

Course Syllabus

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ENVH 473 (Fall 2020, 4 credits)

Course Title: Environmental Health Policy & Practice

Course Times: MWF 8:30am – 9:50am

This course will be offered synchronously (i.e., in real time), but all lectures will be recorded and available on Canvas. We may break out into smaller groups for interactive activities. If you are not able to attend in real time, you are encouraged to work through the activity on your own.

There will be several “strongly encouraged” synchronous discussion sessions. These sessions are strongly encouraged because we believe that interaction with your peers through discussion will enhance your learning. However, we recognize that there are several reasons that may prevent your real-time engagement. As such, we will work with you on a case-by-case basis to make accommodations in the event that your synchronous participation is not possible. Participation in these sessions, either synchronously or through a pre-approved asynchronous accommodation, will be tied to points associated with your course engagement grade or to a specific assignment grade. In the event that you are unable to attend a synchronous discussion session, please communicate with us as soon as possible (at least two weeks in advance) to find an alternative opportunity to engage.

Course Location: Zoom! Login by clicking on Zoom on the left Canvas navigation bar.

Instructor

Nicole Errett, PhD, MSPH

Assistant Professor, Department of Environmental & Occupational Health Sciences

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

Teaching Assistant

Juliette Randazza


MPH student, Department of Environmental & Occupational Health Sciences


MPA student, Evans School of Public Policy and Governance

Email: jrandazz@uw.edu

All email messages will be responded to within two business days. We will do our best to get back to you sooner.

Office hours:

Nicole will hold office hours on Fridays from 12:00pm – 1:30pm via Zoom. You must sign up for a 15-minute appointment at least 24 hours in advance. You can sign up for an appointment [here](https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUxRTzA0S1IONm1SfGRIZmF1bHR8MDkyY2RjNDk2NWEzOGZmYTJiZTIkNzA3NmVINTE3ZDM)  [.https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUxRTzA0S1IONm1SfGRIZmF1bHR8MDkyY2RjNDk2NWEzOGZmYTJiZTIkNzA3NmVINTE3ZDM](https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUxRTzA0S1IONm1SfGRIZmF1bHR8MDkyY2RjNDk2NWEzOGZmYTJiZTIkNzA3NmVINTE3ZDM).

Juliette will hold office hours on Wednesdays from 12:30 pm – 1:30 pm via Zoom. You must sign up for a 15-minute appointment at least 24 hours in advance. You can sign up for an appointment [here](https://calendar.google.com/calendar/u/0/selfsched?sstoken=UVBmZjRmQXpvZDZCfGRIZmF1bHR8NDQxZGVhYWZlYmNkMzNiNzNiZjYxNDA3NDZjQyODM)  [.https://calendar.google.com/calendar/u/0/selfsched?sstoken=UVBmZjRmQXpvZDZCfGRIZmF1bHR8NDQxZGVhYWZlYmNkMzNiNzNiZjYxNDA3NDZjQyODM](https://calendar.google.com/calendar/u/0/selfsched?sstoken=UVBmZjRmQXpvZDZCfGRIZmF1bHR8NDQxZGVhYWZlYmNkMzNiNzNiZjYxNDA3NDZjQyODM).

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

Class in the time of COVID-19:

I understand that this course is being offered at a time of tremendous uncertainty and unprecedented challenges, and I recognize that both you and I may face unexpected challenges this quarter. Please know that I strongly believe that maintaining your health and wellbeing is most important, and I encourage you to prioritize taking care of yourself and those you love. My goal is to support you to do the best work you can do and to learn as much as you can in this course, while maintaining your health and wellbeing. If you are struggling to balance your health and wellbeing with the work that you are doing in this class, please let me know. It's okay to acknowledge you are struggling and reach out for help when you need it. I will gladly connect you with campus resources, or work with you to make adjustments to our course plan as needed. I am accessible by email and will strive to get back to you within 1-2 business days. Juliette and I also have regularly scheduled virtual office hour appointments where we are available to meet about the course material or public health more generally.

Please also be patient with Juliette and me as we navigate online learning, and if we encounter challenges that require last minute changes to the course plan. In the event that there are any changes, we will do our best to communicate them as early as possible, and with consideration for the inconveniences and frustrations they may cause.

(Inspired by Prof Jessica Calarco, Indiana University)

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 policy solutions will be discussed. Lectures will be integrated with small group activities, such as a discussion or case briefing activity. Students will experience the environmental policy process in real time by attending a virtual 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 engagement throughout the course, virtual 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* and *The Spill* 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.

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/their choice and summarize his/her/their 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 reading required 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.

Graded assignments:

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Course Engagement:

This course is being offered synchronously, with options for asynchronous engagement. Students who are participating synchronously are expected to log-on to Zoom on time, keep their microphones muted, 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. We will break into learning group discussions intermittently throughout the Zoom sessions. We expect active and thoughtful engagement in learning group discussions. In the event that you are unable to participate synchronously, we expect that you work through any activities conducted "in class" on your own time.

