CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES

COURSE NAME: HEALTH AND NUTRITION: A SUSTAINABILITY APPROACH
COURSE CODE: HHD-1070
REQUIREMENTS: It is recommended, but not mandatorily required, that students come from a college-major field related to environment or health.
TOTAL CONTACT HOURS & CREDITS: 60 h.; 4 credits.

COURSE DESCRIPTION

This course introduces people on human nutrition, integrating basic concepts of sustainability science with the study of human nutrition. No college-level science background is required; rather, the course will provide elementary aspects of the several socio-biological sciences that are needed. Its main aim is to provide a nutrition background that will help students make appropriate, informed choices from the vast array of foods available in today's marketplace. It is expected that students will obtain a general panorama about a wide range of current health issues that are related with nutrition nowadays.

This course is designed for the person who wants an introduction to nutrition and, who may later choose a major in it, or simply wants to improve his/her health and wellbeing, especially considering the impact that each one of us is making on Earth. Through this course each student will have a better overview of what nutrients are and what nutrients and foods do for humans; how healthy people can best get the amounts of nutrients and foods they need throughout their lifetime; how people –mainly in current times- alter foods and their nutrient content; and food and sustainability issues of current interest.

This is one of the main courses of the CIPSS´s Health and Psychology area, its nature is theoretical and participative, and it seeks to clarify the following question:

How to apply knowledge on nutrition for optimal health, while fostering sustainability?

In order to answer such a question, the following contents will be focused:

- The importance of nutrition and food in the current context of the world, mainly focusing the role of environment, food production, westernized modern diet and lifestyle choices in wellbeing.
- The function and essentiality of nutrients for maintaining homeostatic balance and the consequences of over and under consumption of those.
- The physiological basis for nutrient requirements during different life stages (pregnancy, lactation, infancy, childhood, adolescence, old age).
- The basic chemical nature of main nutrients (carbohydrate, protein, lipid, vitamin, mineral, water) and the nutrient composition of foods.
- Causes of food borne illnesses & mind-body imbalances and (un-) healthy food practices.
- Global and local issues of food and nutritional security.

Along the whole course the following abilities will be fostered:

- Ability to integrate food security, the "*new nutrition concept"* and sustainability definitions for encouraging proper nutrition for human wellbeing.
- Ability for understanding the nutrients function along our lives.
- Ability for critical and historical analysis of human nutrition generalities.
- Ability for describing current counter nutrition practices.
- Ability for analyzing the importance of each one´ own diet nowadays.

The following values and attitudes will be promoted among students:

- Concern for learning to learn
- Concern for solving problems
- Systemic thinking
- Respect for diverse thinking
- Respect for integrative knowledge
- Teamwork and leadership
- Negotiate knowing to inspire confidence and empathy

COMPETENCIES, CRITERIA & EVIDENCES

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and contextual problems correctly and with an ethical commitment, integrating learning to be, learning to do, learning to know, and learning to live together, within framework of continued improvement. Both disciplinary and general competencies are presented below, linked to their criteria and evidence of performance for the course on Health and Nutrition.

Table 1. General and disciplinary competencies and performance`s criteria and evidences for the Health and Nutrition course.

Competencies type	Key competencies	Performance evidence
Disciplinary Effectively integrates the notions of food security and nutrition with those of sustainability, to promote lifestyles and optimal wellness practices.	Demonstrates a wide and general understanding of available nutrition and food security concepts and resources.	▪ Rich Picture ▪ Discussion of issues ▪ Essays and reports
	Understands the function and essentiality of main nutrients, and the consequences of over- or under-consumption of those.	▪ Thematic Discussion ▪ Readings analysis ▪ Mind map
	Demonstrates the importance of human homeostatic balance tied to the Earth homeostasis.	▪ Study case analysis ▪ Project report
	Identifies main global and local issues of health, related with nutrition and food production.	▪ Fieldtrip and workshop ▪ Fieldtrips reports
	Seeks to promote life styles and nutritional practices for an optimal wellbeing.	▪ Class activities ▪ Practices in class
General competencies	**Performance criteria**	**Performance evidence**
Integrates the necessary knowledge, skills and attitudes in a strategic and flexible way to learn continuously considering the relation of new information with previous mental schemes and the possibility of a new mental scheme use.	**Learning to learn competence**	▪ Mind map ▪ Thematic discussion ▪ Essays
Integrates the knowledge, skills and attitudes necessary to learn the skills of teamwork and leadership, including mentoring and evaluation.	**Teamwork and leadership competence**	▪ Readings´ discussion and analysis ▪ Study case analysis ▪ Rich picture
Integrates the knowledge, skills and attitudes necessary to formulate and carry out business` plans and projects on their own initiative, setting goals and achieving them, having motivation to achieve success.	**Entrepreneurship competence**	▪ Final Oral Presentations ▪ Project Report ▪ Class reports

