

## **APPH 1040 Syllabus**

Scientific Foundations of Health, Section SF1, 2 Credits

Summer 2026

### **Instructor Information**

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**Instructor: Sasha McBurse**

**Email: [smcburse6@gatech.edu](mailto:smcburse6@gatech.edu)**

### **General Course Information**

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#### **Description**

Students will learn how genetics, the environment, and human behavior influence well-being. Topics include health, fitness, immunity, nutrition, stress management, and chronic disease prevention. All undergraduate students attending Georgia Tech must satisfactorily complete a Wellness Requirement. This course fulfills the Wellness Requirement. This course may consist of the following activities: lectures, in-class activities, quizzes, discussions, homework assignments, and group projects.

#### **Course Learning Outcomes**

Upon successful completion of this course, you should be able to:

- Identify the dimensions of wellness and the scientific basis upon which health guidelines are founded.
- Describe the relationship between nutrition and exercise for achieving wellness.
- Identify ways to foster a positive mental attitude to increase happiness and well-being in life.
- Demonstrate the value of addressing stressors to manage stress and achieve optimal emotional wellness.
- Explain the effects of culture and social determinants on individual and population health.
- Assess your risk of disease and formulate a plan to reduce that risk.
- Illustrate how lifestyle choices and habits formed today may influence your risk for developing a chronic disease in the future.

## **Required Course Materials**

N/a

## **Grading Policy:**

A: 90-100% (130.5 – 145 points)

B: 80-89% (116 – 130.4 points)

C: 70-79% (101.5 – 115.9 points)

D: 60-69% (87 – 101.4 points)

F: Below 60% (below 87 points)

## *Assignments*

- In-class participation/work, 10 @ 2 points = 20 points
- Syllabus quiz, 3 points
- Course contract, 2 points
- Wellness wheel activity + reflection, 10 points
- Quizzes, 2 @ 20 points = 40 points
- Stress Health assessment, 15 points
- Behavior Change Wellness Project, 55 points
  - This assignment has multiple components with specific due dates

## **Description of Graded Components**

You accumulate points in this class based on the amount and quality of work you do. A breakdown of the points offered is listed above. Your Final Grade is based on the total points accumulated out of 145 points. All Assignments/Quizzes will be submitted through Canvas.

## **Course Policies**

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### **Attendance and Participation**

In-class participation/work is part of your final grade. You are expected to be in class, take notes, participate, and submit the deliverable of the day. Class presence and participation points are given to encourage your active class participation and discussion. You will earn a score based on how well you answer questions, actively contribute to the class

discussions, and/or accurately complete the assigned class work. Each class session is worth 2 points. Some absences may be excused and therefore can be “made up”. Examples of excused absences may include institute-approved events, academic conferences, professional interviews, hospitalizations, religious holidays/services, and family deaths/emergencies. You will need to communicate these events with your instructor promptly AND submit proper documentation (to the Dean of Students) to make up for the absence. You may communicate with the instructor and teaching assistant(s) if you would like access to any missed content. See the institute’s attendance policy at <http://www.catalog.gatech.edu/rules/4/>.

### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech’s Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, which will investigate the incident and identify the appropriate penalty for violations.

### **Core IMPACTS**

[Core IMPACTS](#) is the University System of Georgia’s General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#), developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University, includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

### **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible to set up a time to discuss your learning needs.

### **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and

cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

### **Pre- &/or Co-Requisites**

N/a

### **Extra Credit Opportunities**

Opportunities will be announced in class and/or via Canvas. Please take advantage of these opportunities if you miss an assignment or perform poorly on an assignment. Specific instructions for obtaining full credit will be provided to all students. Deadlines for submission will be announced in class and via Canvas. Extra credit submissions are not accepted after the deadline (e.g., extra credit does not follow the late work policy for mandatory class assignments).

### **Use of Generative AI**

As we embrace innovative technologies in our learning environments, it's important to discuss the use of Generative AI programs like ChatGPT, Google Gemini, Claude, etc. These can be great tools for generating ideas and aiding brainstorming sessions. They are allowed for that purpose in this course. That said, using any AI tools during an exam or quiz is never permitted. In addition, students may not use AI tools to generate responses for written assignments, projects, or discussions as their own. There are a few key points to keep in mind when using these tools for other approved uses, such as to generate ideas:

- Accuracy and Bias: Be aware that the information produced by AI can sometimes be inaccurate, incomplete, biased, or otherwise problematic. Always double-check the facts and consider the potential biases in the generated content.
- Impact on Creativity: While AI tools can provide helpful insights, relying heavily on them may limit your own critical thinking and creativity. Use these tools to generate ideas, not as a replacement.
- Source Citing and Documentation: According to GaTech's Honor Code, you must not submit work generated by an AI program as your own. For more information and guidance, please view the USGStudentGuideToGenAI uploaded in Canvas Modules: Resources for Students.

### **Extensions, Late Assignments, & Re-Scheduled/Missed Exams**

It is the student's responsibility to ensure that all requirements are completed on time. Students are expected to turn in all work by the deadline. However, I know that unexpected things happen. To allow for unexpected events or lapses in memory of due dates, partial

credit will be given for late assignments (not extra credit). Each day an assignment is late will result in a heavier point reduction. For example, if the assignment is one day late, the point reduction is 10%. Two days after the deadline, the point reduction is 20%. This is automatically applied in Canvas. After two days have passed, a grade of zero will be recorded for that assignment. Some exceptions are made for approved Institute activities and religious activities; students should communicate these in advance to the instructor and have documentation from the Office of the Dean of Students.

### **Inclement Weather and Digital Learning Days**

Per the [Campus Procedures for Hazardous Weather](#), when on-campus activities are suspended, digital learning days may be implemented to provide a way for instruction to continue. In the event of an impact on class sessions, instructors will post an announcement on Canvas with instructions. Here is the institute policy for [Digital Learning Days for Modified Campus Operations](#).

### **Student Use of Mobile Devices in the Classroom**

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, laptop, etc., makes noise or is visually distracting during class. That said, many students find it useful to have a mobile device, laptop, or tablet on hand to access course materials.

With this in mind, I allow you to take notes on your laptop, but request that you turn the sound off so that you do not disrupt other students' learning. In addition, if you are doing anything other than taking notes or looking at course materials on your laptop, please sit in the back row so that other students are not distracted by your screen.

In this class, we will use PointSolutions and other educational software to increase your interaction with the content. This means you will need to bring a (charged) web-enabled device with you to class – a mobile device, tablet, laptop, or other similar device will do. However, please remember that your success in this class will hinge in part on your attention to in-class discussion and content: please refrain from using your device during class except at designated times and do your best to focus on the task at hand.

## **Campus Resources for Students**

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### **Undergraduate Student Academic Success Resources:**

Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend

scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at [success.gatech.edu/tutoring](https://success.gatech.edu/tutoring), email us at [tutoring@gatech.edu](mailto:tutoring@gatech.edu), or come see us at Clough Undergraduate Learning Commons, Suite 283.

**Student Well-Being:**

I look forward to having you in this course, and I am concerned for your overall health and well-being. I recognize that as an individual, you and your circumstances are unique in comparison to other students. Throughout your academic journey at Georgia Tech, you may face personal stressors that impact your academic progression and well-being. If these do arise, know that I am here to support you. You may contact me at any point in the semester when you are experiencing an issue. I aim to share wellness tools and strategies in this course that are beneficial and easy to implement, because we all face challenges in life. I acknowledge that seeking help takes courage. The Institute has several resources to support students. A comprehensive list of student services and resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-Being, and you can find access to that at <https://students.gatech.edu/student-resource-guide>.