

Course Syllabus

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ENVH 473 (Fall 2018, 4 credits)

Course Title: Environmental Health Policy & Practice

Course Times: MWF 1:00 – 2:20pm

Course Location: HSB BB1602

Instructor

Nicole Errett, PhD, MSPH

Lecturer, Department of Environmental & Occupational Health Sciences

Office location: HSB F561E

Email: nerrett@uw.edu (<mailto:nerrett@uw.edu>)

Phone: 206-897-1555

All email messages will be responded to within 48 hours.

Office hours: By appointment

Course website: <https://canvas.uw.edu/>

Course Description: This course will explore how environmental health problems are controlled in the United States by examining the policies and practices of environmental health. We will look at how various government programs are established, organized, and operated to prevent or control hazards in the community, and the legal and regulatory framework behind them.

Learning objectives:

1. Describe the historical, political and legal basis of the major environmental health programs in the U.S.
2. Discuss the roles of federal, state, and local legislatures, courts, and executives in the environmental health-related policy making process
3. Assess jurisdictional environmental health issues and priorities

4. Develop strategies and approaches to address environmental health issues

Course overview and format:

The course will begin by introducing students to the U.S. policy making process and key considerations and tools in policy development, including economics and public interest, through readings, documentaries, lecture, and discussion.

The course will go on to apply these concepts in the use of policy to address key environmental health issues. Course sessions and readings will explore key environmental policy (i.e., legislation, regulations, or judicial opinion) on select environmental health issues of international concern. The associated class sessions will typically include a lecture that introduces the environmental health problems of interest and the policy solutions used to address these problems. The roles and responsibilities of federal and state governments in the implementation of the policy solutions will be discussed. Lectures will be followed by a small group activity, such as a discussion or case briefing activity. Students will experience the environmental policy process in real time by attending a public meeting on an environmental health policy topic of their choice.

In the last part of the course, students will be introduced to environmental health practice at the local, state and national levels. Students will identify and describe real-world environmental health challenges faced by practitioners in local communities, develop evidence-based solutions to address these issues, and practice developing budgets to support the implementation of programmatic solutions by conducting an in-class environmental health assessment. Students will further refine these skills through a briefing memo assignment.

Students will be evaluated based on active participation in course sessions, attendance at and summarization of a public meeting on an environmental health policy topic of their choice, an environmental health assessment group project, a briefing memo assignment, and a progress exam.

Course Activities:

Class sessions will be formatted to include a combination of lecture and discussion or small group activity. Active participation in all of the following activities will be assessed as part of the student's Participation grade for the course:

Film Screening and Discussion:

Students will watch *Frontline: The Climate of Doubt* during class, and engage in small group discussion about the film and its relevance to environmental health policy and practice.

Case Studies and Discussion Activities:

Students will be asked to read background materials prior to coming to class. In small groups, students will discuss the case or situation and its implications. Students may also be asked to represent different stakeholders in mock community meetings.

Environmental Health Assessment Exercise:

In small groups, students will employ the Centers for Disease Control and Prevention and the National Association of County and City Health Officials' *Protocol for Assessing Community Excellence in Environmental Health*. Over the course of several class sessions, students will work together to identify and describe an issue of significant concern, propose and evaluate programmatic solutions, and develop a budget for implementation of one solution. They will explore publicly available data and information on key environmental health issues and the structure of local environmental health programming.

Career Panel Discussion:

At the end of the course, students will have the opportunity to explore diverse career opportunities in environmental health policy and practice through interaction with real-world practitioners in a career panel. Students will be asked to prepare questions in advance to stimulate discussion with the panel. Panelist biographies will be available on the course website.

Course requirements:

Each student will be expected to:

- Prepare for each class session by completing assigned readings and participate actively in course discussions and activities.
- Attend a public meeting on an environmental health topic of his/her choice and summarize his/her experience.
- Actively participate in a guided, in-class environmental health problem solving group project and presentation.
- Develop a briefing memo that describes an environmental health problem and proposes and evaluates solutions.
- Complete a progress exam.