CONTENTS

Table 1: Nutrition and health, course´s contents.

Sessions	Topic	UNIT
From Session 1 till Session 6	▪ A general overview of health, nutrition and sustainability	**I: NUTRITION AND ITS RELATIONSHIP WITH SUSTAINABILITY**
	▪ Food components and functions	
	▪ Human nutrition and counter nutrition nowadays: Do we have choices?	
	▪ Digestion process in the human body	
	▪ Sustainability principles and nutrition	
	▪ The new nutrition concept	
From Session 7 till Session 14	▪ Water: the macronutrient with no calories ▪ Alcohol: a non-nutrient with calories ▪ Nutrition and sustainability issues related with water and alcohol	**II: AN UPDATED OVERVIEW OF NUTRIENTS, HUMAN METABOLISM AND HEALTH**
	▪ Macronutrients: Proteins ▪ Nutrition and sustainability tips for proteins	
	▪ Study case info and Food matters	
	▪ Macronutrients: Carbohydrates ▪ Nutrition and sustainability tips for Carbs	
	▪ Sugar: The bitter truth	
	▪ Macronutrients: Lipids - 1 ▪ Nutrition and sustainability tips for Lipids	
	▪ Macronutrients: Lipids - 2 ▪ Hydrogenated oils, trans fats and health ailments increase	
	▪ Micronutrients: Vitamins and minerals ▪ Energy balance and weight management	
	▪ Nutrition and sustainability tips for micronutrients	
	▪ Supplements and natural products	
From Session 15 till Session 20	▪ Pregnancy and breastfeeding nutrition	**III: MYTH AND REALITIES ABOUT NUTRITION AND SUSTAINABILITY**
	▪ Child to teen nutrition ▪ Eating disorders in current society	
	▪ Older adult's nutrition ▪ Healthy aging and the role of nutrition choices and lifestyles	
	▪ Brief info about sports nutrition and labels	
	▪ Nutritional and food safety and sustainability in the current world	
	▪ Under nutrition and over feeding in the world today	
21-24	▪ Class Project (along the term: planning each students ´own principles for an individualized healthy and sustainable diet)	**IV: BUILDING AND ASSESSING MY BEST & PERSONALIZED DIET**

METHODOLOGY

This course help students connect current lifestyles --where fast food, supplements, organic meals, home-gardens and sustainability and nutritional issues are present-- with their own current lifestyle, and with their future career. Activities are planned at a basic and intermediate level and they promote several active learning assignments, like teamwork exercises in class and case studies analysis; besides essays and research projects will be also guided throughout the class.

The methodology of theoretical and participative exercises, together with readings, discussions, and assignments and some super market, university cafeterias or grocery store visits will provide a clearer approach for personal and professional development, noticing similarities and differences in the nutrition, sustainability and health aspects. Teacher's role is mainly to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate their own learning, based on their previous knowledge. The student is active, the teaching-learning process is collective and socialized, as it fosters social integration and enhance learning and respect.

At CPIES, usually classroom lessons are complemented with practical classes. For 48-hour classes, when city-trips and visits are included, students will need to bring money for paying public transportation means, and entrance-fees if those are needed; however, there are places that can be visited for free. For 60-hour classes, like this class, fieldtrip costs are included.

Along the course the expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions, extension of concepts and analysis of the topics exposed. This course wills intent to integrate an open opportunity to expand more awareness into current health and nutritional issues. The importance of promoting education to enable healthy food choices, the need to explore, test and choose sustainable food alternatives –and the right micronutrients- and learn from these processes, contribute to the following learning strategies.

***Learning strategies*:**

Research projects facilitate independent learning, the internalization of new concepts and those covered in class. Each student will work on a research project about the *estimation of each student´ energy and macronutrient needs and intake* for presentation in class, to the rest of their classmates. This project involves the analysis of the recommended dietary allowance, the resting metabolic rate, the energy need, and the acceptable range for dietary macronutrients intake, for each student.

Field trips. Academic trips promote students' assimilation, reflection and the internalization of knowledge, sensitizing through observation and interaction. In addition, the theory addressed in class will be put into practice in the sites visited. Field trips are assessed with reports.

Visitations. Some short fieldtrips to grocery stores, university cafeterias or supermarkets nearby will promote students' assimilation, reflection and the internalization of knowledge, sensitizing through observation and interaction.

Essays. Argumentative, reflexive/philosophical and expositive/descriptive essays will be used as an academic writing tool that will allow students to express, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of readings and to demonstrate the ability to compose explanations clearly.

Readings. Virtual forum and discussion of issues in class will be used as an academic tool that will allow the students to show their understanding in topics assigned as readings in each unit.

Mental maps will be developed as a means to contribute to the analysis of nutritional health lifestyle processes and eating behavioral patterns and their health impacts. They will also help contribute to the understanding of the interdependencies between food, emotions, physical activity and health. One subtype of this tool it`s the "***rich picture***", a technique which will help us to open thematic discussions in order to come to a broad, shared understanding of a situation.

Activities in the form of individual and group presentations will provide opportunities for the students to communicate both orally, written and in graphic form (like rich pictures), and also for sharing the results of their readings` and study cases` analysis assigned and research work, and to demonstrate the appropriation of issues of interest.

Case studies analysis. The resolution of case studies educates students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change.

***Educational resources*:**

In order to guarantee good development of the course therefore, to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge own ship. Lessons will take place in the classroom and on the field. Students have access to the institution's library during opening hours' study areas or computer labs and any other convenient area on the university's campus for individual study. Likewise, the university provides free Wi-Fi access to all students, professors and staff throughout the campus.

The university also places the CANVAS Learning Management System at the disposition of students and staff ensuring pedagogical flexibility making it easier to integrate new technologies into the courses and ensure seamless and effective communications between the student and professor at all times through an app center.

LEARNING EVALUATION

In order to make the course or program better, competencies´ based evaluation, compiles and evaluates evidence by considering feedback providing pre-established criteria. The evaluation of the course must be consistent with the teaching competencies and methodology. For each evaluation item there is a rubric, which, although it gives a score, it is a quantitative and qualitative description of the student's performance.

General format for written assignments: Even though a specific rubric is provided for each assignment, there is a general format for all written assignments: Header with name, class and date; Letter size page; Arial 11 and double spacing, Margins 3x3 centimeters; APA format for bibliography sources. The following items will be considered for all of the presentations: preparation and content, organization and style, student´s critical opinion and punctuality. Whenever required, assignments should be submitted electronically through Canvas platform, or can be sent to: itorrealba@veritas.cr.

Table 2: Evaluation of the "Health and Nutrition" course.

LEARNING EVALUATION ITEMS	WEIGHTING
1) Class readings and class activities ▪ Readings discussion evaluated through virtual forum (5) ▪ Study case analysis (10) ▪ Documentary analysis with a mind map (10)	25
2) Essays – written tools ▪ Reflexive essay done after finishing Unit 1 (10) ▪ Descriptive-argumentative essay done after Unit 2 (20)	30
3) My best diet - A guided-research project ▪ Research process evidences and fieldtrip report (15) ▪ Final oral presentation with class discussion (15) ▪ Projects` final summary with sources of information (15)	45

1) Rubrics to evaluate class readings and class activities

The *analysis of selected* ***readings*** seeks to develop the competence of learning using lateral and creative thinking, fostering the critical reflection of a text. Reading between lines, reflecting, interpreting, proposing hypotheses, among other processes, allow the student to understand the world and reconfigure it, reconstruct it and interpret it, with the final intention of providing a new perspective that solves a concrete reality.

- Main selected reading for this class deals with the concept of a new nutrition science, where the biological foundation its tied to the sustainability realm.

The *resolution of* ***case studies*** educates students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management seeks

that the student acquires strategies and techniques that allow him/her to learn by him/herself; this implies the awareness of assimilation, reflection, and internalization of knowledge so the student can finally value and deepen from a personal choice.

An activity in the form of a ***mind map for analyzing a documentary*** will be done during class time, which will show students´ ability to understand the core themes. Mind map activities (done individually or in groups) also provide opportunities for oral and graphic presentations to demonstrate appropriation of issues of interest. Creating a mind map is an evidence of performance that integrates the required knowledge, skills, and abilities to learn continuously and to generate information collaboratively. It develops competencies related to writing communication, critical thinking, idea association, and responsible, relevant, and timely participation.

- This class includes a study-case about food, diet and nutrition, which will require to watch several videos –where one of them will be used as the main material for the documentary analysis. Main subjects to be studied include: (1) Obesity & metabolic syndrome, (2) Fast Food and (3) Big Pharma.

☛ *This part (class presentations) contributes 25% of the final grade.*

Table 1.1 (5%): RUBRIC TO EVALUATE READINGS VERIFICATION					
INDICATOR	Exc. (5)	V. Good (4)	Sufficient (3)	Insufficient (2 or less)	COMMENTS
Critical thinking.					
Uses and connects previous knowledge in the development of the subject.					
Provides creative ideas and establishes connections in depth and detail.					
Timely participation.					
Responds correctly to questions made.					
Contribution to one item of the reading that will benefit the group learning.					
Total					

Table 1.2 (10%): RUBRIC TO EVALUATE THE RESOLUTION OF STUDY CASES					
INDICATOR	Exc. (10)	V. Good (9-8)	Enough (7)	Insufficient (6 or less)	COMMENTS
Address the problem answering questions correctly in a deep and concise manner.					
Presents the solution to the problem by describing and identifying the problem data in a complete way.					
Presents at least one strategy of problem solution as well as justification; these are broad and clear.					
The theoretical framework supports the alternatives of solutions to the case in an excellent way.					
The case report is presented with excellence in order, clarity, punctuality and cleanliness.					
Presents at least 5 bibliographical sources in APA format.					
Total					

Table 1.3 (10%): RUBRIC TO EVALUATE DOCUMENTARY ANALYSIS THROUGH A MIND MAP					
INDICATOR	Exc. (10)	V. Good (9-8)	Enough (7)	Insufficient (6 or less)	COMMENTS
Uses clear and representative images of the concept that is intended to manifest.					
It starts from the center of the page, placing the central idea, developed outwards in a radiant way.					
The central idea is represented with a clear and powerful image that synthesizes the general topic of the map.					
The idea or central topic is linked with related ideas or sub-topics by means of branches and arrows.					
Topics and sub-topics are articulated and in hierarchy in a clockwise direction.					
Uses page space to balance ideas and sub-topics in a balanced way.					
Uses arrows, icons or any visual element to differentiate and clarify the relationship between ideas.					
Total					

2) Rubric to evaluate the Essays

An ***essay is an academic writing*** tool that allows students to paint a picture in words, this is, to reveal the meaning of a subject through detailed observation, while an argumentative essay allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification.

The essays in this class include one reflection essay (key-words, general ideas or short phrase) about their learning process in nutrition and one descriptive-argumentative essay, where students will choose the more helpful theme that would help them to get information for their best personalized diet, choosing among two broad themes (that each student will narrow it down to a more specific subject), embracing: (1) Nutrition and sustainability comprehensive concepts, recent history, changes and principles for wellness and (2) Nutritional health improvement; based on some of the concepts provided throughout the course.

