FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Undergraduate Programs

Department Sociology

College Arts & Letters

*(To obtain a course number, contact **erudolph@fau.edu**)*

UUPC Approval 4-27-26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Prefix SYO

Number 3401

(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)

Lab Code

Type of Course: Lecture

Course Title: Sociology for Health & Medical Professions

Credits *(See Definition of a Credit Hour)*: 3

Effective Date *(TERM & YEAR)*: Spring 2027

Grading *(Select One Option)*
- (●) Regular
- ( ) Sat/UnSat

Course Description *(Syllabus must be attached; see Template and Guidelines)*

This course explores how social structures, culture, and inequality shape health, illness, and healthcare systems. It is designed for pre-health students preparing for clinical careers who need a strong foundation in how social factors influence patient outcomes and healthcare delivery. Students develop skills in interpreting social data, analyzing health disparities, and applying sociological reasoning to real-world clinical scenarios and standardized exam-style problems.

Prerequisites, with minimum grade*
N/A

Corequisites
N/A

Registration Controls *(Major, College, Level)*
None

Default minimum passing grade is D-.** **Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course

WAC/Gordon Rule Course

[ ] Yes [✔] No

WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.

Intellectual Foundations Program (General Education) Requirement *(Select One Option)*

None

General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.

Minimum qualifications to teach course

PhD in Sociology or related area

Faculty Contact/Email/Phone

W McConnell/wmcconnell@fau.edu/216 990 4398

List/Attach comments from departments affected by new course

College of Science Pre-Health Professions

Approved by / ***Date***

Department Chair	Ann Branaman	4/7/2026
College Curriculum Chair	Robin Larson	04/13/2026
College Dean		04/14/2026
UUPC Chair	Korey Sorge	4-27-26
Undergraduate Studies Dean	Dan Meeroff	4-27-26
UFS President		
Provost		

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

FLORIDA ATLANTIC UNIVERSITY

SYO 3401-000 CRN

Sociology for Health & Medical Professions

Date: TBD

Building: TBD **Room:** TBD

3 Credits

Spring 2027 - 1 Full Term

Instructor Information

William R. McConnell

Email: wmcconnell@fau.edu

Course Description

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This course has no prerequisites.

Course Objectives/Student Learning Outcomes

After taking this course students will have the ability to:

- Apply sociological concepts to analyze patient behavior, healthcare interactions, and health disparities in clinical scenarios.
- Evaluate how social structures and inequalities shape health outcomes and access to care.
- Interpret social and health science data, including basic epidemiological measures and research designs.
- Apply sociological concepts, theories, and methods to analyze passage-based questions, interpret data, and evaluate scenarios consistent with pre-health admissions testing.

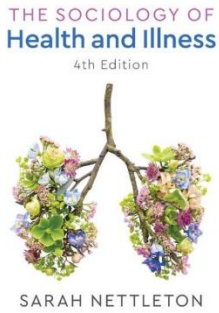
Instructional Method

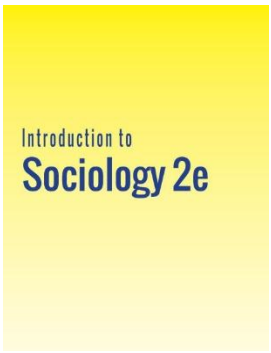
In-Person
Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

Introduction to Sociology 2e
ISBN: 9781680921014
Publisher: OpenStax (Rice University)
Edition: 2e
https://openstax.org/books/introduction-sociology-2e/pages/1-introduction-to-sociology

The Sociology of Health and Illness 4e
ISBN: 9781509512744
Publisher: Polity Press
Edition: 4th





Course Evaluation Method

- **Case Study Reflections** (20%): Four short reflection papers applying sociological concepts to health care and clinical scenarios (5% each)
- **Clinical Connections Exercises** (15%): Semi-weekly topical structured practice sets modeled on standardized exam-style passages (1-3% each).
- **Health Disparities Project** (20%): Semester-long project analyzing a selected health outcome through a sociological lens (multiple parts).
- **Exams x3** (45%): In-class written exam including multiple choice, short answer, and passage-based questions (15% each).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non- attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on

an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out- of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Course Grading Scale

Letter Grade	Percentage
A	100 - 94%
A-	< 94 - 90%
B+	< 90 - 87%
B	< 87 - 83%
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%
C-	< 73 - 70%
D+	< 70 - 67%
D	< 67 - 63%
D-	< 63 - 60%
F	< 60 - 0%

