

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Human Evolution & Social Change (CHUMEVOL)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
ASB	454	3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

One Health

Course Catalog Description

The central tenet of the ONE HEALTH framework is that human health is inexorably interconnected with the health of animals, plants, and our shared environment. The ONE HEALTH framework connects diverse job sectors, involving the collaboration among professionals in human health (doctors, nurses, epidemiologists), animal health (veterinarians, agricultural workers), environment (ecologists, wildlife experts) along with law enforcement, policymakers, and the general public. While the ONE HEALTH perspective has only recently begun to be integrated into Eurocentric Medicine and Public Health, a foundational understanding of the interconnectedness of the land and the living is found widely among many traditional cultures. In this course, students will develop an understanding of the social, cultural, and institutional dimensions of the

human-animal-environment interface from trans-disciplinary perspectives across spatial and temporal scales.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

None

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Sustainability (SUST)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[ASB 454 554 syllabus 11.13.24 edits.docx](#)

Sustainability (SUST)

The Sustainability requirement will provide students with an interdisciplinary understanding of socio-ecological systems in relation to global challenges and opportunities. The learning objectives emphasize systems thinking, where human and non-human systems are understood as intimately connected, with human actions affecting all life on a planet with limits and boundaries. Students should also become familiar with how cultural, political, economic, social, and ethical beliefs, practices and systems are related to and impact planetary systems. Students will use course concepts and systems and futures thinking to address contemporary questions or challenges.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

SUST Learning Outcome 1: Demonstrate an understanding of the earth and its ecosphere, including the measures that indicate their capacities and limits.

Name of assignment: In-class presentations (5 per semester)

Description: You will work with a small group to build a ~15-minute (10-15 slide)

PowerPoint/Keynote/Google Slide presentation on the relevance of the One Health framework for understanding a particular disease, condition, multivariable relationship, human activity, or other. The first half of the presentation will be a summary of the topic through a One Health lens, and the second half will be a proposal for a One Health-based solution to the selected issue that includes the impact of your solution on human and animal health (using metrics such as disability-adjusted life year (DALY), animal loss equivalents (ALEs), or a combined zDALY), environmental health (using metrics such as carbon emissions, water consumption, biomass changes, and ecosystem resilience). During the following class meeting, each team will spend 15-20 minutes presenting their work to the class.

Each presentation should incorporate and cite scientific, peer-reviewed articles, including those assigned for class. This should include the following components as appropriate to your selected area for each presentation:

- Biology and life cycle of a pathogen, including environmental influences
- Transmission to/presentation in humans for zoonotic pathogens
- Role of urbanization and globalization in worldwide distribution/prevalence
- Impact of environmental/anthropogenic changes on life cycle, prevalence, distribution, or frequency
- Impact on climate change and/or impact of climate change on life cycle, prevalence, distribution, or frequency
- Role of wildlife, domestic pet animals, or livestock in shaping distribution, and/or how the pathogen/disease/condition/relationship/activity affects wildlife, domestic, and livestock animals.
- How socioeconomic, cultural, and political forces impact distribution, life cycle, prevalence, or frequency, and/or how the pathogen/disease/condition/relationship/activity affects or has shaped socioeconomic, cultural, and political spheres.
- A One Health-based solution to your selected pathogen/disease/condition/relationship/activity that addresses multiple facets of the above list and integrates and identifies which of the UN's 17 Sustainable Development Goals (SDGs) would be affected by your solution.

SUST Learning Outcome 2: Trace historical impacts of a range of socio-economic, political or cultural choices on integrated human-environmental wellbeing.

Name of assignment: In-class presentation

Description: See above

Name of assignment: In- class reflection (2 per semester)

Description: Each reflection has 4-6 questions that will help you reflect on the information that you just learned. Reflections will be done independently and then discussed as a class or in small groups. These reflections will require that you integrate a One Health perspective to a contemporary or historical pathogen, pandemic, condition, activity, or environmental issue and create a logic model, which is a simple visual representation or map of how your proposed solution will affect dimensions of your target problem related to environmental health/sustainability, animal health, and human health. Each model should include tangible metrics for measuring your solution's impact and should identify which of the 17 UN Sustainable Development Goals (SDPs) would be affected for each category.

