African Americans, Race & Medicine

Spring 2022 Course Syllabus

Days: T/Thr Time: Location:

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School Name

Program: Health Science

School Location: John F. Scarpa Health Sciences Center (HSC)

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Pandemic Safety

Student health and safety is a high priority. When we are on campus, social distancing as well as wearing a face covering is required and will be enforced. Faculty and students will wear a face covering at all times in the classroom/lab and maintain 6 feet of distance from others. Review the Stockton FAQ website for updated information.

Students should notify the course faculty in writing as soon as possible to make plans related to attendance, class learning, and the completion of course work during the following circumstances:

- The student contracts COVID-19 or another illness
- The student is informed by public health officials or medical personnel of the need to quarantine where compliance with quarantine limits access to course participation.

A student does not need to disclose any specific medical diagnosis to the faculty in these circumstances. Faculty may complete an Early Alert form that will permit a member of the Care & Community Standards team to contact a student to assist with relevant needs. Students may choose to initiate contact with Care & Community Standards.

Course Description

In this course, we grapple with the intersection between race, health disparities in African Americans, and medicine. The social construction of race and the role medicine played in the construction of race as a biological concept will be investigated. We will explore how the impact of the levels of racism on the health of African Americans. The roots of medical mistrust within the African American community will also be explored. The need for cultural sensitivity in medicine, the role of the provider in health behaviors, as well as recruitment and retention issues for African American healthcare providers will be examined.

Class Format

This class involves interactive lecture with experiential learning including multimedia and computer-based materials and activities. Experiential learning includes large and small group activities, partner activities, presentations, educational games, discussion and other adult learning activities. Active learning occurs with class activities, self-study assignments and use of special technology equipment and digital resources.

Class Structure

This hybrid class will be conducted using technology such as Zoom, Blackboard, Nearpod and Study.com. Specifically, we will use Blackboard to host course documents including the syllabus and conduct class activities such as discussions, assignment submission and taking tests. Zoom or Blackboard Collaborate Ultra will serve as our virtual classroom when needed.

Course Attribute

The developer plans to seek the R attribute when it becomes available.

General Studies Course Designation

This **GSS** course promotes understanding human behavior and interactions in the social sciences

Course Objectives

The following course objectives guide the learning in this course.

1. Discuss the impact of the concept of race on health outcomes, particularly on African Americans
2. Evaluate the historical and cultural factors that contribute to health disparities in African Americans

3. Appraise programs and interventions to assess their effectiveness in addressing health disparities and cultural factors within the African American segments of the population
4. Examine the role of "racial" patient-provider concordance and the impact it has on health outcomes in African Americans
5. Develop an intervention to address a health disparity within a specific population in the African American community

Student Learning Outcomes

As a result of active participation in this course, students will:

1. Describe the role of "race" and racism may impact health on behaviors in medicine and science
2. Describe historical and contemporary factors which contribute to health disparities in African Americans
3. Use critical thinking, critical reading, writing, literature search, problem solving, and oral presentation skills to investigate a health disparity in a specific African American segment of the population
4. Develop an intervention plan for the selected health disparity
5. Communicate effectively each component of a plan for intervening in the selected health disparity

Essential Learning Outcomes

Stockton University's Essential Learning Outcomes (ELOs) are ten competencies that students are expected to develop as a result of a Stockton education. The following ELOs are addressed in this course:

- **Critical Thinking**. The ability to formulate an effective, balanced perspective on an issue or topic.
- **Global Awareness**. The ability to appreciate diversity and cultural interconnectedness.
- **Information Literacy and Research Skills**. The ability to locate, evaluate, analyze, and use information to solve problems or produce an argument.

IDEA Objectives

The Individual Development and Educational Assessment (IDEA) or Small Class Surveys (SCI) is used to assess student perceptions of their learning experience at the end of each course. This course addresses the following IDEA objectives:

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Gain a broader understanding and appreciation of intellectual and cultural activity
- Learning to find and use resources for answering questions and solving problems

Prerequisites: Must be a junior 64 credits or more

Course Resources

Required Course Material

The following materials are required for this course.

Barr, D. A. (2019). *Health disparities in the United States: Social class, race, ethnicity, and health.* JHU Press.

LaVeist, T.A., & Isaac, L.A. (Eds). (2012). Race, ethnicity, and health: A public health reader, (Vol. 26). John Wiley & Sons.

Electronic APA formatting resources:

Purdue Owl Writing Lab: http://owl.english.purdue.edu/owl/resource/664/01/

The American Psychological Society website: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Recommended Course Material

The following materials are recommended for this course.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Richard E. Bjork Library

Stockton's Richard E. Bjork Library is important for student success in this course. In addition to books, reference materials, periodicals, newspapers, microfilms, media, computer software, archival materials, and government documents, the library provides a Learning Commons, group study spaces, computers, printers, and scanners, and research support. Access to many library resources is available at the library website.
https://library.stockton.edu/welcome
(609) 652-4346
Main Campus: E-Wing

Course Technology

This course requires students to have access to a Windows 10 PC or Mac computer (desktop or laptop) with Wi-Fi connectivity. Additionally, students must have technology that allows audio and video transmission to facilitate faculty and student interaction important for learning. A web camera and headset or microphone are expected course tools. During class meetings on Zoom or other video conference system, students may be required to be visually seen and/or heard. Students may not attend or participate in virtual class sessions on Zoom or other platforms while operating a motor vehicle. Class sessions may be recorded and made available for educational use in this course. Students may use appropriate virtual backgrounds when participating in virtual conferences. If students require accommodations to prevent audio or video recordings of the student, speak to the faculty and seek guidance from Care & Community Standards to be directed to the appropriate office for accommodations.

We will use Blackboard in this course. Specifically, we will use Blackboard to host course documents including the syllabus and conduct class activities such as discussions, assignment submission and taking tests. Zoom will serve as our virtual classroom. It is important to follow all instructions related to the use of course technology.

Blackboard: Do not share your Blackboard username and password. Work in Blackboard belongs to the class and may not be recorded, copied or provided to others. Review the available tutorials to help you navigate Blackboard.

If you are planning to access Blackboard with a mobile device, download the app from the App Store (iphone/iPad) or from Google Play (Android phones and tablets). The Blackboard app permits you to view course content, take tests and obtain your grades.

Zoom: Students will join Zoom sessions using the link provided in Blackboard. Students may not join Zoom sessions while operating a motor vehicle. Faculty will record Zoom sessions for use as part of the course. Faculty will delete course recordings 60 days after the semester ends. Students may not record, share, or retain any Zoom sessions without written permission from the faculty. Zoom session information including session passwords may not be shared with anyone outside of class as a protection against zoombombing and unauthorized viewing of course materials.