There will be several "strongly encouraged" synchronous discussion sessions. These sessions are strongly encouraged because we believe that interaction with your peers through discussion will enhance your learning. These sessions are indicated with the following notation in the schedule below, as well as in the Canvas Module: "Synchronous Discussion – [Assignment]" where "[Assignment]" is the graded assignment associated with participation in the synchronous discussion.

We recognize that there are several reasons that may prevent your real-time engagement. As such, we will work with you on a case-by-case basis to make accommodations in the event that your synchronous participation is not possible. Participation in these sessions, either synchronously or through a pre-approved asynchronous accommodation, will be tied to points associated with your course engagement grade or to a specific assignment grade. In the event that you are unable to attend a synchronous discussion session, please communicate with us as soon as possible (at least two weeks in advance) to find an alternative opportunity to engage. Students are expected to actively engage in these synchronous discussions, and the instructor and teaching assistant will evaluate effort and quantity and quality of engagement.

Your course engagement grade will be calculated as follows:

1 point: Regular and timely communication with the instructional team and/or your classmates about issues that arise that may affect your engagement in course activities. It is expected that all students will provide timely responses to email or Canvas-based inquiries by the course instructor, teaching assistant and/or learning group members. Two business days is a standard response time. Students are also required to provide the instructional team with at least two weeks' notice of synchronous discussion accommodation needs. We require this notice in order to formulate and coordinate meetings of new learning groups or identify alternative opportunities for you to complete the assignment.

9 points: Active and thoughtful participation in 9 Synchronous Discussions tied to your course engagement grade (or alternative approved 2 weeks in advance). These are denoted in the schedule and on Canvas as "Synchronous Discussion – Course Engagement."

Public Meeting Assignment

Students will be asked to virtually attend or view a public meeting on an environmental health topic of their choice and summarize their experience. A list of eligible meetings is included in the assignment description. Students may elect to attend or view an alternative meeting with advance approval from the instructor. 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. Your grade will be tied to participation in seven synchronous discussions during the regularly scheduled course time (denoted in the course schedule as "Synchronous Discussion – Environmental Health Assessment." (Note: these are separate from the nine synchronous discussion sessions associated with your course engagement grade). In the event that you are unable to attend these synchronous discussion sessions, please communicate with us as soon as possible (at least two weeks in advance) to find an alternative opportunity to earn these points.

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 13, 2020 (Session 17 Federal Insecticide, Fungicide & Rodenticide Act (FIFRA) and Food, Drug, and Cosmetic Act (FDCA)) will be administered during class on November 16, 2020. In the event that you cannot take the exam at this time, you must contact the instructional team at least two weeks in advance to schedule an alternative exam time. The exam will include multiple choice, true/false, matching and/or short answer questions. Sample questions will be provided in advance for student review. The exam is closed book, although students may refer to a single-sided, hand-written notes sheet on 8.5-inch x 11-inch letter-size paper. A scanned copy or photocopy of the notes sheet must be uploaded to Canvas prior to the exam.

Student Evaluation

Course grades will be based on:

Course Engagement: 10%

Public Meeting Assignment: 20%

Group Environmental Health Issue Profile and Presentation: 15%

Briefing Memo Assignment: 25%

Progress Exam: 30%

4.0 Grading Scale

ENVH 473 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: All assignments have long lead times to ensure you have ample time to complete them. We strongly suggest you start working on your assignments early, so that last minute challenges do not prevent timely submission of your assignments. In the event that you are unable to complete your assignment on time, a late policy will be enforced to ensure fairness to other students. We do recognize that some challenges are simply insurmountable; for example, physical or mental illness or a family emergency. In the event that you face such an insurmountable challenge, please contact the instructor as soon as possible. In such circumstances, the late policy may be waived or modified at the instructor's discretion.

Under normal circumstances, 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.

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are 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 (mailto:uwdrs@uw.edu), or [disability.uw.edu](http://depts.washington.edu/uwdrs/) (http://depts.washington.edu/uwdrs/). 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. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/).

(https://registrar.washington.edu/staffandfaculty/religious-accommodatio... (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) (https://registrar.washington.edu/students/religious-accommodations-request/) (https://registrar.washington.edu/students/religious-accommodations-requ... (https://registrar.washington.edu/students/religious-accommodations-request/)).

Safety

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

Recording of Remote Class Sessions

This course is scheduled to run synchronously at the scheduled class time via Zoom. These Zoom class sessions may be recorded. The recording will capture the presenter's audio, video and computer screen. Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared with or accessible to the public. The University and Zoom have FERPA-compliant agreements in place to protect the security and privacy of UW Zoom accounts. Students who do not wish to be recorded should change their Zoom screen name to hide any personal identifying information such as their name or UW Net ID, and not share their computer audio or video during their Zoom sessions.

SPH Land Acknowledgment

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

Academic Integrity

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](https://www.washington.edu/studentconduct/) [↗] (<https://www.washington.edu/studentconduct/>) (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and [the SPH Academic Integrity Policy](https://sph.washington.edu/students/academic-integrity-policy) [↗] (<https://sph.washington.edu/students/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.

Classroom Climate

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 their instructor, faculty or academic advisor, or a member of the departmental or SPH EDI Committee. Victoria Gardner (vg@uw.edu (<mailto:vg@uw.edu>)), SPH Assistant Dean for Equity, Diversity & Inclusion, is also a resource for students with concerns related to equity, diversity, and inclusion.

Equity, Diversity and Inclusion

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, students are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Bias Concerns

The Office of the Dean has a [student concern policy](https://sph.washington.edu/students/student-concern-policy) [↗] (<https://sph.washington.edu/students/student-concern-policy>), a faculty concern policy, and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email dcinfo@uw.edu (<mailto:dcinfo@uw.edu>) for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link <https://sph.washington.edu/about/diversity/bias-concerns> [↗] (<https://sph.washington.edu/about/diversity/bias-concerns>). Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

Writing Resources

All written assignments for this class must be high quality, well researched, well organized, and well written. Use plain language instead of jargon. The instructors will consider the clarity of writing when grading assignments. Writing is an important transferable skill for all career pathways. Establishing a strong foundation in writing skills will help students be successful throughout their future course work and career. Therefore, this course includes written

assignments with the goal of helping students identify areas of strength and improvement in writing. However, if a student feels that they could benefit from additional opportunities to improve their writing skills, a list of resources at the UW and others accessible online sources can be found on the SPH website (<https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf>) and on the DEOHS intranet (<https://portal.deohs.washington.edu/index.php/academic-support-writing-resources>).

Disclaimer

The syllabus, readings, 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	October 30, 2020
Progress Exam Notes Sheet	Nov 16, 2020
Progress Exam (Exam will be administered during the regularly scheduled course time)	Nov 16, 2020
Group Environmental Health Issue Profile & Presentation (submit on Canvas and present in class on December 7 or 9)	December 6, 2020 at 11:59pm
Briefing Memo	Dec 11, 2020
Career Panel Discussion Questions (submit on Canvas by the start of class, tied to Course Engagement points earned for this session)	Dec 11, 2020

Course Schedule

Course Sessions	Readings and assignments
Week 1	
September 30, 2020 <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
October 2, 2020 <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 The Executive Branch. <i>The White House website</i> . Available: https://www.whitehouse.gov/1600/executive-branch The Judicial Branch. <i>The White House website</i> . Available: 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> [↗](http://ctb.ku.edu/en/influencing-policy-development) [.\(http://ctb.ku.edu/en/influencing-policy-development\)](http://ctb.ku.edu/en/influencing-policy-development)

Week 2

<p>October 5, 2020</p> <p>Session 3: Implementing State environmental policy: My experience interning with the Washington Department of Commerce, Energy Division</p> <p>Guest speaker: Juliette Randazza</p>	<p>Readings:</p> <p>Washington State Department of Commerce. CETA: A Brief Overview. Available: https://www.commerce.wa.gov/wp-content/uploads/2020/02/CETA-Overview.pdf ↗ .(https://www.commerce.wa.gov/wp-content/uploads/2020/02/CETA-Overview.pdf)</p> <p>Clean Energy Transformation Act (CETA). Washington State Department of Commerce Webpage. Available: https://www.commerce.wa.gov/growing-the-economy/energy/ceta/ ↗ .(https://www.commerce.wa.gov/growing-the-economy/energy/ceta/)</p> <p>House Environment and Energy Committee. Washington State Legislature Website. Available: http://leg.wa.gov/House/Committees/ENVI/Pages/default.aspx ↗ .(http://leg.wa.gov/House/Committees/ENVI/Pages/default.aspx)</p> <p>House Healthcare and Wellness Committee. Washington State Legislature Website. Available: http://leg.wa.gov/House/Committees/HCW/Pages/default.aspx ↗ .(http://leg.wa.gov/House/Committees/HCW/Pages/default.aspx)</p> <p>Senate Environment, Energy and Technology Committee. Washington State Legislature Website. Available: http://leg.wa.gov/Senate/Committees/ENET/Pages/default.aspx ↗ .(http://leg.wa.gov/Senate/Committees/ENET/Pages/default.aspx)</p> <p>Senate Health and Long Term Care Committee. Washington State Legislature Website. Available: http://leg.wa.gov/Senate/Committees/HLTC/Pages/default.aspx ↗ .(http://leg.wa.gov/Senate/Committees/HLTC/Pages/default.aspx)</p> <p>Scan the following law: Chapter 19.405 RCW: Washington Clean Energy Transformation Act. Washington State Legislature Website. Available: https://app.leg.wa.gov/RCW/default.aspx?cite=19.405 ↗ .(https://app.leg.wa.gov/RCW/default.aspx?cite=19.405)</p>
<p>October 7, 2020</p> <p>Session 4: National Environmental Policy Act</p>	<p>Readings:</p> <p>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. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014</p>
<p>October 9, 2020</p> <p>Session 5: <i>Climate of Doubt</i> Discussion</p> <p>Synchronous Discussion: Course Engagement</p>	<p>Required Readings and Viewings:</p> <p><i>Frontline's</i> "Climate of Doubt": https://www.pbs.org/wgbh/frontline/film/climate-of-doubt/ ↗ .(https://www.pbs.org/wgbh/frontline/film/climate-of-doubt/)</p> <p>Timeline: The Politics of Climate Change. <i>Frontline</i>. 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/)</p>

Week 3

<p>October 12, 2020</p> <p><u>Session 6:</u> Clean Air Act - Part 1</p>	<p>Readings:</p> <p>Pages 42-59 in Chapter 3: Clean Air Act (CAA). In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, Jossey-Bass: A Wiley Brand; 2014.</p>
<p>October 14, 2020</p> <p><u>Session 7:</u> Clean Air Act - Part 2</p>	<p>Readings:</p> <p>Page 59-74 in Chapter 3: Clean Air Act (CAA). In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, Jossey-Bass: A Wiley Brand; 2014.</p>
<p>October 16, 2020</p> <p><u>Session 8:</u> Massachusetts v. EPA case study</p> <p>Synchronous Discussion: Course Engagement</p>	<p>Readings:</p> <p><u>Massachusetts v. Environmental Protection Agency</u>, 549 U.S. 497 (2007)</p>
<p>Week 4</p>	
<p>October 19, 2020</p> <p><u>Session 9:</u> Clean Water Act</p>	<p>Readings:</p> <p>Chapter 4: Clean Water Act (CWA). In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey A Wiley Brand; 2014.</p>
<p>October 21, 2020</p> <p><u>Session 10:</u> Clean Water Act Discussion Activity</p> <p>Synchronous Discussion: Course Engagement</p>	<p>Readings:</p> <p>Clean Water Act Discussion Activity background materials</p>
<p>October 23, 2020</p> <p><u>Session 11:</u> Safe Drinking Water Act</p>	<p>Readings:</p> <p>Chapter 5: Safe Drinking Water Act (SDWA). In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.</p>
<p>Week 5</p>	
<p>October 26, 2020</p> <p><u>Session 12:</u> Safe Drinking Water</p>	<p>Readings:</p> <p>Safe Drinking Water Act Case Study background materials</p>

<p>Act Case Study: Flint, MI</p> <p>Synchronous Discussion: Course Engagement</p>	
<p>October 28, 2020</p> <p><u>Session 13:</u> Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or "Superfund Act")</p>	<p>Readings:</p> <p>Chapter 6: Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or "Superfund Act"). In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.</p>
<p>October 30, 2020</p> <p><u>Session 14:</u> The River that Made Seattle: Duwamish River Superfund Site Case Study</p> <p>Guest speaker: BJ Cummings</p>	<p>Readings:</p> <p>PBS Frontline Special "Poisoned Waters." Start at minute 1:01 and watch through the end (~50 minutes total). Available: https://www.pbs.org/wgbh/frontline/film/poisonedwaters/?autoplay</p> <p>Ryan J. EPA ignoring 34 of the most toxic messes in the Northwest. KUOW. September 27, 2017. Available: https://kuow.org/stories/epa-ignoring-34-most-toxic-messes-northwest/ or https://kuow.org/stories/epa-ignoring-34-most-toxic-messes-northwest/</p> <p>Due: Public Meeting Assignment</p>
<p>Week 6</p>	
<p>November 2, 2020</p> <p><u>Session 15:</u> Oil Pollution Act & Resource Conservation and Recovery Act (RCRA)</p>	<p>Readings:</p> <p>Chapter 7: Resource Conservation and Recovery Act (RCRA). In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.</p> <p>Chapter 8: Oil Pollution Act (OPA). In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.</p>
<p>November 4, 2020</p> <p><u>Session 16:</u> The Spill Discussion</p> <p>Synchronous Discussion: Course Engagement</p>	<p>Viewings:</p> <p>Frontline's "The Spill": https://www.pbs.org/video/frontline-the-spill/</p>
<p>November 6, 2020</p>	<p>Readings:</p>

<p><u>Session 17:</u> Emergency Planning and Community Right to Know Act (EPCRA)</p>	<p>Chapter 9: Emergency Planning and Community Right to Know Act (EPCRA). In Carruth RS & Goldstein BD. <i>Environmental Health Law: A Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.</p>
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Week 7

<p>November 9, 2020</p> <p><u>Session 18:</u> Occupational Safety and Health Act & Toxic Substances Control Act (TSCA)</p> <p>Synchronous Discussion: Course Engagement</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 re in the book. Because of substantial changes to the law as a result of this revision, do not read the New Chemicals, Existing Chemicals, Significant Use, or Conclusions Section of the book. Relevant information that you need to know about the New Chemical Progra TSCA's role in regulation of existing chemicals, and new significant use is included in the reading guide.</p>
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<p>November 11, 2020</p> <p>NO CLASS: Veteran's Day</p>	
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<p>November 13, 2020</p> <p><u>Session 19:</u> Federal Insecticide, Fungicide & Rodenticide Act (FIFRA) & Food, Drug, and Cosmetic Act (FDCA)</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> <p>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; .</p>
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Week 8