- The main aim of the Essay is to obtain tools through documentary research that will help students to build and assess their best & personalized diet. The point is to show evidence of research, reading, class attention and to demonstrate the ability to compose argument explanations clearly.

☛ *This part (written essays) contributes 30% of the final grade, the reflexive essay is done after finishing unit 1 and the descriptive-argumentative essay is done on/after Unit 2.*

Table 2.1: RUBRIC TO EVALUATE THE ESSAYS (30%)					
INDICATOR	Exc. (10)	V. Good (9-8)	Enough (7)	Insufficient (6 or less)	COMMENTS
Introduction with purpose, general presentation of the subject and clear objectives.					
The main idea names the topic of the essay and outlines the points to be discussed.					
At least one consistent, serious and convincing personal contribution.					
Arguments and secondary ideas are presented in a logical order that makes the author's ideas easy to follow.					
Word order or structure in sentences is logical.					
All ideas presented are related to the topic; and those are presented with clarity and objectivity (without repeating them and without gaps).					
Did not use copy and paste.					
Solid conclusion that leaves the reader with a clear idea of the author's position.					
Meets format requirements					
Information sources are varied and multiple. Sources are reliable and contribute to the development of the subject.					
Total					

3) Rubrics to evaluate the Nutrition and Health Project

The Nutrition and Health Project (NHP) is a ***guided research project*** supported with written evidence, which aims to investigate for each student which is his/her better diet that will contribute to enabling for him/her a healthy and balanced life. The main aim of this project is building and assessing each student´ best & personalized diet, which would consist in a series of principles and ideas possible and practical to be achieved by the person.

Week-end ***field trips***, workshops and class-visitations done during the term can be used to support this research. These academic visits contain information about what the students see and learn in the field and personal opinions based on knowledge and observation. Field trips main aim is to obtain from a first-hand source a general perspective about main health, sustainability and nutritional issues. This class includes at least one week-end field-trip (from Saturday to Sunday) and one workshop. The NHP will be advised in class, following a format of ***recording evidences***, in order that each student will obtain hints about his or her best diet. This will require a general broad research and will promote the student's critical analysis facilitating self-learning, along with the internalization of new concepts including those introduced in class.

Each week students should research through the professor's guidance in order to obtain information or generate results about different ideas or selected nutritional-health principles.

- A **final oral presentation (FOP)** with a demo or an audio/visual aid (20 minutes total, including class discussion) will be developed.

- ***Recording the evidences*** would require to write a journal and a template-report for the fieldtrip (or workshop); including in the FOP three slides showing evidence of achieving this item. For example: the answers to some of the questions provided, pictures of your notebook showing that you did the assignments required in class, or your research through the internet (besides you need to include the bibliography used).

- A **written summary should accompany the FOP**, containing four pages' total including both the cover-page and the bibliography or sources of information (actually: only two pages' summary, because students would have a previous essay that supports this research).

☛ *This project contributes 45% of the final grade, and even when it is followed up and evaluated along the whole class; it is graded on Unit 3.*

Tables 3.1: RUBRICS TO EVALUATE THE "RESEARCH PROCESS EVIDENCES AND FIELDTRIP REPORTS" (15%)

INDICATOR	Exc. (10)	V. Good (9-8)	Enough (7)	Insufficient (6 or less)	COMMENTS
The written evidence delivered (report and slides) describes the field trip objectives and the way those objectives were achieved.					
Evidence delivered includes photos or other materials that shown activities developed.					
Student shows at least one picture of his/her research-journal.					
Enthusiastic and positive attitudes toward activities being done on field conditions or during class visits and workshops.					
TOTAL					

Table 3.2: RUBRIC TO EVALUATE THE FINAL ORAL PRESENTATION (15%)					
INDICATOR	Excellent (20-19)	V. Good (18-16)	Sufficient (14-13)	Insufficient (12 or less)	COMMENTS
The oral presentation includes (i) a general introduction, (ii) an explanation of the work done, (iii) a body of the project structured according to topics.					
The project presentation has a clear and precise approach to the students` personalized diet ideas.					
The analysis is broad and deep, reflecting a diversity in nuances.					
Addresses the applications and implications of some of the selected nutritional principles chosen.					
The quality and quantity of information provides evidence to support his/her arguments in his/her responses to class discussion and dynamics.					
Articulately expresses the knowledge obtained during the investigation, in his/her responses to class discussion and dynamics.					
Total					