Expectations for Technology Use

Technology is an essential delivery method of course instruction and part of our learning environment. However, when used inappropriately, technology may hinder learning. If sharing your computer screen during a scheduled videoconference session, only display information pertaining to the course content. Students may not share videoconference session information with anyone who is not a member of the course. Inappropriate use of technology can be distracting to your peers, causing negative effects on the learning environment. Respect for your peers and faculty is expected. For information about online netiquette, review https://coursedesign.colostate.edu/obj/corerulesnet.html.

Technology may not be used to record class material without prior approval of the faculty or your peers. Recorded video or audio may be permitted for personal use of a specific student with appropriate accommodations and may not be shared in any public manner. Materials recorded for personal use are to be deleted at the end of the semester unless written permission is provided by the faculty.

Course Schedule

DATE	TOPIC	CLASS READING/ASSIGNMENTS
Week 1	**Introduction** Syllabus; Overview of course; Health disparities. Definition and historical perspective of the term race **Question to ponder:** What are the definitions of health disparities and health equity--why should we examine them?	• **Introduction:** Syllabus review (review the syllabus prior to class) • **Discussion Post (Due by or before 1/25 @ 10 AM):** Provide your definition of health and health disparities; and, find one scholarly definition of health disparities. Discuss why it is important to examine health disparities. • **Syllabus Quiz** • **Read: Braveman, P., Arkin, E., Orleans, T., Proctor, D., Acker, J., & Plough, A. (2018). What is health equity? Behavioral Science & Policy, 4(1), 1-14.** • **Read: Braveman, P. A. (2019). Swimming against the tide: Challenges in pursuing health equity today. Academic Medicine, 94(2), 170-171.** • **Read: Milburn, N. G., Beatty, L., & Lopez, S. A. (2019). Understanding, unpacking, and eliminating health disparities: A prescription for health equity promotion through behavioral and psychological research—An introduction. Cultural Diversity and Ethnic Minority Psychology, 25(1), 1-5.**

Week 2	**Race & Ethnicity** **Think about:** 1. The Race concept. 2. The Ethnicity concept. 3. Define them and think about what makes them different concepts. **Question to ponder:** Does race exist? What role does race/ethnicity play in health?	• **Read:** LaVeist & Isaac, Chapter 2: The Color Line: Race Matters in the Elimination of Health Disparities • **Read:** LaVeist & Isaac, Chapter 15: Levels of Racism: A Theoretic Framework • **Supplemental Reading**: Braveman, P., Kumanyika, S., Fielding, J., Laveist, T., Borrell, L., Manderscheid, R., Troutman, A., & Braveman, P. (2011). Health disparities and health equity: the issue is justice. *American Journal of Public Health, 101 suppl 1*(S1), S149–S155. https://doi.org/10.2105/AJPH.2010.300062 • **Supplemental Reading:** Jones, C. P. (2000). Levels of racism: a theoretic framework and a gardener's tale. American Journal of Public Health, 90(8), 1212. • **Discussion Post (Due by or before DATE @ 10 AM):** Does race exist? Explain how the levels of racism influence health.
Week 3	**Race, Ethnicity & Health** **Think about:** 1. How race was constructed in the United States—why was it constructed? 2. How was science used to legitimize the concept of race? 3. What impact did the social construction of race have on African Americans? **Question to ponder**: What are the race/ethnic considerations regarding COVID-19 mortality and morbidity among African Americans?	• **Read:** Barr, Chapter 5: Race, Ethnicity and Health • **Read:** US Supreme Court. (1856, December). Cornell Law School. *Dred Scott, plaintiff in error, v. John F. A. Sandford.* .https://www.law.cornell.edu/supremecourt/text/60/393 • **Read:** Brown, I. M., Khan, A., Slocum, J., Campbell, L. F., Lacey, J. R., & Landry, A. M. (2020). COVID-19 disparities and the Black community: A health equity—Informed rapid response is needed. American Journal of Public Health, 110(9), 1350-1351. • **Read:** Yancy, C., & Yancy, C. (2020). COVID-19 and African Americans. JAMA, 323(19), 1891–1892. https://doi.org/10.1001/jama.2020.6548 • **Read:** Johnson, K. A., Quest, T., & Curseen, K. (2020). Will you hear me? Have you heard me? Do you see me? Adding cultural humility to resource allocation and priority setting discussions in

		the care of African American patients with COVID-19. Journal of Pain & Symptom Management, 60(5), e11-e14. • **Watch**: *Race the power of an illusion:* Episode 2-*The story we tell* • **Discussion Post (Due by or before DATE @ 10 AM):** Discuss how COVID-19 disproportionately impacted African Americans. Explain some of the proposed reasons this disparity in health is occurring. Last, discuss some of the public health measures used to address this issue.
Week 4	**Social determinants of health** **Think about:** 1. The definition of the social determinants of health 2. Why the social determinants are connected to health--consider this matter for African Americans?	• **Read:** LaViest & Isaac, Chapter 18: U.S. Socioeconomic and Racial Differences in Health-Patterns and Explanations • **Read & Review the following website:** Office of Disease Prevention and Health Promotion. (2020, June 10*). Social determinants of health.* Health People 2020. https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health • **Supplemental reading**: Wilson, K., Thorpe, R., & Laveist, T. (2017). Dollar for Dollar: Racial and ethnic inequalities in health and health-related outcomes among persons with very high income. Preventive Medicine, 96, 149–153. https://doi.org/10.1016/j.ypmed.2016.08.038 • **Class Discussion**: Be prepared to explain the social determinants of health. Discuss how they might influence the health of African Americans. • **Article Critique Project: Part 1 (due by or before DATE @10 AM)** —find a research article, which discusses a disparity in health for African Americans (i.e., heart disease, HIV, certain kidney diseases, stroke, etc.)

Week 5	**Built Environment: Places Matters** **Think about**: 1. What does the concept Built Environment mean? 2. How does socioeconomic status influence health outcomes? 3. Does having high a socioeconomic status keep African Americans from experiencing health disparities felt by those with lower socioeconomic status? Why or why not?	• **Read:** LaViest & Isaac, Chapter 20: Race/Ethnicity, the Social Environment, and Health • **Read:** Barr, Chapter 6: Race/Ethnicity, Socioeconomic Status, and Health: Which is More Important in Affecting Health Status • **Watch**: Unnatural Causes: *Episode 5-Places Matter* • **Supplemental Readings**: 1. Hawes, A., Smith, G., Mcginty, E., Bell, C., Bower, K., Laveist, T., Gaskin, D., Thorpe, R., & Hawes, A. (2019). Disentangling Race, Poverty, and Place in Disparities in Physical Activity. *International Journal of Environmental Research and Public Health*, *16*(7). https://doi.org/10.3390/ijerph16071193 2. Laveist, T., Pollack, K., Thorpe, R., Fesahazion, R., Gaskin, D., & LaVeist, T. (2011). Place, not race: disparities dissipate in southwest Baltimore when blacks and whites live under similar conditions. Health Affairs (Project Hope), 30(10), 1880–1887. https://doi.org/10.1377/hlthaff.2011.0640 • **Quiz**
Week 6	**African Americans and Health Disparities**	• **Read:** LaVeist & Isaac, Chapter 6: Racism as a Stressor for African Americans: A Biopsychosocial Model • Read: Mays, V. M., Cochran,S. D., & Barnes, N. W. (2007). Race, race-based discrimination, and health outcomes among African Americans. *Annu. Rev. Psychol.*, *58*, 201-225. • Read: Mouzon, D., & Mclean, J. (2017). Internalized racism and mental health among African-Americans, US-born Caribbean Blacks, and foreign-born Caribbean Blacks. *Ethnicity & Health*, *22*(1), 36–48. https://doi.org/10.1080/13557858.2016.1196652 • Read: Taylor, J. (2019, December 19). *Racism, inequality, and health care for African Americans.* The Century Foundation. https://tcf.org/content/report/racism-

		inequality-health-care-african-americans/ • Read: Schrager, S. (2020). Racism in health care: Creating a more equitable health care experience. Family Practice Management, 27(5), 3-4. • **Class Discussion**: Be prepared to discuss why racism and discrimination might adversely impact the health of African Americans. • **Article Critique Project Part 2: (due by or before DATE @ 10 AM)** : Review of your article using a critique rubric (rubric attached to Blackboard)
Week 7	The Legacy of Tuskegee and Trust in Medical Care & Patient Provider Concordance **Think about:** 1. How is Patient-Provider Concordance defined. 2. Why should we explore how patient-provider concordance impacts health care provision and health care seeking behaviors? 3. Do you believe African Americans still mistrust the health care system? Why or why not? Think about COVID-19 vaccine hesitancy in this community.	**Read:** LaVeist & Isaac, Chapter 26: The Legacy of Tuskegee and Trust in Medical Care: Is Tuskegee Responsible for Race Differences in Mistrust of Medical Care? • Read: Alsan, M., Wanamaker, M., & Hardeman, R. R. (2020). The Tuskegee study of untreated syphilis: A case study in peripheral trauma with implications for health professionals. Journal of General Internal Medicine, 35(1), 322-355. • Read: Meghani, S., Brooks, J., Gipson-Jones, T., Waite, R., Whitfield-Harris, L., & Deatrick, J. (2009). Patient-provider race-concordance: does it matter in improving minority patients' health outcomes? *Ethnicity & Health*, *14*(1), 107–130. https://doi.org/10.1080/1355785080222703 • Read: Sweeney, C., Zinner, D., Rust, G., & Fryer, G. (2016). Race/Ethnicity and Health Care Communication: Does Patient-Provider Concordance Matter? *Medical Care*, *54*(11), 1005–1009. https://doi.org/10.1097/MLR.0000000000000578 • Read: Troy, S. (2017, July 25*). 45 years ago, the nation learned about the Tuskegee Syphilis Study. Its repercussions are still felt today.* USA Today. https://www.usatoday.com/story/news/2017/07/25/tuskegee-syphilis-study-its-repercussions-still-felt-today/506507001/ • **Watch:** *Unnatural Causes: Episode 2* • **Supplemental Reading:** Bogart, L., Wagner, G., Green, H., Mutchler, M., Klein, D., Mcdavitt, B., Lawrence, S., & Hilliard, C. (2016). Medical mistrust among social

		network members may contribute to antiretroviral treatment nonadherence in African Americans living with HIV. *Social Science & Medicine*, *164*, 133–140. https://doi.org/10.1016/j.socscimed.2016.03.028 • **Class discussion**: Be prepared to discuss drivers of the adverse health outcomes for African Americans. Also think about how patient-provider concordance, medical mistrust or social determinants of health might influence this issue.
Week 8	Exam I Preparation for student group article presentations	**DATE: Students will submit Exam I by or before @ 11:59 PM (Exam will be taken via Blackboard)** **DATE: Students will come to class to begin preparing Part III of their article assignment (Group Assignment)**
Week 9 **Spring** **Break**	No Classes	**Enjoy the break!!**
Week 10	Student Group Article Presentations	• **DATE: Student groups will present their article presentation (see the syllabus and Blackboard for assignment details)** • **DATE: Students groups will present their article presentation**
Week 11	Blacks or African Americans in the Hospital Think about: 1. What are some reasons that health care delivery differs by race? 2. What can we do to change these practices?	• **Read: LaVeist & Isaac, Chapter 35, Do hospitals provide lower-quality care to minorities than to whites?** • **Read: Cuevas, A. G., O'Brien, K., & Saha, S. (2016). African American experiences in healthcare: "I always feel like I'm getting skipped over." Health Psychology, 35(9), 987-995.** • **Read: Hostetter, M., & Klein, S. (2018,**

		September 27). In focus: Reducing racial disparities in health care by confronting racism. The Common Wealth Fund. https://www.commonwealthfund.org/publications/newsletter-article/2018/sep/focus-reducing-racial-disparities-health-care-confronting • **Class discussion: be prepared to discuss if you think hospitals provide lower-quality care to minorities. Why or why not?**
Week 13 April 13 & 15	**African American healers: The physician** **Think about:** 1. Why is important to examine the diversity of the physician workforce? 2. Does the racial/ethnicity physician population mimic that of the US? Compare the African American US population and US African American physician population—are they similar? Does this matter? Why or why not? 1. Is it important to increase African American enrollment in medical schools?	• Read: Hunt S. (1993). The Flexner Report and black academic medicine: an assignment of place. *Journal of the National Medical Association*, *85*(2), 151–155. • Read: Roy, L. (2020, February 25). 'It's my calling to change the statistics': Why we need more Black female physicians. Forbes. • Read: Williams, J. (2018). Why America needs more Black doctors. US News and World Report. • **Read and Review**: 1. Association of American Medical Colleges [AAMC]. (2018). AAMC. *Figure 18. Percentage of all active physicians by race/ethnicity, 2018*. https://www.aamc.org/data-reports/workforce/interactive-data/figure-18-percentage-all-active-physicians-race/ethnicity-2018 2. Association of American Medical Colleges [AAMC]. (2018). AAMC. *Figure 20. Percentage of physicians by sex and race/ethnicity, 2018.* https://www.aamc.org/data-reports/workforce/interactive-data/figure-20-percentage-physicians-sex-and-race/ethnicity-2018 • **Part 2 of Group Final Group Project (due by or before 4/19 @10 AM)**

Week 14 April 20 & 22	**Final Group Project Presentation** **Exam II**	• **April 20th**: Final Group Project Presentations • **April 22nd**: Final Group Project Presentations **Exam II (due by or before 4/26 @ 10 AM)** the exam will be in Blackboard
Week 15 April 27	**Reading Day**	• No Classes

STUDENT EVALUATION:

Syllabus/Academic Integrity Quiz (5%): The quiz is available during the first week of class. Students are responsible for reading, listening, reviewing course lectures, completing assignments on time, and reading any additional course material provided by the instructor or assigned in the syllabus. The quiz will cover syllabus content, course policies, and procedures. *Please review the syllabus thoroughly before taking the quiz.*

Readings and Other Course Materials (Lectures/Videos/Nearpods/Study.com) (Required for participation): In each module for the week, students will be assigned any combination of the following: textbook chapters and assigned journal articles to read. Each week, supplemental materials such as recorded lectures, scholarly articles, Nearpods access to lessons, videos, etc. may be provided. Students are responsible for reading, being prepared, and participating to be successful in the course.

Online Discussion Board Post Participation (15%): The course will use discussion as a learning method. Discussion allows students to develop their interpretations of readings and share those interpretations with others. Additionally, discussion stimulates collaborative learning as individuals read and share their analyses of reading. Students' discussion board participation is expected. During the weeks in which a Discussion Board is scheduled, discussion questions will be posted onto Blackboard under the Discussion Board tab. According to the rubric's posting guidelines, each student must respond to all discussion items posted by the faculty and to **2 postings** by their classmates. **All discussion board questions/items should be answered by the initial posting deadline in the course calendar.**

The purpose of the discussion board questions is to encourage course dialogue and interaction. Student responses to discussion questions and **peer and faculty** postings must be substantive, thoughtful, and analytical.

Also, the student is held to academic standards of writing style and the use of proper grammar, punctuation, and spelling. Citations need to be made within the narrative response.
Grade points for postings to the course discussion board are based on the student's **depth, timing, and participation frequency**. Scholarly references should be used. D**iscussion board assignments will be worth a maximum of 100 pts.** Initial discussion posts are due by 10 AM EST on Wednesday of that week, and you have until Monday at 10 AM of the following week to reply to your fellow group members' posts.

Classroom Discussions-Participation & Weekly Activities (15%). Students should come to class or Zoom prepared to discuss the assigned week's content/material during the weeks where a classroom discussion is indicated in the weekly schedule. Students will be graded by an in-class assignment such as a one-minute paper, 3-2-1 paper (i.e., three things learned, two things you still wish to learn, and 1 question you have), Twitter Board (i.e., summarize what you have learned in the class in 140 characters), top ten list (i.e., writing down the ten most important takeaways from the lesson or class discussion, etc.

Quizzes (10%): Quizzes are given to encourage students to complete assigned readings/material and assess basic understanding of the as well as assist the instructor in determining if any students are having difficulty with the course material. It is expected that students will complete **any quizzes (pop quizzes or scheduled)**. The quizzes if held in the Blackboard Learning Management system, are timed, open book, open note, and are directly related to the week's required readings. Quizzes might also be held in the Study.com quizzes platform and be open for the timeframe indicated on that assignment.

Exams (20%): Two exams will be given to encourage students to complete assigned readings/materials and assess basic understanding of the information covered in the course and assist the instructor in determining if any students are having difficulty. The exams are intended to evaluate the overall comprehension of the material. The exams will be in the Blackboard Learning Management system and are timed.

Article Critique Project (10%): The students select an article on a specific health disparity (health disease outcome) within the US African American population. The student will submit their article for approval by the instructor. After approval of the selected article, students will complete the critical appraisal tool (5% of the total grade for this assignment) and prepare a paper (5%) (3-page maximum excluding title, abstract, and reference pages). This paper must be written using APA 7th edition writing guidelines.

Final Group Project: Student groups will develop an intervention to address a disparity within a specific African American population. The project will provide a platform for your group to design an intervention considering cultural, racial, and ethnic factors. You will provide background on the health issue, discuss the subgroup/population most affected, outline the objectives you are seeking to achieve, and create a product to be used by a local or national health organization. (There will be three parts to this assignment--specific due dates for each section will be provided. Project segmentation will allow student groups to refine and revise their project for the final project submission **(25% total)**.
Part 1 (10%):

· Identify a health disparity within a specific African American segment of the population your group will explore
· Articulate the context for the health disparity and identify frameworks to examine its impact
· articulate and analyze direct and indirect factors that drive the health disparity within the African American community

Part 2 (10%):

· Identify current intervention, education, and evaluation programs that are targeted to the disparity and population.
· Identify the current public health policies, laws, health systems, and health organizations that define are working to understanding and address the disparity within the African American Community
· Develop a group strategy that is complementary to those already existing but novel in its integration of cultural competency to reduce this disparity for African Americans.

Part 3 (5%):

· Present your group's project to the class; Students must use the 7th edition APA format must be used for all references.

Exam & Assignment Expectations

For each four-credit course, students should expect to complete 8 hours of work outside of the classroom for readings, studying, and completing assignments. The purpose of learning activities and assignments is to prepare, practice, reinforce, or apply acquired skills and knowledge. Completing this work assists students in fully benefitting from the learning opportunities provided by this course. The faculty teaching this course makes every effort to design activities and assignments that are meaningful and significant to the learning experience. Students are expected to develop good time management/organizational skills, effective study skills and complete assignments in a manner responsive to the instructions provided to enhance learning of course content.

Assignments: Kindly refer to detailed assignment guidelines provided on Blackboard. It is expected that written assignments will be clear, concise, grammatically correct and reflect University level work responsive to the directions provided.