<p>November 16, 2020</p> <p><u>Session 20:</u> Progress Exam</p> <p>***Administered during class time. If you cannot take the</p>	<p>No readings.</p>
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<p>exam during class time, you must contact Nicole or Juliette at least two weeks in advance to identify an alternative exam time.</p>	
<p>November 18, 2020</p> <p><u>Session 21:</u> Intro to Environmental Public Health Practice Part 1</p> <p>Synchronous Discussion: Course Engagement</p>	<p>Readings:</p> <p>National Environmental health Association. Investing in an Effective Environmental Health System. https://www.neha.org/sites/default/files/about/Investing%20in%20an%20Effective%20Environmental%20Health%20System_FINAL_(https://www.neha.org/sites/default/files/about/Investing%20in%20an%20Effective%20Environmental%20Health%20System_FINAL.pdf)</p> <p>Collins BK. Tell Me – What do you do? (2013) <i>Journal of Environmental Health</i>, 75(8) pp. 4-6. Available: https://www-jstor-org.offcampus.lib.washington.edu/stable/26329598?seq=1#metadata_info_tab_contents</p>
<p>November 20, 2020</p> <p><u>Session 22:</u> Intro to Environmental Public Health Practice Part 2</p> <p>Synchronous Discussion: Course Engagement</p>	<p>Readings:</p> <p>Explore all subpages on:</p> <p>King County website. Environmental Health Services. https://www.kingcounty.gov/depts/health/environmental-health.aspx [↗] (https://www.kingcounty.gov/depts/health/environmental-health.aspx)</p> <p>Briefing memo checklist</p>
<p>Week 9</p>	
<p>November 23, 2020</p> <p><u>Session 23:</u> Environmental Health Assessment Part 1</p> <p>Synchronous Discussion: Environmental Health Assessment</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 25, 2020,</p> <p><u>Session 24:</u> Environmental</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: https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf [↗] (https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf)</p>

<p>Health Assessment Part 2</p> <p>Synchronous Discussion: Environmental Health Assessment</p>	<p>*through Task 5</p>
<p>November 27, 2020</p> <p>NO CLASS: Thanksgiving</p>	<p>No readings.</p>
<p>Week 10</p>	
<p>November 30, 2020</p> <p><u>Session 25:</u> Environmental Health Assessment Part 3</p> <p>Synchronous Discussion: Environmental Health Assessment</p>	<p>Readings: pp 28-41*in Protocol for Assessing Community Excellence in Environmental Health. 2000. Centers for Disease Control and Prevention & Association of County and City Health Officials. Available: https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf (Links to an external site.) ↗ (https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf)</p> <p>*through Task 8</p>
<p>December 2, 2020</p> <p><u>Session 26:</u> Environmental Health Assessment Part 2</p> <p>Synchronous Discussion: Environmental Health Assessment</p>	<p>Readings: pp 42-66* 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)</p> <p>*through Conclusion</p> <p>University of Kansas. "Section 1: Planning and Writing an Annual Budget." <i>Community Toolbox</i>, 2016. Available: https://ctb.ku.edu/en/table-of-contents/finances/managing-finances/annual-budget/main ↗ (https://ctb.ku.edu/en/table-of-contents/finances/managing-finances/annual-budget/main)</p>
<p>December 4, 2020</p> <p><u>Session 27:</u> Environmental Health Assessment Presentation and Report Finalization</p>	<p>No readings.</p>

<p>Synchronous Discussion: Environmental Health Assessment</p>	
<p>Week 11</p>	
<p>December 7, 2020</p> <p><u>Session 28:</u> Environmental Health Assessment Presentations</p> <p>Synchronous Discussion: Environmental Health Assessment</p>	<p>No readings.</p>
<p>December 9, 2020</p> <p><u>Session 29:</u> Environmental Health Assessment Presentations</p> <p>Synchronous Discussion: Environmental Health Assessment</p>	<p>No readings.</p>
<p>December 11, 2020</p> <p><u>Session 30:</u> Career Panel</p> <p>Synchronous Discussion: Course Engagement</p>	<p>Readings: Review career panelist bios posted on Canvas.</p>

ACCREDITATION REQUIRMENTS & COMPETENCIES MET BY ENVH 473

1. **Environmental Health Science and Protection Accreditation Council (EHAC)** requirements met by this course include:
2. Core environmental health knowledge areas (pg 11)
3. Cross Cutting Knowledge Areas:
 - Environmental Health Management (which shall include policy analysis, emergency management systems and program administration);

- Administrative Law and Process

1. Environmental health technical areas (pg 11)

“Students shall have been exposed to the foundational principles of environmental health (six starred topic areas) and most of the following topic areas in their program of study. In-depth study shall have been received in at least four of the topic areas listed below.”

This course is an **in-depth study** of the **bolded** topic area in the list of foundation principles for EH.