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in thegrading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Varies by instructor.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.
Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. **[Policy 12.16 Artificial Intelligence]**

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integr ity, Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit

https://fau.edu/ai/citation

AI Language Specific to this Course

Plagiarism and other forms of academic dishonesty – which includes submitting work generated by AI software (such as ChatGPT) – is an offense that I take seriously. The consequences for cheating or submitting plagiarized or AI-generated work are as follows. First offense: The grade for the assignment will be an automatic zero without possibility of resubmission and the incident will be reported to the Office of Student Conduct. Second offense: The student will receive a failing grade for the course, and the incident will be reported to the Office of Student Conduct. If you are unclear as to what constitutes academic misconduct, please consult the Code of Academic Integrity.

The use of AI to assist in work assigned in this specific course is permitted only for specific assignments. Use must be properly documented and cited (https://fau.edu/ai/citation).

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (**CAPS**) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Student Support Services and Online Resources

- Center for Learning and Student Success (CLASS)
- Counseling and Psychological Services CAPS)
- FAU Libraries
- Office of Information Technology Helpdesk
- Center for Global Engagement
- Office of Undergraduate Research and Inquiry (OURI)
- Student Accessibility Services
- Student Athlete Success Center (SASC)
- Testing and Certification
- Test Preparation
- University Academic Advising Services

The Center for Teaching and Learning (CTL)

The CTL has a variety of FREE TUTORING and other academic support services to help you succeed in your courses. You are encouraged to build your academic support team early in the term and meet with your team regularly. At the CTL, you can practice difficult course content, develop skills, and learn academic success strategies -- in person and online. Learn more about FAU academic support at **www.fau.edu/ctl**.

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected

to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at **https://www.fau.edu/ocr9/title-ix/**. You may also contact Victim Services at **victimservices@fau.edu** or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561- 297- CAPS.

Course Topical Outline

Part 1. Sociological Foundations

Week 1: What is Sociology?
- Core definitions, main theoretical perspectives
- Levels of analysis (micro vs. macro)
- Sociological research methods, reliability & validity, research ethics

Week 2: Culture
- Material vs. nonmaterial culture
- Norms, beliefs, values, symbols
- Subcultures, cultural relativism
- *Clinical connection*: cultural beliefs about illness and alternative medicines

Week 3: Social Interaction & Socialization
- Socialization, social roles, impression management
- *Clinical connection*: health behaviors, patient-provider interaction models

Week 4: Groups & Organizations
- Social groups, social networks, conformity
- Formal organizations and bureaucracy
- *Clinical connection*: healthcare organizations and care teams

Week 5: Social Institutions
- Family structures and dynamics
- Education, Religion, and Government
- *Clinical connection*: health care systems

Week 6: Exam 1

Part 2: Social Inequalities & Population Health

Week 7: Social Stratification
- Socioeconomic status (SES)
- Poverty and social mobility
- *Clinical connection*: structural barriers and patient non-adherence in chronic illness

Week 8: Social Inequality – Race & Ethnicity
- Race and ethnicity
- Prejudice and discrimination
- *Clinical connection*: bias in clinical decision-making, racial health disparities

Week 9: Social Inequality – Gender & Sex
- Gender and Sex
- Gender roles and socialization
- *Clinical connection*: bias in pain treatment, disparities in diagnosis

Week 10: Deviance, Crime & Social Control
- Definitions of deviance and crime
- Theories (labeling theory, strain theory)
- Social control
- *Clinical connection*: stigma, addiction, mental health

Week 11: Demographics

- Population growth & demographic transition model
- Population pyramids
- Fertility, mortality, migration
- *Clinical connection*: aging populations and health care

Week 12: Exam 2

Part 3: Social Determinants of Health & Health Care Systems

Week 13: Social Determinants of Health

- Social determinants of health (SDoH)
- Health care disparities and access to care
- *Clinical connection*: structural competency

Week 14: Health Behavior & Epidemiology

- Health behavior models
- Incidence vs. prevalence
- Risk factors and prevention
- Research design in epidemiology
- *Clinical connection*: public health interventions

Week 15: Ethics & Systems

- Healthcare systems, health policy, health insurance
- Ethics in medicine
- *Clinical connection*: cultural competency

Exam #3 during scheduled final exam period