Course preparation and participation

Students are expected to actively engage in discussions and participate in exercises and activities. The instructor will evaluate effort, quantity and quality of engagement.

Completing the required reading with the session prior to class can enhance informed engagement. The following textbook is required:

Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

Free online access of this required text is available through the UW Libraries. *The instructor will provide a reading guide for this textbook to help students glean key concepts from assigned readings.*

Additional required readings will be provided through the library or on the Canvas Site.

Students are expected to come to class on time, refrain from packing up belongings before class ends, give full respectful attention while either the instructor or another student is speaking, use courteous, respectful language, and keep

comments and questions relevant to the topic at hand.

Laptops should be brought to class for occasional activities. Laptops and electronic devices are permitted in class for course-related academic purposes only. Electronic devices that might create a disruption in class should be turned off.

Graded assignments:

Public Meeting Assignment

Students will be asked to attend a public meeting on an environmental health topic of their choice and summarize their experience. A list of eligible meetings in the Seattle area is included in the assignment description. Students may elect to attend an alternative meeting with advance approval from the instructor. Virtual attendance at a national meeting or meeting located outside the Seattle area may be considered on a case-by-case basis. A formal assignment description with instructions is available on the course website.

Environmental Health Issue Profile and Presentation: As part of the in-class Environmental Health Assessment Exercise, groups will create an Environmental Health Issue profile and present their profile to the class.

Briefing Memo

Students will describe the magnitude and impacts of an environmental health problem and propose, evaluate, and recommend solutions to address the problem in the form of a concise briefing memo for a policy/decision maker. A formal assignment description with instructions will be available on the course website during the second half of the course.

Progress exam

A comprehensive progress exam (covering material presented through November 2, 2018 (Session 17 Federal Insecticide, Fungicide & Rodenticide Act (FIFRA) and Food, Drug, and Cosmetic Act (FDCA)) will be administered during class on November 9, 2018. The exam will include multiple choice, true/false, matching and/or short answer questions. Sample questions will be provided in advance for student review.

Student Evaluation

Course grades will be based on:

Participation: 10%

Public Meeting Assignment: 25%

Group Environmental Health Issue Profile and Presentation: 10%

Briefing Memo Assignment: 25%

Progress Exam: 30%

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4.0 Grading Scale

Grades will be converted using the following conversion scale:

Minimum Score	Grade Point
≥98	4.0
≥96.9	3.9
≥95.8	3.8
≥94.7	3.7
≥93.6	3.6
≥92.5	3.5
≥91.5	3.4
≥90.4	3.3
≥89.3	3.2
≥88.2	3.1
≥87.1	3.0
≥86	2.9
≥84.9	2.8
≥83.8	2.7
≥82.7	2.6
≥81.6	2.5
≥80.5	2.4
≥79.5	2.3

≥78.4	2.2
≥77.3	2.1
≥76.2	2.0
≥75.1	1.9
≥74	1.8
≥72.9	1.7
≥71.8	1.6
≥70.7	1.5
≥69.6	1.4
≥68.5	1.3
≥67.5	1.2
≥66.4	1.1
≥65.3	1.0
≥64.2	0.9
≥63.1	0.8
≥62	0.7
<62	0.0

Late Policy for Assignments: 10% of the total possible point value will be deducted from assignments that are submitted within 24 hours after the original due date; 20% of the total possible point value will be deducted from assignments that are submitted between 24 and 48 hours after the original due date; 30% of the total possible point value will be deducted from assignments that are submitted between 48 and 72 hours after the original due date; and 50% of the total possible point value will be deducted from assignments that are submitted between 72 hours and one week after the original due date. Assignments will not be accepted beyond one week after the original due date. This policy excludes the progress exam.

Inclusive Classroom Environment Statement

The UW School of Public Health seeks to ensure all students are fully included in each course. We strive to create an environment that reflects community and mutual caring. We encourage students with concerns about classroom climate to talk to your instructor, your advisor, a member of the departmental or SPH Diversity Committee and/or the program director. DCinfo@uw.edu (<mailto:DCinfo@uw.edu>) is a resource for students with classroom climate concerns.

