Take required syllabus quiz ***Due 8/24	*** Short week; no in-person class *** <ul style="list-style-type: none"> Required syllabus quiz <u>due 8/24, prior to 1st class week.</u> Note: Module 1 will not unlock until successful completion of syllabus quiz
Week 1 8/24 - 8/30	Aug. 25, 27	Module 1: Introduction to Environmental Health Dr. Coker	See Canvas	<ul style="list-style-type: none"> Course overview, applications, and expectations Assignments & assessments Discuss environmental health topics pertaining to this course
Week 2 8/31 - 9/6	Sept. 1, 3 Labor Day (No class meeting Monday)	Module 2: Toxicology and Environmental Disease Dr. Baker	See Canvas	<ul style="list-style-type: none"> Module 1 Q&A (Monday section: direct questions to Dr. Kane by Canvas email) Module 1 Assessment (Monday section: online)
Week 3 9/7 - 9/13	Sept. 8, 10	Module 3: Emerging Contaminants, Nanomaterials, EDCs Dr. Bisesi	See Canvas	<ul style="list-style-type: none"> Module 2 Q&A Module 2 ITN Presentations Module 2 Assessment
Week 4 9/14 - 9/20	Sept. 15, 17	Module 4: Environmental Epidemiology Dr. Coker	See Canvas	<ul style="list-style-type: none"> Module 3 Q&A Module 3 ITN Presentations Module 3 Assessment

Weekly Content Delivery	Class Section M/W Meeting Dates	Module Topic(s) and Lecturer(s)	Assignments	In-Class Activities
Week 5 9/21 - 9/27	Sept. 22, 24	Module 5: Air Quality and Health Dr. Coker	See Canvas	<ul style="list-style-type: none"> Module 4 Q&A Module 4 ITN Presentations Module 4 Assessment
Week 6 9/28 - 10/4	Sept. 29, Oct. 1	Module 6: Water, Sanitation, and Hygiene Dr. Yoho	See Canvas	<ul style="list-style-type: none"> Module 5 Q&A Module 5 ITN Presentations Module 5 Assessment
Week 7 10/5 - 10/11	Oct. 6, 8	Module 7: Climate Change & Global Health Dr. Kane	See Canvas	<ul style="list-style-type: none"> Module 6 Q&A Module 6 ITN Presentations Module 6 Assessment
Week 8 10/12 - 10/18	Oct. 13, 15 (Homecoming, does not affect class)	Module 8: Environmental Infectious Disease Dr. Chapman	See Canvas	<ul style="list-style-type: none"> Module 7 Q&A Module 7 ITN Presentations Module 7 Assessment
Week 9 10/19 – 10/25	Oct. 20, 22	Module 9: Food Safety Dr. Lampel	See Canvas	<ul style="list-style-type: none"> Module 8 Q&A Module 8 ITN Presentations Module 8 Assessment
Week 10 10/26 -11/1	Oct. 27, 29	Module 10: Solid Waste Management Dr. Yoho	See Canvas	<ul style="list-style-type: none"> Module 9 Q&A Module 9 ITN Presentations Module 9 Assessment
Week 11 11/2 -11/8	Nov. 3, 5	Module 11: Occupational Health Dr. Coker	See Canvas	<ul style="list-style-type: none"> Module 10 Q&A Module 10 ITN Presentations Module 10 Assessment
Week 12 11/9 - 11/15	Nov. 10, 12	Module 12: Environmental Monitoring and Exposure Assessment Dr. Coker	See Canvas	<ul style="list-style-type: none"> Module 11 Q&A Module 11 ITN Presentations Module 11 Assessment
Week 13 11/16 - 11/22	Nov. 17, 19	Module 13: Environmental Justice & Health Disparities Dr. Coker	See Canvas	<ul style="list-style-type: none"> Module 12 Q&A Module 12 ITN Presentations Module 12 Assessment
Week 14 11/23 - 11/29	Nov. 24, 26 Thanksgiving (no class this week)	-	-	***No in-class meeting this week
Week 15 11/30 - 12/6	Dec. 1, 3	Module 14: Wrap up	-	<ul style="list-style-type: none"> Module 13 ITN Presentations Module 13 Assessment Wrap up