- Online submission requires documents to be in Word format (.docx or .rtf). Students may download MS Office 365 at no cost at https://its.stockton.edu.
- Submitted video files must be in mp4 format.
- Use APA format when indicated in the assignment guidelines.
- Editing and reviewing of one's own work is expected.
- Seek tutoring support as needed in advance of deadlines.
- Use available resources demonstrating appropriate information literacy.
- Plagiarism in any form is not acceptable.

Exams: A student should make every effort to attend and take the class exam on the scheduled class day. In the event of an anticipated absence, a student should provide as much advance notification as possible to the course faculty to develop a plan for taking the exam. Typically, after an unexpected absence, the student takes an alternate make-up exam within one week of the scheduled exam.

Testing Using Respondus: This course may require students to have a webcam, microphone and the Respondus Lock Down Browser to complete specific course assessments such as exams, tests, or quizzes. Audio and video information during the assessment period may be recorded for security purposes. Note: downloading the Respondus Lock Down Browser and providing consent to record your assessment session will be required to take exams in this course.

Course Assignments

The following course assignments, activities, and exams result in the final grade students earn in this course. Kindly review detailed assignment instructions and grading criteria (rubrics) provided on Blackboard in the Assignments folder. Instructions for exams are provided during class 1 week prior to the exam. It is the student's responsibility to seek clarification if assignment instructions or expectations are unclear. It is an effective strategy to seek clarification in the assignment guidelines and then from peers before seeking faculty assistance.

Name of Assignment/Graded Activity/Exam	Explanation (overview of assignment)	Percentage of final grade
Syllabus/Academic Integrity Quiz	The quiz will be available during the first week of class. The quiz will cover syllabus content, course policies, and procedures.	5% of final grade
Online discussion participation	Discussion Board posts will be required periodically in the semester. A detailed rubric will be supplied via Blackboard.	15% of grade
Classroom and Weekly Participation	Classroom and weekly participation will include classroom discussion assignments (i.e. , three things learned, two things you still wish to learn, and 1 question you have, Twitter Board, top ten list, etc.	15%
Quizzes	Will be multiple choice and/or True/False and can be pop quizzes or scheduled	10%
Exams	There will be two multiple choice and/or True/False exams in this course	20% (10% each)
Article Critique Project	Selection of a specific health disparity article within the African American population (article must be approved by the instructor) Completion of critical appraisal tool (5%)	10%

Name of Assignment/Graded Activity/Exam	Explanation (overview of assignment)	Percentage of final grade
	Completion of a 3-page paper (maximum) excluding title, abstract, and reference pages). This paper must be written using APA 7th edition writing guidelines (5%)	
Final Group Project	Student groups will develop an intervention to address a disparity within a specific African American population. The project will provide a platform for your group to design an intervention considering cultural, racial, and ethnic factors. **Part 1 (10%):** · Identify a health disparity within a specific African American segment of the population your group will explore · Articulate the context for the health disparity and identify frameworks to examine its impact · articulate and analyze direct and indirect factors that drive the health disparity within the African American community **Part 2 (10%)**: · Identify current intervention, education, and evaluation programs that are targeted to the disparity and population. · Identify the current public health policies, laws, health systems, and health organizations that define are working to understanding and address the disparity within the African American Community · Develop a group strategy/intervention that is complementary to those already existing but novel in its integration of cultural competency to reduce this disparity for African Americans.	25%

Name of Assignment/Graded Activity/Exam	Explanation (overview of assignment)	Percentage of final grade
	Part 3 (5%): · Present your group's project to the class; Students must use the 7th edition APA format must be used for all references.	

Course Grading Criteria

94-100	A	90-93	A-	87-89	B+	84-86	B	80-83	B-
77-79	C+	74-76	C	70-73	C-	64-69	D	0-63	F

Course Expectations

Attendance

Students are expected to attend or participate in all class sessions as active engagement in discussion and activities is a necessary component of learning course content. Additionally, faculty are required to report course attendance, learn more about enrollment verification. Being prepared for class to start on time is an important professional skill and courtesy to others. If the class is fully online, students are expected to participate and log-in to virtual sessions or check Blackboard a few times each week.

Notification of an absence or lateness is to be made via email to trina.gipson-jones@stockton.edu as soon as possible. Missing class for religious observance or other University excused event should be reported by email to faculty as soon as possible, but at least 1 week prior to the absence.

It is the student's responsibility to ask classmates for materials missed due to lateness or an absence. Please refer to Stockton's course attendance procedure. During the pandemic, a short-term absence may last up to two weeks although the procedure states one week. Students must inform the instructor in writing of the absence and make plans to meet course requirements. In the event of an emergency or long-term absence (greater than two weeks), students should contact faculty and Care & Community Standards.

Class Preparation

Your preparation for class discussion and participation in activities is extremely important for you and your peers. Here are some ground rules:

- **Be prepared for class.** Complete assigned readings, self-study activities, and other tasks as indicated in the syllabus. Arrive on time for class and bring required materials.
- **Be engaged.** Learning is not a spectator sport. This course requires your active participation. Participation is crucial to your success. The more engaged you are in the learning process, the more you will get out of this course. Active participation includes being prepared to discuss readings, assignments, and concepts, engaging yourself in

classroom and out of classroom activities and discussion, and demonstrating your best effort in formal and informal assignments.

- **Respect others**. Our class sessions and assignments are safe places to explore race, racism, health disparities in medicine. We will consider the impact of the social construction of race on health outcomes in African Americans. To maintain a safe place for exploring multiple perspectives, respect for fellow students is mandatory, especially if you disagree. Respectful and engaged participation is graded and observed during class.
- **Civility**: Stockton University promotes inclusive student success. As a learning community, students are expected to contribute to an atmosphere that is safe, respectful, and open to diverse perspectives. We will show courtesy, civility, and respect for each other. Comments that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable. Disrespectful language, behaviors, or attitudes reflecting incivility may result in faculty removing the disruptive student(s) from class and taking other appropriate actions in alignment with University procedures and policies.
- **Student feedback.** You will be asked to provide ongoing feedback about your experience in this course. Your feedback is very important and appreciated.
- **Have fun!** This course explores the intersection between race, health disparities and medicine. There is a lot to learn in this class and much more to learn throughout your career. Learning is a lifelong process. Make the most of it and have fun!

Academic Honesty

The academic honesty policy of Stockton University is strictly enforced for all activities. Cheating, plagiarism, and other infractions against academic integrity are not tolerated. Please familiarize yourself with this policy online at https://stockton.edu/policy-procedure/documents/procedures/2005.pdf

Acceptable Use of Technology

Authorized use of and access to the University's computing and communication facilities is intended and permitted solely to support the legitimate educational, administrative and mission-centered programs of the institution. Learn about proper use of Stockton's technology resources and facilities at https://stockton.edu/policy-procedure/documents/procedures/4200.pdf

Accessibility and Accommodation

Stockton University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In accordance with the ADA of 1990 as amended and Sections 504 and 508 of the Rehabilitation Act, students with a documented disability who need accommodations, are encouraged to register with the Learning Access Program (LAP). Registration for support services is strictly voluntary and on a confidential basis. Support services provided by LAP are designed to help students devise strategies for meeting the University's educational demands and to foster independence, responsibility, and self-advocacy. The Learning Access Program is located on the Galloway campus in room J-204 or online at www.stockton.edu/LAP. Please call 609-652-4988 or send an email to LAP@stockton.edu for more information. Once you receive an accommodation letter from LAP, please contact faculty to privately discuss your needs as soon as practical to ensure that reasonable accommodations are implemented. Retroactive accommodations cannot be granted.

Click on the link https://stockton.edu/wellness-center/disability-services/index.html for more information.

Continuity Planning

Emergency closings and course cancellations/modifications may occur for a variety of reasons including inclement weather, virus outbreaks, and other unforeseen events. If we have an emergency and cannot use our typical course communication methods, faculty will communicate via your Stockton email account. The email will contain instructions about continuing our learning in the emergency situation.

Academic Calendar and Policies

Students should review the academic calendar (https://stockton.edu/registrar/academic-calendar/fall-2020.html) to prepare for attending class and precepting (advising) sessions. The academic calendar also provides important dates to drop and add classes or withdraw from a course.

Additional policies students should review are available at: https://stockton.edu/academic-affairs/agreements/index.html. Refer to these policies as needed.

Campus Support

The following campus resources are available to assist you in succeeding at Stockton. Please contact the appropriate office for assistance.

Office	Contact Information
Academic Advising	The Center for Academic Advising oversees the Degree Works evaluation system, transfer credit articulation, graduation clearance, and placement testing, which aids students in achieving their educational, personal, and career goals. The Center welcomes students during regular campus operating hours, either as walk-ins or by appointment. https://stockton.edu/academic-advising (609) 652-4504 Main Campus - Campus Center-242
Bursar's Office	The Bursar's Office manages student financial information. Please refer to the 'Bursar' tab in the goStockton portal to view important announcements released from our office. Student can also view their bill, check holds, make payments, make deposits, enroll in a payment plan, view important dates and deadlines, and submit a request to add funds to their Osprey card through our tab in the goPortal. https://stockton.edu/bursars (609) 652-4597 Main Campus - Campus Center-202

Campus Police	The Stockton University Police Department (SUPD) is dedicated to developing partnerships with students, staff and faculty to enhance the goal of providing quality higher education in a safe and secure atmosphere. Through these partnerships, the SUPD endeavors to provide public safety services that promote a safe living and learning environment. The department supports academic freedom, respect for diversity, fair and equal treatment to all, and an open exchange of ideas. https://www.stockton.edu/police/index.html Non-emergencies dial (609) 652-4390 Emergencies dial 911 Main Campus
Care & Community Standards	The Care & Community Standards Office (formerly the Office of Student Rights & Responsibilities) helps students navigate crisis, emergencies, and personal difficulties by coordinating resources, providing supportive measures, and success planning. The office also oversees Community Standards for students involving the Campus Conduct Code, Campus Hearing Board, and conflict mediation. https://stockton.edu/care-cs/ (609) 626-3585 care.cs@stockton.edu Main Campus – F-107
Career Education & Development (Career Center)	Career Education & Development assists with exploring majors or careers, searching for jobs and internships, applying to graduate and professional schools, and connecting with employers and alumni. https://stockton.edu/career-center (609) 652-4650 Main Campus - Campus Center-104
Center for Community Engagement and Service-Learning	Community Engagement facilitates community-based experiential learning and civic engagement for students and provides opportunities for student fellowships. Service-Learning provides a variety of opportunities for students to learn in the community. Courses with the SLRN attribute have a service-learning component in the course. https://www.stockton.edu/engagement/ (609) 652-4256 sccesl@stockton.edu Main Campus - B-106-108

Dean of Students	The Dean of Students' office prepares students for future professional growth, personal development and global challenges. Click the link for more information on Student Success Services (individualized mentoring to organize and manage educational demands and develop academic and career goals), EOF program (assistance to students with educational and/or financial challenges), emergency loan program, food assistance, and Sankofa (initiative for minority male students to help you transition to college). https://stockton.edu/dean-of-students (609) 652-4645 Main Campus – Campus Center-243
Emergency Preparedness	Click link provided below for information on emergency preparedness. Students may register for the emergency text notification system to receive text message notification of school closings or emergencies on campus. https://www.stockton.edu/be-prepared/index.html
Financial Aid	The Office of Financial Aid at Stockton University assists students in finding the best options to help them in affording the cost of a quality education. We assist students with all aspects of the financial aid process, including applying for federal, state and institutional aid programs. Learn more about the financial aid process at stockton.edu/fafsa https://stockton.edu/finaid (609) 652-4203 Contact Us: stockton.edu/contactfinaid Main Campus - Campus Center-201
First Ospreys	First Ospreys is a retention initiative that supports, celebrates, and prepares first-generation students within the Stockton community. Our programs and initiatives serve to promote strong sense of belonging among first-generation students as well as academic and post-graduate success. https://stockton.edu/first-ospreys/ FirstOspreys@stockton.edu
Global Engagement	The Office of Global Engagement assists students in accessing international resources, exploring options for education abroad and participating in global learning activities. https://stockton.edu/global-engagement (609) 626-5532 Main Campus - F-101-Q

Graduate Studies	Graduate studies offers assistance to students interested in exploring graduate programs and opportunities at Stockton. https://stockton.edu/graduate (609) 626-3640 Main Campus - F-101
Institutional Diversity & Equity	The Office of Institutional Diversity and Equity handles concerns and complaints related to discrimination and supports diversity and inclusion efforts. https://stockton.edu/diversity/index.html (609) 652-4693 Main Campus - L-214 ide@stockton.edu
Information Technology Services (ITS)	ITS assists students with educational computer and technology issues. The ITS Help Desk is available to assist with accounts/passwords, Network/Wi-Fi issues, email, Blackboard, supported software and computer labs. The website offers student tutorials and important technology information. https://its.stockton.edu (609) 652-4309 HelpDesk@stockton.edu Main Campus - D-121 Atlantic City – AC-219
Learning Access	The Learning Access Program (LAP) is Stockton University's disability support services office. Our role is to educate, advocate and facilitate equal access while maintaining a welcoming, inclusive and accessible campus community. Contact LAP if you need course accommodations including assistance adapting to online instructions, taking class notes, requesting an interpreter, or extended time for exams. https://www.stockton.edu/wellness-center/disability-services/index.html (609) 652-4988 lap@stockton.edu Main Campus – J-204
Military and Veteran Services	The Stockton community offers military students a variety of services to promote academic success. https://stockton.edu/veteran-affairs (609) 652-4315 Main Campus - F-107