SUST Learning Outcome 3: Envision pathways toward futures characterized by integrated human-environmental wellbeing.

Name of assignment: In- class reflection

Description: Each reflection has 4-6 questions that will help you reflect on the information that you just learned. Reflections will be done independently and then discussed as a class or in small groups. These reflections will require that you integrate a One Health perspective to a contemporary or historical pathogen, pandemic, condition, activity, or environmental issue and create a logic model, which is a simple visual representation or map of how your proposed solution will affect dimensions of your target problem related to environmental health/sustainability, animal health, and human health. Each model should include tangible metrics for measuring your solution's impact and should identify which of the 17 UN Sustainable Development Goals (SDPs) would be affected for each category.

SUST Learning Outcome 4: Articulate an approach to addressing contemporary questions or challenges that employs concepts or practices of sustainability.

Name of assignment: Documentary analysis

Description: You will respond to questions that will help you reflect on the information in the 2020 documentary *Kiss the Ground* on the ability of regenerative farming to reverse climate change. Questions will be answered independently and then discussed as a class or in small groups. Please answer the following questions:

- (1) What is biosequestration? Desertification? Regenerative agriculture? Why are these concepts important for understanding human, animal, and environmental health?
- (2) How is regenerative agriculture different from traditional modern agriculture? What are the claims that proponents make about its ability to combat climate change? What data are presented to support these claims?
- (3) Who are the experts that appear in the movie? What makes them experts? Who did you find most/least compelling and why? What did you notice about who they featured?
- (4) What components of One Health appear throughout this documentary? What components are not discussed? Why?
- (5) What political, socioeconomic, and cultural factors might be relevant to the implementation of regenerative agriculture as presented in this movie? Were they discussed during the movie?
- (6) Do you think regenerative agriculture is a new or historical concept?

(7) Why do you think the documentarians present this as non-political? Do you agree? Why or why not?

List all course-specific learning outcomes. Where appropriate, identify the associated SUST learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SUST learning outcome.

1. Identify the fields, disciplines, and theories involved in the One Health framework [SUST LO1]
2. Analyze how One Health concepts have appeared throughout human history and across cultures [SUST LO2]
3. Explain how animal health (pet, livestock, wildlife) shapes multiple metrics of environmental and human health [SUST LO1]
4. Synthesize how complex human activities (e.g., farming, urbanization, war) and environmental phenomena (e.g., natural disasters) impact multiple dimensions of human, animal, and environment health and disease [SUST LO1] [SUST LO2]
5. Contextualize transmission pathways of major zoonotic diseases within the One Health framework to understand how human activity can shape infectious disease emergence [SUST LO1]
6. Generate solutions to major health and disease challenges based on One Health principles and perspectives [SUST LO3] [SUST LO4]
7. Cultivate communication skills across disciplines by speaking with practitioners from different fields.
8. Demonstrate fluency in One Health concepts by creating presentations on elements of linked animal, environmental, and human health that are founded on peer-reviewed research but accessible to the greater public [SUST LO1] [SUST LO4]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

India Schneider-Crease - November 18, 2024 at 4:12 PM (America/Phoenix)

Department Approval

Approved

Christopher Campisano - November 18, 2024 at 4:34 PM (America/Phoenix)

Patrick Ryan Williams

GSC Coordinator Review

Approved

TJ Robedeau - November 19, 2024 at 2:29 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - November 19, 2024 at 4:39 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 7, 2025 at 7:24 AM (America/Phoenix)

April Randall

Sustainability (SUST) Committee

Acknowledgement Requested

Kevin Dooley

Jose Lobo - March 26, 2025 at 8:12 PM (America/Phoenix)

Revise and resubmit-- the course has the potential to be a SUST course but the needed revisions of syllabus and LOs assessments are substantial.

Evan Berry

Treavor Boyer

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

India Schneider-Crease

College Notification

Notification

Amanda Smith

Jenny Smith

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel