

Academic Policies and Procedures Committees

PROPOSAL FORM -- Part A

Graduate AP&P	Department/Program Proposal # _____
Undergraduate AP&P	Proposed Effective Date: FALL (year) _____
Both (Dual-Listed Courses) Submit simultaneously	

College/Unit _____ Assoc. Dean _____ Proposer(s) _____

Department/Program _____ Chair _____

1. I want to: _____ Briefly describe the action(s) requested:

2. Rationale for this request:

3. a. List the current catalog copy (including dual- or cross-listed information, if applicable). Attach separate sheet if more space needed.

b. List the proposed catalog copy (including dual- or cross-listed information, if applicable). Attach separate sheet if more space needed.

c. Other REQUIRED attachments: see **General Instructions**

AP&P PROPOSAL FORM -- Part A (continued)

4. List the committees, councils, and other groups that have considered this proposal; the action taken; and the date that action was taken.

Area	Action			Date of Action m/d/yyyy
	approved	not approved	not applicable	
Department/Program Faculty (undergraduate)				
Department Graduate Faculty (graduate)				
College Council(s)				
General Education Council				
Professional Education Council				
Honors Council				
Undergraduate Academic Policies & Procedures Committee				
Graduate Academic Policies & Procedures Committee				

5. Contact the Registrar's Office and (for graduate proposals) Graduate School.

Area	Person Contacted	Review Comments	Date of Comments m/d/yyyy
Registrar's Office			
Graduate School			

6. a. Please search the current online bulletin for courses and programs of study affected by this proposed change, including any in your own department. List each course and program in the appropriate table below or, if applicable, choose none. Attach a separate spreadsheet if necessary. (Click here for instructions on searching Online Bulletin.)

[illegible][illegible]

- b. List all affected department chairs/program directors (including those from 6a as well as those whose programs may be impacted in ways other than listed above) who have been consulted in the development of this proposal and their response in support or opposition to the proposal. Use of another unit's course requires approval from that unit.

[illegible]

7. If changing a course number or adding a course, is the proposed course equivalent to an existing course in Banner?
yes ___ no ___ n/a ___ (If yes, list the existing and proposed equivalent course below)

Existing Course		Proposed Course	
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8. Is this a General Education course? yes ___ no ___ n/a ___ (If requesting new general education credit, submit Part C of the AP&P form with an attached syllabus to the Office of General Education)

9. App State Online:

- a. Does this proposal affect a course or requirement of a distance education program? yes ___ no ___ If yes, has App State Online been consulted? yes ___ no ___ If yes, list the date(s), App State Online contact person, and their response in support or opposition to this proposal:

- b. Mode of delivery: fully online ___ site-based ___
If you are not sure, contact App State Online.

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PROPOSAL FORM -- Part B (For additions only)

SELECT ONE: Course aa" Egtwlecvg aa Concentration __ Minor __ Degree __

1. If this is a new course,
 - a. Has it been offered as Selected Topics in the last five years? yes___ no___ If so, how often and what were the enrollments each semester it was offered?
 - b. Are there courses from other departments that may cover or partially cover the subject matter of the proposed new course? yes___ no___ n/a___ (If yes, list course numbers and titles:)
2. Projected enrollment: 1st year_____ 2nd year_____
3. Projected student clientele:
4. Faculty:
 - a. Additional faculty needed:
 - b. Names of current faculty qualified to teach the course:
 - c. Other and continuing responsibilities of current faculty involved in new degree or course:
5.
 - a. For a new degree, attach the *Letter of Intent* submitted to UNC System Office.
 - b. For a new graduate certificate program, attach the *Proposing a New Graduate Certificate* form.
 - c. For a new undergraduate certificate program, attach an explanation of the career and/or graduate education opportunities available to students.
6. List estimated costs of the new program or course that cannot be covered by the present budget:
7. Contact your department's Library Liaison. *List the date, person contacted, and their response.*
(Click here for a list of Library Liaisons.)

8. Resource responsibilities: Has (have) the appropriate dean(s) been consulted in the development of this proposal?
yes___ no___ If yes, list the date(s), name(s) and title(s) of person(s) contacted, and their response(s) in support or opposition to this proposal:

9. For a new degree or certificate only, consult Institutional Research, Assessment, and Planning (IRAP) to develop functional learning goals and outcomes. Attach the goals and outcomes to be published on IRAP's website. List the date, person contacted, and their response. Examples of outcomes are found here.

10. If the course being proposed is not designated as an Internship (INT), Practicum (PRA), Field Experience (FLD), Clinical (CLN) or Student Teaching (ST) experience, but students will be applying their skills in an experiential manner such as providing professional advice to community members or working directly with minors, has General Counsel been consulted regarding liability? yes___ no___ n/a___

11. For new course, select schedule type:

NUT5510: Introduction to Environmental Health
Appalachian State University
Public Health Nutrition Program

SYLLABUS – Summer I 2020
3 Credit Hours, Distance Learning

Instructor: Amanda S. Hege, MPH, RDN, LD
E-Mail: hegea@appstate.edu*
Virtual Office Hours: Tuesdays at 2 PM ET or by appointment

Virtual Office Hours Log-in Details:

<https://appstate.zoom.us/j/96468563742?pwd=Vmx3dTREZW1wbHpLTnE3Ym5EeVRNZz09>

Meeting ID: 964 6856 3742 | Password: 317448

Dial by your location: +1 646 558 8656 US (New York) | Meeting ID: 964 6856 3742

**E-mail is the preferred method of communication. The instructor will respond to emails within 24 hours on a week day and within 48 hours over the weekend.*

Course Description

This course provides a comprehensive overview of the major topic areas in environmental health with a focus on the implications on nutrition and food systems. The course examines major sources of environmental health risks, including microbial, chemical, and physical agents in natural and anthropogenic environments. The course also covers topics of toxicology, risk assessment and management, water and sanitation issues, infectious diseases, solid waste management, and food safety, as well as emerging topics.

Student Learning Outcomes:

At the conclusion of this course, students will be able to:

1. Describe the interaction between the current food system, the environment, and health.
2. Identify specific environmental factors such as population growth, determinants of health, communicable disease, food safety, air quality, solid/hazardous waste, and water that play a direct role on human health.
3. Describe how socio-economic status and food insecurity are related to environmental health.
4. Relate environmental health factors to obesity and diet-related chronic diseases.
5. Discuss the various social, economic, moral, ethical, behavioral, political, and environmental factors that play a direct role in the creation of food and nutrition programs and their impact on human health and health disparities through debate and discussion.

Required Textbook and Course Materials

Essentials of Environmental Health, third edition. Robert H. Friis, PhD

ISBN-13: 978-1284123975

ISBN-10: 9781284123975

Supplemental readings are listed on the syllabus and available on ASULearn.

Instructional Strategies

This course will be delivered entirely by distance learning. Recorded mini-lectures, relevant online resources (e.g. podcasts, documentaries, videos), textbook and supplemental article reading assignments, and online class discussion will be included throughout the course. An important aspect of this class is discussion and, as such, students will participate in weekly discussions that will often take the form of a “debate.” For some of the discussion boards you will upload text and for others short recorded videos. Please see the schedule at the end of the syllabus for specific due dates on all assignments. You can complete these assignments on your own time, there are no required times when all students must be online at the exact same time.

Students will need to access ASULearn for use of the NUT5535 course website as this will serve as a key source of communication during the semester. Please check ASULearn at least three times per week for any announcements and/or new instructions that may be posted. As well, use ASULearn for links to important course documents and assignment instructions.

Technology Information

Minimum technical requirements for courses and suggested hardware, software, and internet connections are available at: <https://onlinestudents.appstate.edu/student-resources/technology>

Please let the Instructor know by the first week of classes if you are having difficulties logging on and have already contacted the Help Desk. Should you have any technical issues using ASULearn during the course of the semester, please reach out to ASU’s Information Technology Customer Services department: <https://support.appstate.edu/>

Student Responsibilities & Criteria for Evaluation***Weekly Module Assignments***

Students will be responsible for weekly module assignments. These assignments are instrumental to your understanding of the course material and success in the course. For each module, students will be assigned a variety of different types of activities, including textbook reading, supplemental article reading, watching recorded mini-lectures by the instructor, listening to relevant podcasts, and watching relevant videos. All supplemental materials, including articles and mini-lectures, will be provided on ASULearn.

For each weekly module, students will complete an online quiz that will include providing open-ended responses to guided questions in addition to 10 multiple-choice and/or true false questions. You will take the quizzes on ASULearn and you have 30 minutes to take each quiz. The module assignments will be completed independently and uploaded directly to ASULearn.

Weekly Student Discussion

Each week, students will participate in online discussions/debates of current topics related to the course content. A new discussion topic will be initiated every Monday. Students are expected to participate in the discussion throughout the course of the week. Active participation of all students is encouraged and expected. Topics have been chosen to reflect current trends and/or controversial topics relevant to the class. Please be creative in your responses and feel free to express any new ideas that you may have. From some discussion boards you will upload a video and for others it will be a traditional typed response. Because the topics covered in this class are constantly evolving, there are no wrong answers on the discussion board!