UW Disability Statement

Access and Accommodations: Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on a disability or temporary health condition, please seek a meeting with Disability Resources for Students (DRS) to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206- 543-8924 or uwdrs@uw.edu or disability.uw.edu

UW Academic Integrity Statement

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website.

Disclaimer

The syllabus and/or lecture schedule are subject to change. Any changes will be announced in class and posted on Canvas.

Course Assignments: *All assignments are due on Canvas by the start of class on the date indicated, unless otherwise specified*

Assignment	Due Date
Public Meeting Assignment	Oct 26, 2018
Progress Exam (Exam will be administered in class)	Nov 9, 2018

Group Environmental Health Issue Profile & Presentation (submit on Canvas and bring your group's presentation to class on a USB drive)	December 4, 2018 at 11:59pm
Briefing Memo	Dec 7, 2018
Career Panel Discussion Questions (bring to class in hard copy AND submit on Canvas by the start of class)	Dec 7, 2018

Course Schedule

Course Sessions	Readings and assignments
Week 1	
September 26, 2018 <u>Session 1:</u> Introduction to the Course & Introduction to the Policy Process – Part 1	Readings: Review syllabus prior to coming to class. Preface. In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i> . San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.
September 28, 2018 <u>Session 2:</u> Introduction to the Policy Process – Part 2	Readings: Chapter 1: Overview of the US Legal System. In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i> . San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014. The Legislative Branch. <i>The White House website</i> . Available: https://www.whitehouse.gov/1600/legislative-branch (https://www.whitehouse.gov/1600/legislative-branch) The Executive Branch. <i>The White House website</i> . Available: https://www.whitehouse.gov/1600/executive-branch (https://www.whitehouse.gov/1600/executive-branch) The Judicial Branch. <i>The White House website</i> . Available: https://www.whitehouse.gov/1600/judicial-branch (https://www.whitehouse.gov/1600/judicial-branch)

Pages 24-29 in Chapter 2: Transparency and Accountability in the Executive Branch: Judicial Review and the National Environmental Policy Act (NEPA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

University of Kansas. "Influencing Policy Development." *Community Toolbox*, 2016. Available: <http://ctb.ku.edu/en/influencing-policy-development>

Week 2

October 1, 2018

Readings:

Session 3: Clean Air Act - Part 1

Pages 42-59 in Chapter 3: Clean Air Act (CAA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

October 3, 2018

Readings:

Session 4: Clean Air Act - Part 2

Page 59-74 in Chapter 3: Clean Air Act (CAA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

October 5, 2018

Session 5:

Massachusetts v. EPA case study

Readings:

Massachusetts v. Environmental Protection Agency, 549 U.S. 497 (2007)

Week 3

October 8, 2018

Readings:

Session 6: Clean Water Act

Chapter 4: Clean Water Act (CWA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

October 10, 2018

Session 7: Clean Water Act Discussion Activity – "Friends of Discovery Park"

Readings:

Clean Water Act Discussion Activity background materials

October 12, 2018

Session 8: National Environmental Policy Act

Readings:

Pages 29-39 in Chapter 2: Transparency and Accountability in the Executive Branch: Judicial Review and the National Environmental Policy Act (NEPA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

Week 4

October 15, 2018

Session 9:
Climate of Doubt
screening and
discussion

Readings:

Timeline: The Politics of Climate Change. *Frontline*. October 23, 2012. Available:
<http://www.pbs.org/wgbh/frontline/article/timeline-the-politics-of-climate-change/>
(<http://www.pbs.org/wgbh/frontline/article/timeline-the-politics-of-climate-change/>)

October 17, 2018

Session 10: Safe
Drinking Water
Act

Readings:

Chapter 5: Safe Drinking Water Act (SDWA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

October 19, 2018

Session 11: Safe
Drinking Water
Act Case Study:
Flint, MI

Readings:

Safe Drinking Water Act Case Study background materials

Week 5

October 22, 2018

Session 12:
Comprehensive
Environmental
Response,
Compensation,
and Liability Act
(CERCLA or
"Superfund Act")

Readings:

Chapter 7: Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or "Superfund Act"). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