Air Quality Control*

All-hazard Preparedness

Built Environment

Global Climate Change and Human Health

Disease Prevention

Environmental Health Planning

Food Protection*

Geographic Information Systems

Global Environmental Health

Hydrogeology

Injury and Violence Prevention

Institutional Health

Occupational Health and Safety*

Radiation Health

Recreational Environmental Health

Risk Analysis

Soils

Solid and Hazardous Material and Waste Management*

Water and Wastewater*

Zoonotic and Vector-borne Diseases and Their Control*

1. **Council on Education for Public Health (CEPH)** competencies met by this course include:












D-10-1 Public Health Domains


















- Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society (Introduce)
- Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice (Introduce)
- Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations (Cover Process, Approaches and Interventions)
- Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course (N/C)
- Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities (Cover Socio-economic, Behavioral and Environmental Factors)
- Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation (Cover)
- Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries (N/C)
- Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government (Cover)
- Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology (Cover Professional writing)













D13-1 Concepts



















- Advocacy for protection and promotion of the public's health at all levels of society (Introduce)
- Community dynamics (Introduce)
- Critical thinking and creativity (Cover)
- Cultural contexts in which public health professionals work (Cover)
- Ethical decision making as related to self and society (Cover)
- Independent work and a personal work ethic (Cover)
- Networking (N/C)
- Organizational dynamics (Cover)
- Professionalism (N/C)
- Research methods (N/C)
- Systems thinking (Cover)
- Teamwork and leadership (Cover)

Course Summary:





Date	Details	
Wed Sep 30, 2020	 Environmental Health Policy and Practice (https://canvas.uw.edu/calendar?event_id=1648552&include_contexts=course_1397885)	8:30am to 9:30am
Fri Oct 2, 2020	 Environmental Health Policy and Practice (https://canvas.uw.edu/calendar?event_id=1648553&include_contexts=course_1397885)	8:30am to 9:30am
Mon Oct 5, 2020	 Environmental Health Policy and Practice (https://canvas.uw.edu/calendar?event_id=1648554&include_contexts=course_1397885)	8:30am to 9:30am
Wed Oct 7, 2020	 Environmental Health Policy and Practice (https://canvas.uw.edu/calendar?event_id=1648555&include_contexts=course_1397885)	8:30am to 9:30am
Fri Oct 9, 2020	 Environmental Health Policy and Practice (https://canvas.uw.edu/calendar?event_id=1648556&include_contexts=course_1397885)	8:30am to 9:30am
Mon Oct 12, 2020	 Environmental Health Policy and Practice (https://canvas.uw.edu/calendar?event_id=1648557&include_contexts=course_1397885)	8:30am to 9:30am
Wed Oct 14, 2020	 Environmental Health Policy and Practice (https://canvas.uw.edu/calendar?event_id=1648558&include_contexts=course_1397885)	8:30am to 9:30am
Fri Oct 16, 2020	 Session 8, Fri: Massachusetts v. EPA case study, **Synchronous Discussion: Course Engagement (10/16/2020) (https://canvas.uw.edu/courses/1397885/assignments/5735194)	due by 11:59pm
Mon Oct 19, 2020	 Environmental Health Policy and Practice (https://canvas.uw.edu/calendar?event_id=1648560&include_contexts=course_1397885)	8:30am to 9:30am
Wed Oct 21, 2020	 Environmental Health Policy and Practice (https://canvas.uw.edu/calendar?event_id=1648561&include_contexts=course_1397885)	8:30am to 9:30am
Fri Oct 23, 2020	 Environmental Health Policy and Practice (https://canvas.uw.edu/calendar?event_id=1648562&include_contexts=course_1397885)	8:30am to 9:30am

Date	Details	
Mon Oct 26, 2020	 Environmental Health Policy and Practice https://canvas.uw.edu/calendar?event_id=1648563&include_contexts=course_1397885	8:30am to 9:30am
	 Session 12, Mon: Safe Drinking Water Act Case Study: Flint, MI **Synchronous Discussion: Course Engagement (20/26/2020) https://canvas.uw.edu/courses/1397885/assignments/5735164	due by 11:59pm
Wed Oct 28, 2020	 Session 10, Weds: Clean Water Act Discussion Activity, **Synchronous Discussion: Course Engagement (10/21/2020) https://canvas.uw.edu/courses/1397885/assignments/5735162	due by 8:29am
	 Environmental Health Policy and Practice https://canvas.uw.edu/calendar?event_id=1648564&include_contexts=course_1397885	8:30am to 9:30am
Fri Oct 30, 2020	 Environmental Health Policy and Practice https://canvas.uw.edu/calendar?event_id=1648565&include_contexts=course_1397885	8:30am to 9:30am
	 Public Meeting Assignment https://canvas.uw.edu/courses/1397885/assignments/5735160	due by 1:29pm
Mon Nov 2, 2020	 Environmental Health Policy and Practice https://canvas.uw.edu/calendar?event_id=1648566&include_contexts=course_1397885	8:30am to 9:30am
Wed Nov 4, 2020	 Environmental Health Policy and Practice https://canvas.uw.edu/calendar?event_id=1648567&include_contexts=course_1397885	8:30am to 9:30am
Fri Nov 6, 2020	 Oil Pollution Act Discussion	to do: 11:59pm
	 Environmental Health Policy and Practice https://canvas.uw.edu/calendar?event_id=1648568&include_contexts=course_1397885	8:30am to 9:30am
Mon Nov 9, 2020	 Environmental Health Policy and Practice https://canvas.uw.edu/calendar?event_id=1648569&include_contexts=course_1397885	8:30am to 9:30am
Wed Nov 11, 2020	 Environmental Health Policy and Practice https://canvas.uw.edu/calendar?event_id=1648570&include_contexts=course_1397885	8:30am to 9:30am
Fri Nov 13, 2020	 Environmental Health Policy and Practice https://canvas.uw.edu/calendar?event_id=1648571&include_contexts=course_1397885	8:30am to 9:30am
Mon Nov 16, 2020	 Exam Notes Sheet https://canvas.uw.edu/courses/1397885/assignments/5736272	due by 8:29am
	 Progress Exam Grade https://canvas.uw.edu/courses/1397885/assignments/5735176	due by 8:29am
	 Environmental Health Policy and Practice https://canvas.uw.edu/calendar?event_id=1648572&include_contexts=course_1397885	8:30am to 9:30am
	 Progress Exam https://canvas.uw.edu/courses/1397885/assignments/5837004 (1 student)	due by 10:30am