Residential Life	View the Residential Life website to learn more about the variety of housing options available in Atlantic City and on or near the Main Campus. https://stockton.edu/residential-life/ (609) 652-4697 Main Campus - Lakeside Lodge (609) 652-4332 Main Campus - Housing II – A-100 (Freshman Dorms) (609) 761-1232 Atlantic City Campus – AC Dorm 127
Richard E. Bjork Library	**Research Resources** The Richard E. Bjork Library provides online access to digital resources 24/7 to assist Stockton students with their research. Librarians are available via Zoom, e-mail, live online chat, and by appointment to assist students in conducting research and using resources. The website has FlashFind (our online research tool), subject research guides, copyright and academic honesty information, links to citation style guides, and numerous tutorials. https://library.stockton.edu/studentresources (609) 652-4346 Main Campus – E-Wing
Student Affairs	Student Affairs facilitates student engagement and development, inclusion and wellness, career education, student success services, residential living and other services. https://stockton.edu/student-affairs/index.html (609) 652-4225 Main Campus – D-116
Student Development	The Office of Student Development oversees student organizations, fraternities, and sororities promoting student leadership, education, and social opportunities. Check out Osprey Hub for campus events. https://stockton.edu/student-development (609) 652-4205 Main Campus - Campus Center -240

Student Records	The Office of the Registrar is responsible for academic records including course registration, transcript requests, final grade entry, awarding diplomas, transfer credit evaluation, and official name, address and social security number changes. https://stockton.edu/registrar (609) 652-4235 Main Campus - Campus Center -203
Tutoring Center	Students may "drop in" during scheduled hours or schedule an appointment to receive assistance with math, science or written work related to coursework. https://stockton.edu/tutoring-center/ (609)-652-4441 Main Campus - J-105 Atlantic City Campus – Residential Building Room 217
Wellness Center	The Wellness Center encourages the pursuit of healthier lifestyles in an environment that fosters positive changes and integrates wellness. Services include: alcohol and drug education, psychiatric, counseling, disability services, health education, health services, Women's, Gender & Sexuality Center, peer education, suicide prevention, and more. Please note that the Counseling Center schedules appointments and offers walk-in hours from 9:00 am to 4:00 pm on weekdays. Already working with a counselor? Visit **TAO** (Therapy Assistance Online [TAO Self-Help]) at https://stockton.edu/wellness-center/therapy-assistance.html https://stockton.edu/wellness-center/ Health Services: (609) 652-4701 Counseling Services: (609) 652-4722 Main Campus - J-204

Sexual Misconduct

The Stockton Student Senate has requested that all faculty include the following important information on our syllabi. If you find yourself a victim of sexual misconduct, including sexual assault, domestic violence, dating violence, and/or stalking, the following resources are available to you at Stockton and in Atlantic County.

CONFIDENTIAL RESOURCES:

WGSC Hotline	609-849-8473
Counseling Center	609-652-4722
Avanzar (**www.avanzarnow.org**)	1-800-286-4184

The county domestic violence/sexual assault program	

NON-CONFIDENTIAL RESOURCES:

Stockton Police	609-652-4390
Care & Community Standards	609-626-3585
Title IX Coordinator, Valerie Hayes	609-652-4693

GENERAL STUDIES AGREEMENT FORM

For New General Studies Courses

Please complete and attach all materials for your General Studies Course Proposal Application to this form. If you have questions about the General Studies process or would like to discuss your course prior to submitting your Application, please contact the Convenor of the appropriate General Studies Course Review Committee. The completed application should be sent to the Dean of the School of General Studies.

If you design your own course, you will be asked to submit a Proposal Application. Refer to the document entitled "How to Propose a General Studies Course" for description of the course proposal process and guidelines for completing your Proposal Application.

If you propose to teach an existing course or a section of a course with multiple sections, it will suffice to submit a standard syllabus. However, if you propose to teach a course that is part of the College's course inventory but may have fallen into disuse because a faculty member either departed or no longer teaches the course, please submit a complete Proposal Application as if the course were new.

Adjuncts of courses that are not part of multiple section offerings agree to meet with the apropos General Studies committee during the second and fourth years of a course offering to review their experience; after that, adjunct faculty will review their course every 5 years. This course review follows the course review process described in the document entitled "How to Propose a General Studies Course"; refer to that section for fuller explanation of the review process and procedures.

All faculty members whose General Studies courses are approved agree to submit their courses for a review process every five years. A section of the web page entitled "How to Propose a General Studies Course" describes the review process; refer to that section for an explanation of the review process and procedures.

Finally, all instructors are advised that the approval of a General Studies course does not automatically insert such a course into an interdisciplinary minor no matter how suitable such inclusion may be. Decisions about faculty membership in the minor and about inclusion of courses in the curricula of minors are at the discretion of the program faculty of the minor. Similarly, courses do not receive attributes or subscripts automatically, either. Nor does a course become part of the Freshman Seminar Program concurrent with its approval as a General Studies course. Attribute and subscript designation and inclusion in the Freshman Seminar Program require separate approval after the course has gone through the General Studies course approval process. Faculty members interested in such designations should contact the appropriate coordinator.

Please sign this page and submit it together with your General Studies Course Proposal Application materials to the Dean of the School of General Studies.

	4/7/2021
Signature	Date

Trina L. Gipson-Jones, PhD, RN

Please print your name clearly here

Please send this form and any attachments to the Dean of the School of General Studies at least two weeks prior to a scheduled new course proposal meeting. Sample, completed new course forms are accessible on the **General Studies website**.

GENERAL STUDIES NEW COURSE PROPOSAL FORM

These sections should be completed by the faculty/staff member proposing the course.

