



University of Maryland College Park School of Public Health

MIEH 300 – Introduction to Environmental Health: A Public Health Perspective

Semester: Fall 2015
Classroom and Time: School of Public Health, Room 1303 MWF 9:00AM – 9:50AM
Instructor: Devon C. Payne-Sturges, DrPH
Office: 2234 L School of Public Health **Office Hours:** Mondays 2PM – 3:30PM
and by appointment.
Phone: 301 405-2025
Email: dps1@umd.edu

Required Texts and Other Readings:

Required:

Title	Author	Edition
Essentials of Environmental Health	Friis, Robert H.	Jones and Bartlett Publisher, 2 nd Edition, 2013 ISBN-13: 9780763778903
Toms River: A Story of Science and Salvation	Fagin, Dan	Bantam Books 2013 ISBN-13: 978-0553806533

Supplemental:

Journal articles may be assigned to expand upon a topic covered in the course.

Recommended Textbooks for Additional Information:

Title	Author	Edition
Environmental Health	Moeller, DW	Harvard University Press, 4 th Edition, 2011
Environmental Health: From Global to Local	Frumkin, H.	John Wiley & Sons, Inc., 2005
Street Science: Community Knowledge and Environmental Health Justice	Corburn, J	The MIT Press, 2005
Environmental Health Science:		Oxford University Press,

Recognition, Evaluation, and Control of Chemical and Physical Health Hazards	Lippman, M., Cohen, B. S., & Schlesinger, R. B. Schlesinger.	2003
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Course Description:

Public health promotes and protects the health of people and the communities where they live, learn, work and play. Environmental health is the branch of public health that deals with the human health effects of exposures to chemical, physical, and biological agents in the community, workplace, and home. This course provides students a grounding in the central scientific and policy concepts, principles, and applications for recognizing, assessing, mitigating and preventing the impacts of chemical, physical, and biological agents on human health. It also provides an understanding of how human behavior and actions impact the environment and the health of surrounding communities. Instructional methods for this course include lectures, readings, journal entries reflecting on readings from *Toms River*, in-class exercises, class participation, oral presentations and writing assignments. This course will cover principles derived from core environmental health disciplines such as environmental toxicology, epidemiology, exposure and risk assessment and major topics such as hazardous waste, water quality, air pollution, chemical contaminants and food-borne contaminants. Each of these topics is interrelated and we will explore these connections through the perspectives of environmental justice, the built environment, occupational health, environmental sustainability and health, environmental law and policy.

This course fulfills the environmental health core requirement for the undergraduate Public Health Science Program.

Course pre-requisites: Undergraduate courses in chemistry, biology and/or health are desirable.

Course Learning Objectives:

Upon completing this course, the student will be able to:

1. Understand the history of environmental health issues.
2. Identify important chemical, physical, and biological exposures in the environment that can affect health of human populations.
3. Describe how environmental contaminants (chemical, physical and biological agents) interact with biological systems, including mechanisms of their adverse effects on humans as well as susceptibility factors.
4. Explain current environmental health risk assessment methods, including hazard identification, exposure assessment, dose-response evaluation and risk characterization.
5. Describe the role of different federal and state governmental agencies in controlling environmental hazards and risks in the community, workplace, and home.

6. Identify stakeholders that have a vested interest in how environmental health risks are managed, and provide a rationale for those interests.
7. Describe approaches for assessing, preventing, and managing environmental hazards that pose risks to human health and safety.
8. Apply basic scientific principles to evaluate environmental health problems and identify solutions that consider environmental sustainability.

Program Competencies Addressed in this Course:

The following competencies for the Public Health Science Program are addressed in this course:

1. Identify and describe core scientific concepts underlying aspects of disease prevention, environmental protection, and health promotion.
2. Identify and define public health problems from ecological and interdisciplinary perspectives.
3. Synthesize scientific knowledge to formulate solutions to public health problems.
4. Demonstrate written and oral presentation skills.

Course Requirements:

1. **Writing Assignments.** There will be 4 writing assignments for this course, 2 of which will be in-class assignments. We will also hold in-class peer-editing workshops for writing assignments #2 and #3. Writing Assignment #3 will be a 5-7 page persuasive essay on an environmental health topic from the news (see EHNews Stories below) and will include an oral presentation.
2. **EHNews Stories.** Each student will develop and submit to me via CANVAS a written short summary of an environmental health news story from *Above the Fold* news aggregator and give a 2-3 min oral presentation to the class on the story summary. Students assigned to present their EHNews stories will open the class that morning, then present and lead discussion. **By September 4th** each student must have subscribed to *Above the Fold*. The EH News presentations will start September 9th.
3. **Journal Entries.** Each student will submit to me via CANVAS weekly reading reflections for the assigned chapters in *Toms River*. We will read one chapter of *Toms River* per week for a total of 13 chapters. There will be 13 journal entries. Generally, journal entries are **due once a week on Thursdays by 6PM**, submitted to me via CANVAS.
4. **Lecture Reading Assignments and Other Homework.** For each lecture there will be reading assignments, a chapter in *the Essentials of Environmental Health* by Friis text book and/or supplemental readings that will be posted on CANVAS. I STRONGLY encourage you to read the assigned readings before the lecture and review the questions at the end of each assigned chapter in Friis. This way you will keep up with the readings and be better prepared for class discussion. A more careful second reading is recommended after lecture.

There will be additional homework assignments throughout the semester that I will announce during class or via CANVAS.

5. **Exams.** There will be 2 non-cumulative exams in this course. The exams will include multiple choice and short answer essay questions.

In-class assignments cannot be made-up. In-class assignments count towards class participation points.

Field Trip(s):

We will have 2 field trips, where half the class will visit Terp Farm and half will visit another facility (TBD) and your attendance is mandatory. These field trips will take place on a Saturday morning. The field trips will take approximately 3-4 hours, including transit from UMD.

Class Participation:

In order for you to succeed in this course, I expect you to try to attend all lectures and arrive on time. This is very important! The homework assignments, tests and exams are based upon the material covered in the lectures and text. The lectures will include in-class exercises and discussions with your classmates which most students find very helpful in increasing comprehension of the material. Please see Course Policies below on University policy regarding excused absences.

Classroom Atmosphere:

Participation is imperative in order to make this class interesting and to allow for opportunities to apply your knowledge to real world circumstances. Participation involves taking risks and being willing to share your own perspective as well as being respectful and open-minded toward other student's perspectives. Although it is unlikely that everyone will always agree with one another, I expect everyone to be respectful of others in the class. This involves refraining from side conversations when others are speaking and not repeating any personal information that is shared during the class outside the class.

Also no cell phones can be used during class. That means no texting, or taking cell phone calls during class. No excessive coming and going from class during lecture.

Course Policies:

Email – The Official University Correspondence:

Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University's email system and an email account. *All official University email communication will be sent to this email address (or an alternate address if provided by the student).* Email has been adopted as the primary means for sending official communications to students, so email must be checked on a

regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcements, messages, deadlines, etc. Email addresses can be quickly and easily updated at *www.my.umd.edu* or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: *www.helpdesk.umd.edu* or call 301-405-1400.

Absence Policy

In accordance with University Policy if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you attesting to the date of this illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provide/organization.

A link for information on the new policy covering absences from class can be found at <http://www.president.umd.edu/policies/v100g.html>

Late work and Missed Exams / Assignments:

Assignments are due on the due date and times indicated in the syllabus and confirmed in class. Assignments are to be submitted to me via CANVAS, unless I provide other instructions. Late assignments will not be accepted. Exam dates are on the syllabus, and are not negotiable. Make-up exams will not be given unless there are exceptional circumstances (such as a death in your immediate family).

Laptops and Note taking in Class:

Unless you have university approved documentation, **laptops will not be allowed for note taking in class.** You are expected to take notes on paper. A student version of slides will be posted on CANVAS. The student version will be incomplete, with expectation that you supplement with your class notes. For documentation on why

taking notes longhand is better for your grades than on laptop, see this article (at <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>) outlining real research on this issue and here is the link to the actual paper published <http://pss.sagepub.com/content/25/6/1159> .

However, there may be occasions when I specifically ask students to bring laptops for an in-class activity.