Date	Details
	 Progress Exam Progress Exam due by 10:30am
Wed Nov 18, 2020	 Environmental Health Policy and Practice Environmental Health Policy and Practice 8:30am to 9:30am
	 Session 21, Weds: Intro to Environmental Health Practice - Part 1, **Synchronous Discussion: Course Engagement (11/18/2020) Session 21, Weds: Intro to Environmental Health Practice - Part 1, **Synchronous Discussion: Course Engagement (11/18/2020) due by 11:59pm
Fri Nov 20, 2020	 Environmental Health Policy and Practice Environmental Health Policy and Practice 8:30am to 9:30am
	 Progress Exam Progress Exam <small>(1 student)</small> due by 11:59pm
	 Session 22, Fri: Intro to Environmental Health Practice – Part 2, **Synchronous Discussion: Course Engagement (11/20/2020) Session 22, Fri: Intro to Environmental Health Practice – Part 2, **Synchronous Discussion: Course Engagement (11/20/2020) due by 11:59pm
Mon Nov 23, 2020	 Environmental Health Policy and Practice Environmental Health Policy and Practice 8:30am to 9:30am
	 Session 23, Mon: Environmental Health Assessment – Part 1, **Synchronous Discussion: Environmental Health Assessment (11/23/2020) Session 23, Mon: Environmental Health Assessment – Part 1, **Synchronous Discussion: Environmental Health Assessment (11/23/2020) due by 11:59pm
Wed Nov 25, 2020	 Environmental Health Policy and Practice Environmental Health Policy and Practice 8:30am to 9:30am
	 Session 24, Weds: Environmental Health Assessment – Part 2, **Synchronous Discussion: Environmental Health Assessment (11/25/2020) Session 24, Weds: Environmental Health Assessment – Part 2, **Synchronous Discussion: Environmental Health Assessment (11/25/2020) due by 11:59pm
Fri Nov 27, 2020	 Environmental Health Policy and Practice Environmental Health Policy and Practice 8:30am to 9:30am
Mon Nov 30, 2020	 Environmental Health Policy and Practice Environmental Health Policy and Practice 8:30am to 9:30am
Wed Dec 2, 2020	 Environmental Health Policy and Practice Environmental Health Policy and Practice 8:30am to 9:30am
Fri Dec 4, 2020	 Environmental Health Policy and Practice Environmental Health Policy and Practice 8:30am to 9:30am
Mon Dec 7, 2020	 Environmental Health Policy and Practice Environmental Health Policy and Practice 8:30am to 9:30am
Tue Dec 8, 2020	 EH Issue Engagement EH Issue Engagement due by 11:59pm

Date	Details
	<p> Environmental Health Assessment Presentation (https://canvas.uw.edu/courses/1397885/assignments/5735157)</p> <p style="text-align: right;">due by 11:59pm</p>
	<p> Environmental Health Issue Profile (https://canvas.uw.edu/courses/1397885/assignments/5735158)</p> <p style="text-align: right;">due by 11:59pm</p>
Wed Dec 9, 2020	<p> Environmental Health Policy and Practice (https://canvas.uw.edu/calendar?event_id=1648582&include_contexts=course_1397885)</p> <p style="text-align: right;">8:30am to 9:30am</p>
	<p> Briefing Memo Assignment (https://canvas.uw.edu/courses/1397885/assignments/5735152)</p> <p style="text-align: right;">due by 8:29am</p>
	<p> Career Panel Discussion Questions (https://canvas.uw.edu/courses/1397885/assignments/5735154)</p> <p style="text-align: right;">due by 8:29am</p>
Fri Dec 11, 2020	<p> Environmental Health Policy and Practice (https://canvas.uw.edu/calendar?event_id=1648583&include_contexts=course_1397885)</p> <p style="text-align: right;">8:30am to 9:30am</p>
	<p> Briefing Memo Extra Credit (https://canvas.uw.edu/courses/1397885/assignments/5735153)</p> <p style="text-align: right;">due by 1pm</p>
	<p> CAUSE Teaching Research Project (https://canvas.uw.edu/courses/1397885/assignments/5735155)</p>
	<p> CAUSE Teaching Research Project (https://canvas.uw.edu/courses/1397885/assignments/5735156)</p>
	<p> Course Engagement Grade (https://canvas.uw.edu/courses/1397885/assignments/5735159)</p>
	<p> Session 1, Weds: Introduction to the Course & Introduction to the Policy Process – Part 1 (9/30/2020) (https://canvas.uw.edu/courses/1397885/assignments/5735173)</p>
	<p> Session 11, Fri: Safe Drinking Water Act (10/23/2020) (https://canvas.uw.edu/courses/1397885/assignments/5735163)</p>
	<p> Session 13, Weds: Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or “Superfund Act”),(10/28/2020) (https://canvas.uw.edu/courses/1397885/assignments/5735165)</p>
	<p> Session 14, Fri: The River that Made Seattle: Duwamish River Superfund Site Case Study (10/30/2020) (https://canvas.uw.edu/courses/1397885/assignments/5735167)</p>
	<p> Session 15, Mon: Community-led efforts to improve air quality: Methow Valley Clean Air Project (https://canvas.uw.edu/courses/1397885/assignments/5735166)</p>
	<p> Session 15, Mon: Oil Pollution Act & Resource Conservation and Recovery Act (RCRA) (11/2/2020) (https://canvas.uw.edu/courses/1397885/assignments/5735168)</p>
	<p> Session 16, Weds: The Spill Discussion, **Synchronous Discussion: Course Engagement ** SEE SPECIAL INSTRUCTIONS (11/4/2020) (https://canvas.uw.edu/courses/1397885/assignments/5735828)</p>
	<p> Session 17, Fri: Emergency Planning and Community Right to Know Act (EPCRA) (11/6/2020) (https://canvas.uw.edu/courses/1397885/assignments/5735169)</p>