Students can earn up to 25 points for participation in each of the 4 discussions. Grading will be determined by (1.) frequency of posting (2.) content of posts and (3.) ingenuity in responses (i.e. if you post and respond to at least 2 other students, you will receive full credit for frequency of posting).

Papers

Each paper must be typed, normal margins, double-spaced with 12-point font in Times New Roman. Upload the completed paper to the AsuLearn site. Reference list should be included in APA or AMA format. No late assignments for unexcused absences will be accepted. Documentation for excused absences should be submitted as soon as is reasonably possible.

Climate Change Position Paper

The class will be split into two groups:

- Group 1 will be taking the position that climate change is a manmade problem caused by our current food system, including the pursuit of our modern lifestyles and disregard for our environment.
- Group 2 will take the position that the changes in our climate are natural cycles and not caused or affected by our current food system or human activities.

Each student will write a position paper, around 1,000 words, 3 – 3 ½ double-spaced pages in length, typed using standard margins, 12 font, Times New Roman. Students will use at least 5 professional sources, including peer-reviewed journal articles, to make a case for their assigned position. The paper should include a summary of the opposing position and a concrete reason for the assigned side. Instructions and a rubric for this assignment will be provided on ASU Learn.

Article Review

Each student will choose an environmental health topic and write a 5-page double spaced paper. The health topic should be submitted online by the date noted in the syllabus. Articles on climate change cannot be used. Topics related to the current COVID-19 pandemic are encouraged. Examples of topics that students can utilize are included in the instructions and rubric.

Students will:

1. Review the articles related to the topic you have chosen that we read during the semester
2. Go to pub-med to find more articles by these authors or on similar topics to gain a deeper understanding of the topic

3. Summarize the research findings in the first two pages of the paper. What does the literature tell us about this topic? What are some interesting findings? Are the findings counterintuitive to what others have reported - are there conflicting results?
4. Now go to the "lay" public. Google the topic to find out what industry and others are reporting. Summarize the thoughts and opinions in the next two pages of the paper.
5. In the last page write out what you think about this topic. How have your opinions changed or stayed the same throughout the semester? What other information would you like to know? What future studies or reporting should be done on this topic?

Papers are to be submitted online no later than the date specified on the syllabus. No late assignments for unexcused absences will be accepted. Documentation for excused absences should be submitted as soon as is reasonably possible.

Documentary Video

Students will create a video that details a component of the "Environmental Nutrition Model." The video should be less than 10 minutes and include appropriate photographs, video, music, graphs, and other visual aids. Content will be evaluated based on the video's ability to accurately and creatively portray a specific aspect of this model and effective interventions for promoting healthy environments. Details of this assignment will be provided on ASULearn.

Course Grading

Possible Points To Be Earned

Weekly module assignment and quiz (5, 50 pts each)	250
Weekly discussion board (4, 25 pts each)	100
Position Paper	100
Article Review Paper	100
Documentary video	100

TOTAL POSSIBLE POINTS = 650

Grading Distribution:

<u>Percentage Earned</u>	<u>Grade</u>
89.5 – 100 %	A
79.5 – 89.4%	B
69.5 – 79.4%	C
below 69.4 %	F

Introduction to Environmental Health
DL COURSE SCHEDULE – SUMMER I 2020

Week	Topic and Required Readings	Module Activities	Discussion Topic	Additional Assignments Due by Friday
1: May 26	<p>Course Overview</p> <p>Connecting the Food System and Environmental Health</p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> Sabate, J., Harwatt, H., Soret, S. (2016). Environmental Nutrition: A New Frontier for Public Health. <i>Am J Public Health</i>. 106;5. Chapter 1, Essentials of Environmental Health 	Module 1 Assignment & Quiz	Discussion 1: Introduction + Reflection on Environmental Nutrition Model	
2: June 1	<p>Environmental Epidemiology and Toxicology</p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> Chapter 2, Essentials of Environmental Health Chapter 3 	Module 2 Assignment & Quiz	Discussion 2	Climate Change Position Paper Due
3: June 8	<p>Agents of Environmental Disease</p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> Chapter 5, Essentials of Environmental Health Chapter 6 Chapter 7 Chapter 8 	Module 3 Assignment & Quiz	Discussion 3	Article Topic Due
4: June 15	<p>Applications of Environmental Health on Water, Air, and Food</p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> Chapter 9, Essentials of Environmental Health Chapter 10 Chapter 11 	Module 4 Assignment & Quiz	Discussion 4	Article Paper Due

5: June 22	Policy, Regulation, and Integrated Assessment <u>Required Readings</u> <ul style="list-style-type: none">• Chapter 4, Essentials of Environmental Health• (Article TBD)	Module 5 Assignment & Quiz		Documentary video due
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All assignments are due by Friday at midnight.