Religious Observances:

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.**

Special Accommodations / Disability Support Services:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance. More information about these services can be found at www.counseling.umd.edu

Other Available Support Services:

School of Public Health Undergraduate Center for Academic Success and Achievement, SPH Bldg Room 0222, 301 - 405 – 2357.

To help you with writing assignments, peer consultants are available in the Writing Center, <http://www.english.umd.edu/academics/writingcenter> . 1205 Tawes Hall, Monday –Thursday from 9AM – 4PM, Friday from 9AM – 2PM, and Monday, Tuesday, and Wednesday evenings from 5PM – 8PM. The consultants can help you with all aspects of your writing process, from generating ideas to organizing your thoughts to revising your prose. To schedule an on-line appointment go to <https://umd.mywconline.com>

From research support, contact SPH library liaison, Nedelina Tchangalova (nedelina@umd.edu). She is available for face-to-face consultations on **Wednesdays, 2 –**

3 pm at SPH 0226. No appointment is necessary but advance notice is appreciated. For more information regarding library services:

Nedelina Tchangalova

Public Health Librarian

Engineering & Physical Sciences Library (EPSL)

Mathematics Building, Room 1403

Email: nedelina@umd.edu

Librarian's Open Hour: Thursdays from 2-3 pm at SPH1226

Public Health Research Guide: <http://lib.guides.umd.edu/PublicHealth>

Academic Integrity:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: <http://www.shc.umd.edu/code.html>.

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are

responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

Inclement Weather / University Closings:

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

Course Evaluations

The University and the School of Public Health are committed to the use of student course evaluations for improving the student experience, course an curriculum delivery and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts and support tenure and promotion decisions; and help current and future students decide on which classes to take. The online site (www.CourseEvalUM.umd.edu) will be used for formal course evaluation and opening and closing dates will be announced in class and via CANVAS.

Grading Procedures/ Methods of Evaluation:

Potential Points Earned

Writing Assignment # 2	30
Toms River Journal Entries (13)	45
Writing Assignment #3 and Oral Presentation	100
Exam #1	50
EHNews Story (1)	10
Exam #2	50
Participation (includes 2 in-class writing assignments, #1 and #4)	73
Homeworks	42
TOTAL	400

Grading Scale

Total Points Earned	Grade Earned
More than 391	A+
376 - 391	A
360 - 375	A-
352 - 359	B+
336 - 351	B
320 - 335	B-
312 - 319	C+
296 - 311	C
280 - 295	C-
272 - 279	D+
256 - 271	D
240 - 255	D-
Less than 240	F

Class Schedule and Reading Assignments:

<u>Module</u>	<u>DATE</u>	<u>TOPIC</u>	<u>Readings Due at Start of Class</u>	<u>Assignments Due</u>
1 Introduction	8/31	Introduction to course		
	9/2	What is Environmental Health?	Friis Chapter 1 - <i>Introduction</i>	Your Environmental Health Histories – Due by 9/2 View video of interview with Dan Fagin, author of Toms River – Due by 9/2

<u>Module</u>	<u>DATE</u>	<u>TOPIC</u>	<u>Readings Due at Start of Class</u>	<u>Assignments Due</u>
2 EH Scientific Principles and Methods	9/4	Environmental Exposures In-class Writing Assignment #1		View video of Story of Stuff – Due 9/4 by start of class Subscribe to online news service <i>Above the Fold</i> – Due by 9/4 Journal Entry for Toms River Chapter 1, <i>Pirates</i> – Due 9/4 by 6PM
	9/9	Environmental Epidemiology -Part 1	Friis Chapter 2 – <i>Environmental Epidemiology</i>	First students present EHNews and then every class session. Schedule of presentations is posted on CANVAS. Journal Entry for Toms River Chapter 2, <i>Insensible Things</i> – Due Thursday, 9/10, by 6PM
	9/11	Environmental Epidemiology -Part 2		
	9/14	Rhetoric, Identity, Conflict and Stakeholders Introduce Writing Assignment #2	Skim Section 8, Identifying and Analyzing Stakeholders and Their Interests from <i>Community Toolbox</i> . See CANVAS for link	
	9/16	Toxicology	Friis Chapt 3 - <i>Environmental Toxicology</i> , pages 50 - 58 (just through	Journal Entry for Toms River Chapter 3, <i>First Fingerprints</i> – Due Thursday, 9/17, by 6PM

