

New Course Proposal
Submit completed form electronically

1. **Course prefix and course number:** HE 361
2. **Course title:** Health Equity, Diversity, and Inclusion
3. **Abbreviated title for class schedule** (30 characters or less): Health Equity, Diversity, and Inclusion
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** Examines issues of equity in public health including systems and structures related to poverty, racism, and other forms of discrimination. Explores the unequal distribution of resources across dimensions of individual and group identity. Emphasizes cultural competency for health professionals and need for understanding key social justice issues relevant to health disparities in working with diverse populations. Adopts an applied focus to implement solutions into professional practice. Learners reflect on their personal biases to broaden their worldview and consider other perspectives. Prerequisite(s): Junior standing or above or instructor approval.
6. **Prerequisites** *(to add each additional prerequisite, start a new line)*: None
(See attached Note for samples)
7. **Co-requisites** *(including labs, if any)*: None
8. **Major/Class restrictions:** Please indicate any class or major restrictions: None
9. **Is course repeatable?** No
10. **Labs requirements:** None
11. **Fees:** None
12. **Grade Mode:** Option
13. **CIP Code:** Six-digit CIP code (check with your Division Director):
14. **Special qualifications; Is course proposed for (yes/no):**
 - A. University Studies? Yes
 - a. If yes, list Strand(s) Equity, Diversity, and Inclusion Capacity
 - B. Honors? No

15. Cross-listing: None

16. Strategic justification for proposed course:

- **Rationale:** What is the overall strategic rationale for offering this course?
This course aligns with the SOU's Mission and Strategic Directions to prepare learners to be culturally competent professionals who have knowledge and skills to recognize and replace structural and systemic barriers with equitable processes and practices to promote a sense of belonging and ensure the success of diverse populations.
- **Alignment:**
 1. How does this course align with the unit's mission plan?
This course offers an essential component of preparing Health and Exercise Science major to be culturally competent professionals.
 2. How does the course fit into the rest of the unit's curriculum? There is currently no dedicated course that examines equity, diversity, and inclusion related to the Health and Exercise Science major. This subject matter is essential for our majors to be competent and culturally aware professionals in health-related fields post-graduation.
- **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 20; Year 2 25; Year 3 25
- **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?
 1. *Faculty:*
 - a. Who will teach the course? Crystal Stroud, until a new faculty hire better aligned with the subject matter is available
 - b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. Crystal Stroud has available ELU to instruct this course
 - c. If additional faculty members are needed, how will that need be met?
 2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None
 3. *Other:*
 - a. Are Hannon Library resources sufficient to meet the needs of this course? Yes
 - b. Are any other resources needed to support this course? No

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? None

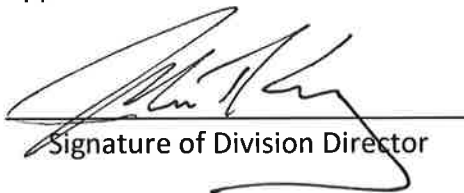
2. Will any of your prerequisites affect other academic programs? This course has no prerequisites.

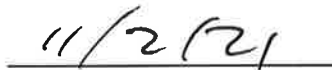
17. Syllabus (condensed)

(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)

- A. Course description (same as Catalog description, above): Examines issues of equity in public health including systems and structures related to poverty, racism, and other forms of discrimination. Explores the unequal distribution of resources across dimensions of individual and group identity. Emphasizes cultural competency for health professionals and need for understanding key social justice issues relevant to health disparities in working with diverse populations. Adopts an applied focus to implement solutions into professional practice. Learners reflect on their personal biases to broaden their worldview and consider other perspectives. Prerequisite(s): Upper division or instructor approval.
- B. Learning objectives of the course:
- Understand key social justice issues relevant to health disparities and health equity in Public Health.
 - Study current trends and movements, including social media; health literacy; mass incarceration and criminal justice reform; and new efforts toward resolving health disparities.
 - Apply the information learned in the classroom to real world experiences and implementation of solutions.
- C. Required text: *Health Equity, Diversity, and Inclusion: Context, Controversies, and Solutions* by Patti R. Rose, 2nd edition (2020). ISBN-13: 978-1284197792.
- D. Course format: Ten-week course; online or in-person

Approvals:


Signature of Division Director


Date

10/01/2021

**(Sample) Syllabus for HE 361
Health Equity, Diversity, and Inclusion
Fall 2022**

Crystal Stroud, MS

Office hours: Monday 12pm-1pm, Wednesdays 1230pm-130pm, Thursdays 145pm-245pm.

Other times available by appointment - email me if you'd like to set up a time to meet!

Office hours available in person or by Zoom.

Office LM 013

Zoom link: <https://sou.zoom.us/j/5775838177>

Email: stroudc@sou.edu

Course description:

Examines issues of equity in public health from the understanding that health inequities are the result of more than individual choice or random occurrence; they are the result of structural and systemic issues including poverty, racism, and other forms of discrimination. Explores the unequal distribution of resources across lines of race, gender, class, sexual orientation, gender expression, and other dimensions of individual and group identity. Emphasizes the importance of cultural competency for health professionals to effectively work with individuals from a variety of backgrounds while understanding key social justice issues relevant to health disparities. Adopts an applied focus to implement solutions into professional practice and improve outcomes. Students reflect on their personal biases to broaden their worldview and consider other perspectives

Learning objectives:

Students will be prepared to:

1. Understand key social justice issues relevant to health disparities and health equity in Public Health.
2. Study current trends and movements, including social media; health literacy; mass incarceration and criminal justice reform; and new efforts toward resolving health disparities.
3. Examine and understand explicit, implicit, and confirmation bias.
4. Apply the information learned in the classroom to real world experiences and implementation of solutions.

Required text:

Health Equity, Diversity, and Inclusion: Context, Controversies, and Solutions, Patti R. Rose, 2nd edition (2020). ISBN-13: 978-1284197792

I. Course Outline and Expectations

Course Schedule

Date	Topic	Readings	Due
Week 1	Intro to HE 361	Course Syllabus Preface; Chapter 1	Quiz 1, Tuesday Discussion 1, Thursday 2 Discussion Replies, Sunday
Week 2	Health Disparities: Meaning and Overview	Chapter 2	Quiz 2, Tuesday Discussion 2, Thursday 2 Discussion Replies, Sunday
Week 3	The Extent of the Health Status Gap and Why it Has Not Been Closed	Chapter 3; Chapter 5 (p. 61-66, 74-76)	Quiz 3, Tuesday Discussion 3, Thursday 2 Discussion Replies, Sunday
Week 4	Case Studies	Chapter 12 (p. 171-176)	Quiz 4, Tuesday Discussion 4, Thursday 2 Discussion Replies, Sunday
Week 5	The Impact of Education on Health Case Studies	Chapter 4 Chapter 12 (p. 176-177, 180-181)	Quiz 5, Tuesday Discussion 5, Thursday 2 Discussion Replies, Sunday
Week 6	Impact of Disparities on Children; Women Case Studies	Chapter 9; Chapter 8 Chapter 12 (p. 182-183)	Quiz 6, Tuesday Discussion 6, Thursday 2 Discussion Replies, Sunday
Week 7	The Future: Recommendations/Solutions	Chapter 11	Quiz 7, Tuesday Discussion 7, Thursday 2 Discussion Replies, Sunday
Week 8	Diversity; Cultural Competency	Chapter 14 (p. 205-210); Chapter 15 (p. 220-226)	Quiz 8, Tuesday Discussion 8, Thursday 2 Discussion Replies, Sunday
Week 9	Practical Application	Appendix II, V, VI	Quiz 9, Tuesday Discussion 9, Thursday 2 Discussion Replies, Sunday
Week 10	Workshop Activity, Peer Editing		Draft of Final Project, Thursday Peer Feedback, Sunday
Finals Week	Final Project Final Reflection Self-Evaluation		Final Project, Tuesday Final Reflection, Thursday Self-Evaluation, Thursday

Procedure for evaluating student achievement

1. **Weekly Quizzes**

Due each week by Tuesday midnight, Weeks 1-9

These weekly quizzes will help ensure you have completed the assigned textbook reading for the week BEFORE that topic is discussed. Each week you will read the assigned chapter/s and take the reading quiz by Tuesday, then you have the rest of the week to engage in discussions/class activities.

Quizzes may include a combination of MC, TF, short answer, and essay questions.

27 points (3 points per quiz, 8 weeks)

2. **Discussion Forums**

Due each week by Thursday midnight, Weeks 1-9

Each week by Thursday students will post on a discussion forum. The discussion prompts ask for critical thinking about the course material, provide the opportunity to find and summarize related outside scholarly resources, and demonstrate potential practical application of the concepts to real world situations.

27 points (3 points per discussion post, 9 weeks)

3. **Discussion Replies**

Due each week by Sunday midnight, Weeks 1-9

Each week by Sunday students will reply to 2 fellow students' discussion posts. Specific guidelines are posted on Moodle.

18 points (2 points per reply, 2 replies per week, 9 weeks)

4. **Final Project**

Specific guidelines are on Moodle. The general idea is that you get to select a topic from the course that is especially interesting to you, then you will create a visual aid, and finally present your topic to the class. The first submission is due Week 10 as a Workshop Activity where you will get peer-feedback before submitting your final draft.

20 points (10 Points for Workshop Activity, 10 points for Final Presentation)

5. **Self-Evaluation**

You will have an opportunity to evaluate and give yourself a grade based on how you think you showed up with this course - consider attendance, participation, effort, interest, engagement, and overall involvement in the class and material, etc. Guidelines are on Moodle.

4 points

6. **Final Reflection**

There will be 1-2-page written reflection due during final's week. This is an opportunity for you to think about and share what you learned over the term in an informal paper (no citations or APA formatting required). Guidelines are on Moodle.

4 points

II. Grading and Evaluation

Final Grade Calculation

Assessments	Total Possible
Quizzes (9)	27
Discussion Forums (9)	27
Discussion Replies (9)	18
Workshop for Final Presentation	10
Final Presentation	10
Final Reflection	4
Self-Evaluation	4
Total Points for Course	100

Grading

In determining the final course grade, the following scale is used:

A	93 - 100%	C+	77 - 79%
A-	90 - 92%	C	73 - 76%
B+	87 - 89%	C-	70 - 72%
B	83 - 86%	D	60 - 69%
B-	80 - 82%	F	below 60%

Participation

Active participation is a must for online coursework. All students are expected to engage with classmates and course materials frequently and consistently. You should plan to log in to Moodle regularly to ensure that you are keeping up with discussions and assignments.

Upper Division Writing Expectations

Students are expected to use Standard English grammar and conventions (punctuation, capitalization, spelling, etc.) in all of their writing. All citations of work created by other individuals should be made in APA format.

Course Communication Policy

All student communication to faculty should be done through Moodle and email. For general questions about course activities and resources, use the "Course Q&A" forum, found at the top of your course page. For questions regarding late assignments, grades or other personal matters, email the instructor through Moodle's Quickmail or SOU email. Office hours by Zoom are by appointment at the mutual convenience of the instructor and student.

Course Communication Guidelines

Much of our communication in this course will take place in forums and activities. Here are

some guidelines for online communication in this course:

- Be sensitive to different cultural and linguistic backgrounds, as well as different political and religious beliefs.
- Use good judgment when composing your responses. Swearing and profanity should be avoided. Also consider that slang terms can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses. This is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) others.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message. Be aware that terms that are familiar in your workplace may be incomprehensible jargon to others.
- Use good grammar and spelling, and avoid using text messaging shortcuts.
- In emails, always identify yourself and what class and section you are in. It is a good practice to put your course and section in the subject line. This helps your instructor identify course-related emails.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited."

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct. In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

II. Technology Requirements

Computer/Technology Requirements

Online students will need regular access to a personal computer that runs on a broadband Internet connection.

Moodle Learning Management System

Students are provided with [Moodle guides](#). Learn about [Moodle's accessibility standards](#). If you have a problem with Moodle, submit a ticket at <https://support.sou.edu> and select Moodle from the menu, or call the Help Desk at (541) 552-6900 for assistance.

Late Work

It is critical to keep up with all assigned coursework. Except for exceptional circumstances, late work will not be accepted.

Discussion Forums

Please post any general questions you have about this class to the Course Q & A forum on Moodle. Chances are, someone else has the same question and can benefit from the answer. Also, when questions are posted in the Q & A forum, classmates can help each other out. You may expect a response from the instructor by the end of the following business day.

In addition to the Q & A forum, weekly graded discussions will be posted. You must respond to the question posted by the instructor by 11 PM Pacific time Thursday of each week and reply to at least two others before 11 PM Pacific time Sunday of each week.

III. Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email.

IV. Additional Course Information

Syllabus subject to change.

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive events that result in changes to the syllabus.