GSS	3XXX	4
Acronym	Course Level (1XXX 2XXX 3XXX 4XXX 5XXX 6XXX)	Credits

Schedule Type	☒ Lecture (1-5)	☐ Seminar (0-6)	☐ Tutorial (7)	☐ Independent study (8)	☐ Internship (9)

Trina L. Gipson-Jones, PhD, RN	BSHS	Health Sciences
Instructor Name	Program	School

African Americans, Race & Medicine
Complete Course Title (30 characters maximum)

Prerequisite	☒ Yes ☐ No
If yes, list prerequisite by Acronym & Number	Junior level student with 64 credits or more

Course Status:	☒ New ☐ Adapted

NOTE: All Subscript designations and/or W/Q approvals must be submitted through the appropriate Convenor.

Course Description for the Bulletin – must be approximately 45 words

Students will grapple with the intersection between race, health disparities in African Americans, and medicine in this course. The role medicine played in the social construction of "race" will be explored. Students will conceive ways to alleviate a selected health disparity within this cohort.

The sections below should be completed by the General Studies Convenor.

Review Outcome:	*Yes*	*No*	
	☐	☐	Course meets guidelines for "G" category
	☐	☐	Course meets at least two General Studies objectives — List Objective Numbers _____

Course As A Whole Is:	☐ Approved Unanimously	☐ Disapproved With A Split Vote
	☐ Approved With A Split Vote	☐ Disapproved Unanimously

Subcommittee Members Present:	

Recommendations:	

Program Convenor: _____ **Date:** _____

Dean of General Studies: _____ **Date:** _____

Please send this form and any attachments to the Dean of the School of General Studies at least two weeks prior to a scheduled new course proposal meeting. Sample, completed new course forms are accessible on the **General Studies website**.

1. General Studies Category

Identify and explain the ways in which the course fits the selected **course category** (GAH, GEN, GIS, GNM or GSS):

Select Course Category: Select

Explanation of chosen course category:

The GSS category was selected due to the nature an subject matter of the course content. The course discusses the topic of race and racism and the impact it has on the historical and contemporary health behaviors of African Americans. In this course, students will grapple witht he intersection of race, racism, health disparities and health outcomes in the African American community. Student in this course will use scientific methods to investigate a health disparity with their selected segment of the African American community integrating government/political, socioeconomic, cultural, health care delivery systems and other factors to propose an intervention aimed at mitigating or solving the health issue.

2. Course Description (250-300 word explanation of the course, overall focus, and academic rationale):

In this course, we grapple with the intersection between race, health disparities in African Americans, and medicine. The social construction of race and the role medicine played in the construction of race as a biological concept will be investigated. We will explore how the impact of the levels of racism on the health of African Americans. The roots of medical mistrust within the African American community will also be explored. The need for cultural sensitivity in medicine, the role of the provider in health behaviors, as well as recruitment and retention issues for African American healthcare providers will be examined.

3. Course Proposal Narrative

Explain the new learning opportunities provided by the course and the interdisciplinary nature of the course; in addition provide a course outline/syllabus, including overall organization of the course – learning modules, breakdown of the in-class and out of class work -- readings and assignment descriptions; please refer to the document entitled "**How to Propose a General Studies Course**" for a fuller description.

Interdisciplinary Nature:

This course applies to Africana studies, health sciences, psychology, and social work majors at Stockton University. The course will draw from Critical Race Theory, other appropriate health theories, social justice, arts, and humanities (i.e., studies of creativity) to guide students' understanding of the impact of racism, historical and contemporary medical mistrust on the health outcomes of African Americans. Also, the course will use sound pedagogical theory to guide the writing assignments. It will also help students use their voice to write and speak effectively using the art of persuasion.

Difference from a Program Course in an Academic Discipline

Describe the ways in which the course is different in content, goals, and objectives from a Program course in a discipline:

The course is specific to health disparities with the African American community. It allows students to examine the historical and contemporary construction of race an how racism impacts African American health. To my knowledge, there are no current courses at Stockton or within BSHS which examine race, discrimination, and health disparities in the way proposed in this new course. The instructor will also seek the new "R" designation when it becomes available. Further, the course will allow students to explore the need for diversity and inclusion in health care with an emphasis whether race patient-provider concordance matters. Additionally, the course proposes a multimedia approach to learning and will use videos, Study.com, Nearpod, and readings to engage students in vigorous discussions & activities surrounding the weekly modules.

4. Alignment of Course Goals to Assignments

Identify the objectives met by this course. All courses are expected to meet at least two **General Studies objectives** and one or more college-wide ELOs. Content goals specific to the course should also be given here.

Course Content Goals:

List specific goals here (e.g. For a Food Science course - Students will explain the physics of heat transfer and how this influences cooking with different materials)

1. Discuss the impact of the concept of race on health outcomes, particularly on African Americans
2. Evaluate the historical and cultural factors that contribute to health disparities in African Americans
3. Appraise programs and interventions to assess their effectiveness in addressing health disparities and cultural factors within the African American segments of the population
4. Examine the role of " racial " patient-provider concordance and the impact it has on health outcomes in African Americans
5. Develop an intervention to address a health disparity within a specific population in the African American community

General Studies Objectives	ELOs	IDEA
Objective 5	Global Awareness	Objective 9
Objective 3	Global Awareness	Objective 3
Objective 11	Global Awareness	Objective 7

Explain how the goals identified above will be met and assessed, for example through specific readings and assignments. If you need more space, please attach additional information with your completed form.

General Studies Objective 5, ELO Information Literacy and Research Skills, and IDEA Objective 9 will be met via the following:
Weekly Module Readings
Online Discussion Board Post Participation (15% of the total grade)
Classroom Discussion & Weekly activity participation (15% of the total grade)
Article Critique Project (10% of the total grade)

General Studies Objective 3, ELO Critical Thinking, and IDEA Objective 3 will be met via the following:
Weekly Module Readings
Online Discussion Board Post Participation (15% of the total grade)
Classroom Discussion & Weekly activity participation (15% of the total grade)
Article Critique Project (10% of the total grade)
Final Group Project (25% of the total grade

General Studies Objective 11, ELO Global Awareness, and IDEA Objectivee 7 will be met via the following:
Weekly Module Readings
Classroom Discussion & Weekly activity participation (15% of the total grade)
Article Critique Project (10% of the total grade)
Final Group Project (25% of the total grade

See the syllabus for more detailed assignment information

Adjunct faculty proposing a new General Studies course should, in addition, complete a Sponsor Form and attach a CV.

Please send this form and any attachments to the Dean of the School of General Studies at least two weeks prior to a scheduled new course proposal meeting. Sample, completed new course forms are accessible on the **General Studies website**.