Date	Details
	<p>📄 Session 18, Mon: Occupational Safety and Health Act & Toxic Substances Control Act (TSCA),**Synchronous Discussion: Course Engagement (11/9/2020) https://canvas.uw.edu/courses/1397885/assignments/5735170</p>
	<p>📄 Session 18, Mon: Public Comment Process https://canvas.uw.edu/courses/1397885/assignments/5735171</p>
	<p>📄 Session 19, Weds: Federal Insecticide, Fungicide & Rodenticide Act (FIFRA) & Food, Drug, and Cosmetic Act (FDCA) (11/13/2020) https://canvas.uw.edu/courses/1397885/assignments/5735172</p>
	<p>📄 Session 2, Fri: Introduction to the Policy Process – Part 2 (10/2/2020) https://canvas.uw.edu/courses/1397885/assignments/5735187</p>
	<p>📄 Session 20, Mon: Progress Exam, **Administered During Class Time (11/16/2020) https://canvas.uw.edu/courses/1397885/assignments/5735175</p>
	<p>📄 Session 25, Mon: Environmental Health Assessment – Part 3, **Synchronous Discussion: Environmental Health Assessment (11/30/2020) https://canvas.uw.edu/courses/1397885/assignments/5735180</p>
	<p>📄 Session 26, Weds: Environmental Health Assessment – Part 4, **Synchronous Discussion: Environmental Health Assessment (12/2/2020) https://canvas.uw.edu/courses/1397885/assignments/5735181</p>
	<p>📄 Session 27, Fri: Environmental Health Assessment Presentation and Report Finalization, **Synchronous Discussion: Environmental Health Assessment (12/5/2020) https://canvas.uw.edu/courses/1397885/assignments/5735182</p>
	<p>📄 Session 28, Mon: Environmental Health Assessment, **Synchronous Discussion: Environmental Health Assessment (12/7/2020) https://canvas.uw.edu/courses/1397885/assignments/5735183</p>
	<p>📄 Session 29, Weds: Environmental Health Assessment Presentations, **Synchronous Discussion: Environmental Health Assessment (12/9/2020) https://canvas.uw.edu/courses/1397885/assignments/5735185</p>
	<p>📄 Session 30, Fri: Career Panel and Course Finale, **Synchronous Discussion: Course Engagement (12/11/2020) https://canvas.uw.edu/courses/1397885/assignments/5735186</p>
	<p>📄 Session 3: State Environmental Policy (10/5/2020) https://canvas.uw.edu/courses/1397885/assignments/5735188</p>
	<p>📄 Session 4, Weds: National Environmental Policy Act (10/7/2020) https://canvas.uw.edu/courses/1397885/assignments/5735189</p>
	<p>📄 Session 5, Fri: Climate of Doubt discussion, **Synchronous Discussion: Course Engagement (10/9/2020) https://canvas.uw.edu/courses/1397885/assignments/5735191</p>
	<p>📄 Session 5, Fri: Climate of Doubt discussion, **Synchronous Discussion: Course Engagement Copy https://canvas.uw.edu/courses/1397885/assignments/5829990</p>

Date	Details
	<p> Session 5, Fri: Collaboration in Action: Community-driven Projects for Environmental Problem Solving (https://canvas.uw.edu/courses/1397885/assignments/5735190)</p>
	<p> Session 6, Mon: Clean Air Act - Part 1 (10/12/2020) (https://canvas.uw.edu/courses/1397885/assignments/5735192)</p>
	<p> Session 7, Weds: Clean Air Act - Part 2 (10/14/2020) (https://canvas.uw.edu/courses/1397885/assignments/5735193)</p>
	<p> Session 9, Mon: Clean Water Act (10/19/2020) (https://canvas.uw.edu/courses/1397885/assignments/5735161)</p>