October 24, 2018

Session 13:
Resource
Conservation
and Recovery
Act (RCRA) & Oil
Pollution Act

Readings:

Chapter 8: Resource Conservation and Recovery Act (RCRA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

Chapter 8: Oil Pollution Act (OPA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

<p>October 26, 2018</p> <p><u>Session 14:</u>Emergency Planning and Community Right to Know Act (EPCRA)</p>	<p>Public Meeting Assignment due.</p> <p>Readings:</p> <p>Chapter 9: Emergency Planning and Community Right to Know Act (EPCRA). In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.</p>
<p>Week 6</p>	
<p>October 29, 2018</p> <p><u>Session 15:</u> Community-led efforts to improve air quality: Methow Valley Clean Air Project</p> <p>Guest speaker: Elizabeth Walker, PhD</p>	<p>Readings:</p> <p>Explore all subpages: Methow Valley Citizens Council webpage. Methow Valley Clean Air Project. http://www.mvcitizens.org/mvcap/</p>
<p>October 31, 2018</p> <p><u>Session 16:</u> Occupational Safety and Health Act & Toxic Substances Control Act (TSCA)</p>	<p>Readings:</p> <p>Chapter 10: Occupational Safety and Health Act (OSH Act). In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.</p> <p>**Chapter 11: Toxic Substances Control Act (TSCA). In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.</p> <p>**In 2016, the Frank R. Lautenberg Chemical Safety for the 21st Century Act significantly updated the TSCA, and these updates are not reflected in the book. Because of substantial changes to the law as a result of this revision, do not read the New Chemicals, Existing Chemicals, New Significant Use, or Conclusions Section of the book. Relevant information that you need to know about the New Chemical Program, TSCA's role in regulation of existing chemicals, and new significant use is included in the reading guide.</p>
<p>November 2, 2018</p> <p><u>Session 17:</u> Federal Insecticide, Fungicide & Rodenticide Act</p>	<p>Readings:</p> <p>Chapter 12: Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA). In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.</p>





(FIFRA) & Food, Drug, and Cosmetic Act (FDCA)	Chapter 13: Food, Drug, and Cosmetic Act (FDCA). In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i> . San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.
Week 7	
November 5, 2018 <u>Session 18:</u> Public Comment Project Guest speaker: Mary Fisher, Founder and Project Lead, Public Comment Project	Readings: Explore all subpages on: Public Comment Project webpage. https://publiccommentproject.org
November 7, 2018 <u>Session 19:</u> Intro to Environmental Health Practice – Part 1 & Progress Exam Q&A	Readings: Explore all subpages on: King County website. Environmental Health Services. https://www.kingcounty.gov/depts/health/environmental-health.aspx
November 9, 2018 <u>Session 20:</u> Progress Exam	No readings. The Progress Exam will cover material presented through Week 6/Session 17. It will NOT cover material presented in Week 7.
Week 8	
November 12, 2018 NO CLASS: Veteran's Day	No readings.
November 14, 2018	Readings:























<p><u>Session 21:</u> Intro to Environmental Health Practice Part 2</p>	<p>Centers for Disease Control and Prevention website. Improving Environmental Public Health Services Performance to Meet Community Needs . (https://www.cdc.gov/nceh/ehs/envphps/docs/improving-eph-serv-perf-comm.pdf). https://www.cdc.gov/nceh/ehs/envphps/docs/improving-eph-serv-perf-comm.pdf . (https://www.cdc.gov/nceh/ehs/envphps/docs/improving-eph-serv-perf-comm.pdf).</p> <p>Briefing memo checklist</p> <p>Sample briefing memo</p> <p><u>Watch:</u> Ruderman, M. "Writing Briefing Memos." Johns Hopkins Bloomberg School of Public Health, Baltimore, MD Lecture.</p> <p>Available: http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/ (http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/)</p>
<p>November 16, 2018</p> <p><u>Session 22:</u> Intro to Environmental Health Part 3</p>	<p>Readings:</p> <p>Explore "About us" and "Our work" subpages on: Washington State Board of Health webpage. http://sboh.wa.gov .(http://sboh.wa.gov/)</p> <p>Explore "Background and History," "Guidelines and Recommendations," and "Resolutions" on: King County website. King County Board of Health. Available: https://www.kingcounty.gov/depts/health/board-of-health.aspx . (https://www.kingcounty.gov/depts/health/board-of-health.aspx)</p>
<p>Week 9</p>	
<p>November 19, 2018</p> <p><u>Session 23:</u> Environmental Health Assessment Part 1</p>	<p>Readings:</p> <p>pp ix-21* in Protocol for Assessing Community Excellence in Environmental Health. 2000. Centers for Disease Control and Prevention & National Association of County and City Health Officials. Available: https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf . (https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf)</p> <p>*through Task 3</p>
<p>November 21, 2018</p> <p><u>Session 24:</u></p>	<p>Readings:</p> <p>pp 22-27* in Protocol for Assessing Community Excellence in Environmental Health. 2000. Centers for Disease Control and Prevention & National Association of County and City Health Officials. Available:</p>