<u>Module</u>	<u>DATE</u>	<u>TOPIC</u>	<u>Readings Due at Start of Class</u>	<u>Assignments Due</u>
			section Methods of Testing for Toxicity)	
3 - Water Quality	9/18	Waste Water and Sources of pollution	Friis Chapter 12 - <i>Solid and Liquid Wastes</i>	
	Sat 9/19	Field Trip to a wastewater treatment plant		
4 – Waste	9/21	Drinking Water	Friis Chapter 9 - <i>Water Quality</i>	
	9/23	Municipal, Industrial and Hazardous Waste		Journal Entry for Toms River Chapter 4, <i>Secrets</i> – Due Thursday, 9/24, by 6PM
5 - Occupational Health	9/25	Occupational Health	Friis Chapter 13 - <i>Occupational Health</i>	Writing Assignment # 2 first draft, Stakeholders – Assigned 9/14, Due by 9/25
	9/28	Case-Study: Farmworkers and EPA Worker Protection Standard	Links to readings are on CANVAS MMWR Weekly article: "Worker Illness Related to Newly Marketed Pesticides — Douglas County, Washington, 2014," Vol. 64, No. 2, January 23, 2015. EPA website on Worker Protection	

<u>Module</u>	<u>DATE</u>	<u>TOPIC</u>	<u>Readings Due at Start of Class</u>	<u>Assignments Due</u>
			Standard. Washington State Pesticide Data Report, 2010 – 2011	
6 - Toxic Chemicals	9/30	Chemicals in Consumer Products	Friis Chapters 7 - <i>Pesticides and Other Chemicals</i>	Journal Entry for Toms River Chapter 5, <i>Sharkey and Columbo at the Rustic Acres</i> – Due Thursday, 10/1, by 6PM
	10/2	Pesticides And introduce Writing Assignment #3		
	10/5	In-Class Peer Editing of Writing Assignment # 2 And Review for Exam #1		
7 – Air Pollution	10/7	Outdoor Air Pollution and Health	Friis Chapter 10 – <i>Air Quality</i>	Journal Entry for Toms River Chapter 6, <i>Cells</i> – Due Thursday, 10/8, by 6PM
	10/9	Indoor Air Quality – International perspective	Readings are posted on CANVAS In Praise of Power In Praise of	Final Revised Writing Assignment #2 - Assigned 9/14, Due by 10/9

<u>Module</u>	<u>DATE</u>	<u>TOPIC</u>	<u>Readings Due at Start of Class</u>	<u>Assignments Due</u>
			Petroleum Hearth Surgery Cleaner Cooking Solutions to Achieve Health, Climate, and Economic Co-benefits	
8 – Environmental Justice	10/12	Toxic Struggles		Flipped Class and On-line Discussion- Due Monday 10/12 by 6PM Follow the instructions posted on CANVAS NACCHO Roots of Health Inequity online activity: Community Engagement and Neighborhood Fights Back. http://rootsofhealthinequity.org/ EJ Primer http://www.columbia.edu/cu/EJ/index.html
	10/14	Environmental Justice and Health Disparities	Reading is posted on CANVAS Journal article by Bullard, R.D. and G.S. Johnson, "Environmental Justice: Grass-roots Activism and Its Impact on Public Policy	Listen to Interview with Dr. Dorceta Taylor on WNPR "Toxic Communities" and the Fight for Environmental Justice. Link is on CANVAS. Due 10/14 by 9AM. Journal Entry for Toms River Chapter 7, <i>On Cardinal Drive</i> – Due Thursday, 10/15, by 6PM

<u>Module</u>	<u>DATE</u>	<u>TOPIC</u>	<u>Readings Due at Start of Class</u>	<u>Assignments Due</u>
			Decision Making"	
	10/16	Open Discussion and Check-in		Completion of Library Modules on Canvas for homework points– Assigned Oct 2, due by 10/16
	10/19	Exam #1 at 9AM		
9–Toxic Metals	10/21	Metals	Friis Chapter 6 - <i>Toxic Metals</i> Skim the additional readings posted on CANVAS in prep for in-class activity	Journal Entry for Toms River Chapter 8, <i>Water and Salt</i> – Due Thursday, 10/22, by 6PM
10- Risk Assessment	10/23	Hazard Identification Bring your computers to class this day		Topics for Writing Assignment #3 submitted for my approval – Assigned 10/2, due by 10/23
	10/26	Dose Response	Friis Chapter 3 - <i>Environmental Toxicology</i> page 58 (Links Between Toxicology and Risk Assessment) through page 65	

