UNIVERSITY OF MICHIGAN-FLINT
COURSE CHANGE REQUEST for GenEd Distribution

*** This change is not effective for registration or publication until this request has been reviewed by the Provost.***

Change Effective for Term: Fall 2010  
School/College: School of Health Professions and Studies  
Department: Health Sciences and Administration (HSA)

Subject: HCR  
Course Number: 101  
Check here for NO CHANGE: □

☐ INACTIVATE Course  
☐ INACTIVATE Crosslisting(s)

INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

AS CURRENTLY OFFERED

1. Title: Physical Fitness

2. Credit Hours: (1).

3. Repeat Status: (see CURRENT Course Description below)

4. Crosslisting(s):

5. GE Distribution:

REQUESTED CHANGE

to:

to: Total ____ -or- Variable ____ to ____

to: Max of ____ credits -or- ______

to:

to: FYE First Year Experience  
CAP Capstone  
H Humanities  
S Social Science  
GB Global Studies  
F Fine Arts  
HW Health&Well Being  
FQ Finance&Qnt Lit  
N Nat Science and/or  
NL Nat Sci Lab  
T Technology

6. CURRENT Course Description:
Lecture and physical activity focused on cardiovascular endurance, muscular strength, flexibility and body composition following American College of Sports Medicine guidelines. Proper warm-up/cool-down techniques, contraindicated exercises, overuse injury treatment, caloric intake and expenditure, proper nutrition, stress management techniques, exercise motivation, and various modes of activity.

May be repeated to a total of three credits.

7. NEW Course Description (as it should appear in the Catalog):

REQUESTED BY:

[Signature]
Department Chair  
Date  
10-30-09

Department Chair of Crosslist(s) or Prerequisite(s)  
[Signature]  
Date  
10/29/09

Dean  
Date

Dean of Crosslist(s) or Prerequisite(s)  

GECAC  

REVIEWED BY:

[Signature]
Catalog Editor  
Date

[Signature]
Provost  
Date

[Signature]
Catalog Coordinator (Registrar’s Office)  
Date

1:\Catalog\Course Change Request Form for GenEd Dist.doc  Revised 7/22/09
REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION in Health and Well-Being

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

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<th>Course Title: Physical Fitness</th>
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<tr>
<td>Department: Health Science &amp; Admin</td>
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<td>Course Prefix: HCR</td>
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### No. 1 Learning Outcome: Reflect on one's own learning process

**Narrative:**
This course will provide opportunity for the learner to express personal fitness goals in writing at the beginning of the semester, express new ideas with weekly written learning logs, as well as the opportunity to reflect on whether or not they reached their goals at the end of the semester. Each student enters higher education at their own fitness level with specific ideas about exercise in general. Our goal would be to dispel fears about physical exercise, encourage the student to seek a higher fitness level, and empower them to reach their personal goals.

**Assessment tools:**
Assessment will include written goals, weekly learning logs, written reflection page at semester's end.

### No. 4 Learning Outcome: Demonstrate the ability to think creatively

**Narrative:**
This course will require students to dialogue in small groups from a list of health topics such as chronic diseases, exercise benefits, behavior health risks, dietary requirements, eating disorders, etc. From these dialogues, students will develop a group oral presentation using technology, self-created visuals, and handouts for the class. Appropriate research techniques will be discussed while allowing the learners the freedom to present the information liberally.

**Assessment tools:**
Assessment will include prepared research rubric.

### No. 9 Learning Outcome: Demonstrate knowledge of economics, finance, and quantitative literacy; health and well-being; and science and technology

**Narrative:**
This course will allow the learner to appraise the economic climate of fast food restaurants and examine their high level of success, the comparative cost between fast food and healthier food choices, as well as the calculable risks found in some food choices. Published research as well as the documentary “Super Size Me” will be utilized to increase the student’s knowledge of this topic. Health and well-being can be measured in a variety of ways. The student will learn how to assess those and how to personally apply them.

**Assessment tools:**
Assessment will include quizzes relevant to the information provided.

### No. 12 Learning Outcome: Apply knowledge to complex issues such as social justice, globalization, economic growth and distribution, environmental sustainability, public health, etc, in increasingly broad spheres of influence

**Narrative:**
This course will discuss the imbalance of wellness for the socioeconomically challenged population in America as well as other underprivileged countries. Dialogue of tested solutions as well as advanced intimations will be provided. With the use of dialogue, brainstorming, and research, the student will develop plausible solutions to this and other complex social issues pertaining to public health in general.
### No. 6 | Learning Outcome: Participate in dialogue that involves respectful and careful listening

**Narrative:**
This course will require students to dialogue in small groups from a list of health topics such as chronic diseases, exercise benefits, behavior health risks, dietary requirements, eating disorders, etc. From these dialogues, students will develop a group oral presentation. Some anecdotal content may be used. Students will have opportunity for small group meetings in and out of class.

**Assessment tools:**
Assessment will include prepared presentation rubric assessing respectful dialogue and careful listening.

### No. 10 | Learning Outcome: Use multiple perspectives and methodologies to analyze real or hypothetical problems

**Narrative:**
This course will focus on examining the top health issues facing college students’ performance, the results of tobacco use, childhood obesity, and other lifestyle risks. The learner will participate by completing a health survey, dialogue with peers, and hypothesize possible solutions.

**Assessment tools:**
Assessment will include health survey, attendance, and in-class discussions.