Environmental Health Assessment Part 2	https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf (https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf) *through Task 5
November 23, 2018 NO CLASS: Thanksgiving	
Week 10	
November 26, 2018 <u>Session 25:</u> Environmental Health Assessment Part 3	Readings: pp 28-41*in Protocol for Assessing Community Excellence in Environmental Health. 2000. Centers for Disease Control and Prevention & National Association of County and City Health Officials. Available: https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf (https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf) *through Task 8
November 28, 2018 <u>Session 26:</u> Environmental Health Assessment Part 4	Readings: pp 42-63* in Protocol for Assessing Community Excellence in Environmental Health. 2000. Centers for Disease Control and Prevention & National Association of County and City Health Officials. Available: https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf (https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf) *through Task 12
November 30, 2018 <u>Session 27:</u> Environmental Health Assessment Part 5	Readings: pp 64-66* in Protocol for Assessing Community Excellence in Environmental Health. 2000. Centers for Disease Control and Prevention & National Association of County and City Health Officials. Available: https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf (https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf) *through Conclusion University of Kansas. "Section 1: Planning and Writing an Annual Budget." <i>Community Toolbox</i> , 2016. Available: http://ctb.ku.edu/en/table-of- _contents/finances/managing-finances/annual-budget/main
Week 11	

<p>December 3, 2018</p> <p><u>Session 28:</u> Environmental Health Assessment Wrap up and Presentation Development</p>	<p>No readings.</p>
<p>December 5, 2018</p> <p><u>Session 29:</u>Environmental Health Assessment Presentations</p>	<p>No readings.</p>
<p>December 7, 2018</p> <p><u>Session 30:</u> Career Panel and Course Finale</p>	<p>Briefing memo assignment due.</p> <p>Bring three discussion questions for career panelists.</p> <p>Readings: Career Panelist Bios</p>

Course Summary:

Date	Details
Fri Oct 26, 2018	 Public Meeting Assignment (https://canvas.uw.edu/courses/1220673/assignments/4403044) due by 12:59pm
Fri Nov 9, 2018	 Session 20, Fri: Progress Exam (https://canvas.uw.edu/courses/1220673/assignments/4403041) due by 1:00pm
Tue Dec 4, 2018	 Environmental Health Assessment Presentation (https://canvas.uw.edu/courses/1220673/assignments/4406376) due by 11:59pm
	 Environmental Health Issue Profile (https://canvas.uw.edu/courses/1220673/assignments/4406364) due by 11:59pm