Table 3.3: RUBRIC TO EVALUATE THE PROJECTS` SUMMARY (15%)					
INDICATOR	Excellent (10)	V. Good (9-8)	Enough (7)	Insufficient (6 or less)	Comments
A written summary is presented the same day of the final oral presentation					
It presents cleanliness and tidiness.					
It describes the structure of the document clearly and answers all topics required					
At least three final considerations, supported with critical opinions and practical recommendations are included.					
The theoretical framework of the research has information obtained from reliable sources.					
Bibliographic sources are in APA format					
Total					

MAIN BIBLIOGRAPHY

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CHRONOGRAM

Sessions	Key competencies	Content	Strategies
UNIT 1: **Session1 *till* Session 6**	Demonstrates a wide and general understanding of available nutrition and food security concepts and resources.	▪ A general overview of health, nutrition and sustainability ▪ Food components and functions ▪ Human nutrition and counter nutrition nowadays: Do we have choices? ▪ Digestion process in the human body ▪ Sustainability principles and nutrition	▪ Professor`s exposition ▪ Conceptual maps ▪ Thematic Discussions ▪ Participative expositions ▪ Fostering discussions ▪ Reading Assignments ▪ Writing reflexive essay

Sessions	Key competencies	Content	Strategies
UNIT 2 **7 *till* 14**	Understands the function and essentiality of main nutrients, and the consequences of over- or under-consumption of those; and demonstrates the importance of human homeostatic balance tied to the Earth homeostasis.	▪ Water as a macronutrient with no calories ▪ Chemically safe and biologically dead water ▪ Nutrition and sustainability issues related with water ▪ Proteins ▪ Carbohydrates ▪ Lipids ▪ Alcohol ▪ Vitamins ▪ Minerals ▪ Supplements	▪ Professor`s exposition ▪ Conceptual maps ▪ Thematic Discussions ▪ Participative expositions ▪ Fostering discussions ▪ Reading Assignments Writing argumentative-descriptive essay

Sessions	Key competencies	Content	Strategies
UNIT 3: **15 *till* 20**	Identifies main global and local issues of under nutrition and over-feeding including food production; and seeks to promote life styles and nutritional practices for an optimal wellbeing.	▪ Pregnancy and breastfeeding nutrition ▪ Child to teen nutrition ▪ Eating disorders in current society ▪ Older adult's nutrition ▪ Healthy aging and the role of nutrition choices and lifestyles ▪ Planning a healthy and sustainable diet ▪ Nutritional and food safety and sustainability in the current world	▪ Professor`s exposition ▪ Oral and written presentations ▪ Communicate results ▪ Debate and discussions ▪ Demo/video and practice
		▪ **My best diet:** Building and assessing my best & personalized diet	▪ Final oral presentations (FOP)

***Two sessions per week on 3 months' term (12 weeks) and 4 sessions per week on summer`s term (5-6 weeks)*

COLLEGE POLICIES AND GENERAL REMARKS

ITEMS	OBSERVATIONS
General remarks	The student must comply with the provisions of the Student Regime Regulation ("REGLAMENTO DE RÉGIMEN ESTUDIANTIL") of the Veritas University. The rulebook is available for downloading at **http://autogestion.veritas.cr/ and download it.**
Audience	This course is structured for International Students attending the Study Abroad program at Universidad VERITAS.
Attendance policy	Students are only allowed a total of 2 nonconsecutive (back to back) absences. Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points.
Professors can expel a student from classroom if	He or she: 1) Is disruptive in the classroom. 2) Behave in a disrespectful way. 3) Is under the influence of alcohol or even smell like alcohol. 4) Is under the influence of any illegal drug. 5) Shows hygiene problems that may disturb other students.
Electronic devices use	The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Please turn all devices OFF and put them away when class begins. Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.