<u>Module</u>	<u>DATE</u>	<u>TOPIC</u>	<u>Readings Due at Start of Class</u>	<u>Assignments Due</u>
	10/28	Exposure Assessment		Homework Comparing Two Dose-Response Assessments – Assigned 10/26, due by 10/28 Journal Entry for Toms River Chapter 9, <i>Hippies in the Kitchen</i> – Due Thursday, 10/29, by 6PM
	10/30	Risk Characterization and Critiques	Reading is posted on CANVAS Journal article by Brian Israel, “An Environmental Justice Critique of Risk Assessment”, NYU Environmental Law Journal	
11- Sustainability and Environmental Health	11/2	Sustainability “Big Ideas”		
	11/4	Alternatives assessment approaches Bring your computers to class this day	Readings are posted on CANVAS Skim the HIA Summary Guidelines by Human Impact Partners	Journal Entry for Toms River Chapter 10, <i>The Coloring Contest</i> – Due Thursday, 11/5, by 6PM

<u>Module</u>	<u>DATE</u>	<u>TOPIC</u>	<u>Readings Due at Start of Class</u>	<u>Assignments Due</u>
12- Environmental Law and Policy	11/6	Roles of Federal and State Agencies	Friis Chapter 4 - <i>Environmental Policy and Regulation</i>	
	11/9	Applying Science in Environmental Decision-making	Readings TBD from our Guest Speaker	
13 – Built Environment	11/11	Built Environment, Neighborhoods and Health Equity		View episode, Place Matters, from documentary, <i>Unnatural Causes</i> and submit answered discussion questions via CANVAS – Due 11/11 but BEFORE class meets Journal Entry for Toms River Chapter 11, <i>Cases</i> – Due Thursday, 11/12 , by 6PM
14- - Global Climate Change	11/13	Climate Change and Human Health	Reading is posted on CANVAS Executive Summary of the draft report <i>The Impacts of Climate Change on Human Health in the United States: A Scientific</i>	First draft Writing Assignment #3 - Assigned 10/2, Due 11/13 uploaded to CANVAS and hard copy turned in at start of class

<u>Module</u>	<u>DATE</u>	<u>TOPIC</u>	<u>Readings Due at Start of Class</u>	<u>Assignments Due</u>
			Assessment by the U.S. Global Change Research Program	
	Sat 11/14	Field Trip to Terp Farm		
15 – Sustainability, Food and Public Health	11/16	Food Safety	Friis Chapter 11 - <i>Food Safety</i>	
	11/18	In -Class Peer Editing Writing Assignment #3		Journal Entry for Toms River Chapter 12, <i>Acceptable Risks</i> – Due Thursday, 11/19
	11/20	Sustainable Food Systems and the Role for Public Health	Readings are posted on CANVAS 3 essays from Choices for Sustainable Living	
	11/23	Final in-class Writing Assignment #4 In-class Discussion of Toms River	Reading is posted on CANVAS EPA summary of Toms River decision	View chapters 1 - 3 from documentary, <i>Fresh</i> and submit answered discussion questions via CANVAS due by 11/23
	11/25	In-Class Discussion of <i>Fresh</i>		Final Revised Writing Assignment #3 – Assigned 10/2, Due by 11/25

<u>Module</u>	<u>DATE</u>	<u>TOPIC</u>	<u>Readings Due at Start of Class</u>	<u>Assignments Due</u>
				
16 - Energy and Resource Extraction And Review	11/30	Case Study: Fracking Review for Exam #2	Reading is posted on CANVAS Skim the report, <i>Potential Public Health Impacts of Natural Gas Development and Production in the Marcellus Shale in Western Maryland</i>	
17 – Course Wrap up and Student Presentations	12/2	Student Presentations based on Writing Assignment #3 Review for Exam #2 Cont.		FINAL Journal Entry for Toms River Chapter 13, <i>Friends and Neighbors</i> – Due Thursday, 12/3 by 6PM
	12/4 - 12/11	Student Presentations based on Writing Assignment #3		
	12/11	Last Class		
	Thurs 12/17	Exam #2 8AM – 10AM		