Date	Details
Fri Dec 7, 2018	 Briefing Memo Assignment (https://canvas.uw.edu/courses/1220673/assignments/4403033) due by 1:00pm
	 Career Panel Discussion Questions (https://canvas.uw.edu/courses/1220673/assignments/4406536) due by 1:00pm
	 Participation (https://canvas.uw.edu/courses/1220673/assignments/4403038)
	 Session 1, Weds: Introduction to the Course & Introduction to the Policy Process – Part 1 (https://canvas.uw.edu/courses/1220673/assignments/4403058)
	 Session 10, Weds: Safe Drinking Water Act (https://canvas.uw.edu/courses/1220673/assignments/4403048)
	 Session 11, Fri: Safe Drinking Water Act Case Study: Flint, MI (https://canvas.uw.edu/courses/1220673/assignments/4403050)
	 Session 12, Mon: Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or “Superfund Act”) (https://canvas.uw.edu/courses/1220673/assignments/4403051)
	 Session 13, Weds: Resource Conservation and Recovery Act (RCRA) (https://canvas.uw.edu/courses/1220673/assignments/4403052)
	 Session 14, Fri: Emergency Planning and Community Right to Know Act (EPCRA) (https://canvas.uw.edu/courses/1220673/assignments/4403053)
	 Session 15, Mon: Community-led efforts to improve air quality: Methow Valley Clean Air Project (https://canvas.uw.edu/courses/1220673/assignments/4403054)
	 Session 16, Weds: Occupational Safety and Health Act & Toxic Substances Control Act (TSCA) (https://canvas.uw.edu/courses/1220673/assignments/4403055)
	 Session 17, Fri: Federal Insecticide, Fungicide & Rodenticide Act (FIFRA) & Food, Drug, and Cosmetic Act (FDCA) (https://canvas.uw.edu/courses/1220673/assignments/4403056)
	 Session 18, Mon: Public Comment Process (https://canvas.uw.edu/courses/1220673/assignments/4403057)
	 Session 19, Weds: Intro to Environmental Health Practice – Part 1 & Progress Exam Q&A (https://canvas.uw.edu/courses/1220673/assignments/4403059)
	 Session 2, Fri: Introduction to the Policy Process – Part 2 (https://canvas.uw.edu/courses/1220673/assignments/4403069)
	 Session 21 Fri: Progress Exam (https://canvas.uw.edu/courses/1220673/assignments/4403060)
	 Session 21, Weds: Intro to Environmental Health Practice – Part 2 (https://canvas.uw.edu/courses/1220673/assignments/4403061)
	 Session 22, Fri: Intro to Environmental Health Practice – Part 3 (https://canvas.uw.edu/courses/1220673/assignments/4403062)
	 Session 23, Mon: Environmental Health Assessment – Part 1 (https://canvas.uw.edu/courses/1220673/assignments/4403063)
	 Session 24, Weds: Environmental Health Assessment – Part 2 (https://canvas.uw.edu/courses/1220673/assignments/4403064)
	 Session 25, Mon: Environmental Health Assessment – Part 3 (https://canvas.uw.edu/courses/1220673/assignments/4403066)
	 Session 26, Weds: Environmental Health Assessment – Part 4 (https://canvas.uw.edu/courses/1220673/assignments/4403067)

Date	Details
	 Session 27, Fri: Environmental Health Assessment Part 5 (https://canvas.uw.edu/courses/1220673/assignments/4406209)
	 Session 28, Mon: Environmental Health Assessment Wrap up and Presentation Development (https://canvas.uw.edu/courses/1220673/assignments/4406213)
	 Session 29, Weds: Environmental Health Assessment Presentations (https://canvas.uw.edu/courses/1220673/assignments/4406254)
	 Session 3, Mon: Clean Air Act - Part 1 (https://canvas.uw.edu/courses/1220673/assignments/4403070)
	 Session 30, Fri: Career Panel and Course Finale (https://canvas.uw.edu/courses/1220673/assignments/4403068)
	 Session 4, Weds: Clean Air Act - Part 2 (https://canvas.uw.edu/courses/1220673/assignments/4403072)
	 Session 5, Fri: Massachusetts v. EPA case study (https://canvas.uw.edu/courses/1220673/assignments/4403073)
	 Session 6, Mon: Clean Water Act (https://canvas.uw.edu/courses/1220673/assignments/4403074)
	 Session 7, Weds: Clean Water Act Discussion Activity – “Friends of Discovery Park” (https://canvas.uw.edu/courses/1220673/assignments/4403075)
	 Session 8, Fri: National Environmental Policy Act (https://canvas.uw.edu/courses/1220673/assignments/4403076)
	 Session 9, Mon: Climate of Doubt screening and discussion (https://canvas.uw.edu/courses/1220673/assignments/4403046)