<u>Module</u>	<u>DATE</u>	<u>TOPIC</u>	<u>Readings Due at Start of Class</u>	<u>Assignments Due</u>
<p data-bbox="630 289 992 321">Have a Great Winter Break!</p>  <p data-bbox="565 472 1057 856">KEEP CALM AND Enjoy Winter Break</p>				

**Agreement with
MIEH 300 – Introduction to Environmental Health: A Public Health Perspective
Course Requirements**

ACCOMODATION FOR STUDENTS WITH DISABILITIES

All students with documented disabilities must see their instructor at the beginning of the semester if special arrangements need to be made for assignments or exams. Only students who have registered with Disability Support Service are eligible for accommodations. Students with questions about disability support services may call 314---7682.

ACADEMIC INTEGRITY

The UMD School of Public Health supports and abides by the University's Code of Academic Integrity. * This code states, "All members of the University community-----students, faculty, and staff-----share the responsibility and authority to challenge and make known acts of apparent academic dishonesty."

Definitions

The Code of Academic Integrity of the University of Maryland defines "ACADEMIC DISHONESTY" as "any of the following acts, when committed by a student:

CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate and provision of this Code.

PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

STUDENT CONDUCT

Additionally, the Office of Judicial Programs advises that: "Faculty members are responsible for management of the classroom environment. Classroom disruption should be seen as a disciplinary offense, as defined by the University's Code of Student Conduct.* The term 'classroom disruption' means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples include repeatedly leaving and entering the classroom with authorization, making loud or distracting noises, persisting in speaking without being recognized, or resorting to physical threats or personal insults."

CLASSROOM COMMUNITY

This course requires University level work and, as such, requires University-level participation. Every student will be expected to treat his or her peers as members of a scholarly community, to provide useful critique, and to refrain from destructive or harassing commentary. Do not talk while your peers are talking. Turn off cell phones when you arrive. Do not disrupt the class by packing up your materials before our meeting time has ended.

RELIGIOUS HOLIDAYS

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COMPLIANCE

Student's Name (Print): _____

Student's Signature (Print): _____

Date: _____

Yes, I have read the syllabus for **MIEH 300 – Introduction to Environmental Health: A Public Health Perspective**, Fall 2015, including the passages from the *Code of Academic Integrity* and the *Code of Student Conduct*, and I understand all requirements of this class. *Copies of these documents are available from the Office of Judicial Programs, 2118 Mitchell Building or on the web at <http://www.inform.umd.edu/jpo/>. Students are encouraged to obtain copies of these documents and read them in their entirety.

MIEH 300, Fall 2015

Payne-Sturges

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This course requires University level work and, as such, requires University-level participation. Every student will be expected to treat his or her peers as members of a scholarly community, to provide useful critique, and to refrain from destructive or harassing commentary. Do not talk while your peers are talking. Turn off cell phones when you arrive. Do not disrupt the class by packing up your materials before our meeting time has ended.

RELIGIOUS HOLIDAYS

UMD School of Public Health supports the policy that students should not be penalized because of observances of ~~the~~ religious belief. Students shall be given an opportunity, wherever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the students' responsibility to inform the instructor of any intended absences for religious observations in advance. Notice should be provided in writing as soon as possible but no later than the end of the scheduled adjustment period.

COMPLIANCE

Student's Name (Print): _____

Student's Signature (Print): _____

Date: _____

Yes, I have read the syllabus for **MIEH 300 – Introduction to Environmental Health: A Public Health Perspective**, Fall 2015, including the passages from the *Code of Academic Integrity* and the *Code of Student Conduct*, and I understand all requirements of this class. *Copies of these documents are available from the Office of Judicial Programs, 2118 Mitchell Building or on the web at <http://www.inform.umd.edu/jpo/>. Students are encouraged to obtain copies of these documents and read them in their entirety.

MIEH 300, Fall 2015