**UNIVERSITY OF MICHIGAN-FLINT**

**COURSE CHANGE REQUEST for Gen Ed Distribution**

---

**Change Effective Fall Term (insert year):**

**Fall 2010**

<table>
<thead>
<tr>
<th>Current Course</th>
<th>School/College: SHPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code:</td>
<td>Department: HSA</td>
</tr>
<tr>
<td>HCR</td>
<td></td>
</tr>
<tr>
<td>Course Number:</td>
<td></td>
</tr>
<tr>
<td>117</td>
<td></td>
</tr>
</tbody>
</table>

Summary of changes: Add Health and Well-Being GE designation

---

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

- [ ] INACTIVATE Course  
- [ ] INACTIVATE Crosslisting(s)

---

### AS CURRENTLY OFFERED

1. **Course Number:**
2. **Title:**
3. **Credit Hours:** Total ___-or- Variable ___ to ___
4. **Contact Hours:** Lec: ___ Lab: ___
5. **Repeat Status:**
6. **Grading Mode:**
7. **Can be reported as Y grade?:** Yes / No
8. **Schedule Type (Lec/Lab/etc):**
9. **Crosslisting(s):**
10. **Corequisites:**
11. **Distribution Credit (circle):**
    - H  S  F  N  NL  GB  HW  FQ  T  FYE  CAP  FL
12. **Course Level:**
    - UG  GR

**REQUESTED CHANGE**

1. **Course Number:** to
2. **Title:** to
3. **Credit Hours:** Total ___-or- Variable ___ to ___
4. **Contact Hours:** Lec: ___ Lab: ___
5. **Repeat Status:** to
6. **Grading Mode:** to
7. **Can be reported as Y grade?:** Yes / No
8. **Schedule Type (Lec/Lab/etc):** to
9. **Crosslisting(s):** to
10. **Corequisites:** to
11. **Distribution Credit (circle):**
    - H  S  F  N  NL  GB  HW  FQ  T  FYE  CAP  FL
12. **Course Level:**
    - UG  GR

---

**NOTE:** IF THIS COURSE WILL BE OFFERED FOR BOTH GRADUATE AND UNDERGRADUATE CREDIT, A SEPARATE PAGE EXPLAINING DISTINCTIONS IN INSTRUCTION AND/OR DIFFERING REQUIREMENTS FOR TWO LEVELS IS REQUIRED.

---

12. **New Course Prerequisites:**

13. **Other New Restrictions (class/college/major/level):**

14. **New Course Description (as it should appear in the Catalog):**

15. **Reinstatement Term/Year (you must provide rationale for reinstatement in 16 below):**

16. **Reason for changes (or reinstatement):**

17. **How does this request affect the prerequisites or requirements of other departments and programs?**

**NOTE:** IF THIS WILL AFFECT PROGRAM OR CONCENTRATION REQUIREMENTS, YOU MUST ALSO SUBMIT A PROGRAM CHANGE REQUEST FORM.

---

**REQUESTED BY:**  

[Signature]  

10-26-09  

**Department Chair**  

**REVIEWED BY:**

**Catalog Editor**

[Signature]  

Date

**Dean of Graduate Programs (Graduate courses)**

[Signature]  

Date

**Provost (Undergraduate courses only)**

[Signature]  

Date

**Catalog Coordinator (Registrar’s Office)**

[Signature]  

Date

---

GECAC  

[Signature]  

Date

---

l:\Catalog\Course Change Request Form.doc  
Revised 10/06/09
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.

<table>
<thead>
<tr>
<th>Course Title: Enhanced Stress Management and Relaxation (Health and Well-Being)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Health Science &amp; Admin</td>
</tr>
</tbody>
</table>

| No. 1 | Learning Outcome: Reflect on one’s own learning process |
|----------------------------------------------------------|
| Narrative: Students learn through all three teaching domains in this course—cognitive, affective and psychomotor. The cognitive learning includes reading from the course text, select websites and from discussion board submissions. Affective domain learning takes place through completion of a topic-related self-assessments and participation in relaxation assignments. Students develop an appreciation for the importance of managing stress and the role it plays in health promotion. Learning through the psychomotor domain occurs as students participate in relaxation techniques i.e. systematic muscle relaxation, yoga, tai chi, etc. that produce a physiological response. |
| Assessment tools: Students reflect on their learning process through participation in guided discussion board questions and responses to other students in the course. |

| No. 3 | Learning Outcome: Demonstrate the ability to think critically |
|----------------------------------------------------------|
| Narrative: Students are required to distinguish among facts, inferences, opinions and values as they relate to their own health and wellness. Students apply knowledge gained regarding the physiological basis of stress and how it is influenced by cognitive thinking and realistic self-talk, social issues and support, emotional and mental health, time management, anger management, exercise, nutrition, relaxation techniques and apply it to their personal lives. |
| Assessment tools: Mid-term and final exams, and self-assessments. Interactive class discussions and small group activities provide the opportunity to apply critical thinking skills. |

| No. 6 | Learning Outcome: Participate in dialogue that involves respectful and careful listening |
|----------------------------------------------------------|
| Narrative: This course provides information on the importance of the social aspects of health and the perceived benefits that can be obtained through social networks. A three-part communication model is described along with an analysis of the relationship between communication and stress. Throughout the course students express ideas, contribute to discussions and are exposed to new ideas and perspectives. |
| Assessment tools: Interactive class discussions and small group activities provide the opportunity to practice respectful dialogue and careful listening skills. |

<p>| No. 9 | Learning Outcome: Demonstrate knowledge of economics, finance, and quantitative literacy; health and well-being; and science and technology. |
|----------------------------------------------------------|
| Narrative: This course describes the financial relationship between health/wellness and health care costs and the overall impact on the economy. The wellness model and how the stress response is related to a person’s level of functioning across the six dimensions of wellness are provided. Information in the course demonstrates the relationship between science and how it has been used to better understand stress and thereby improving one’s overall well-being. |
| Assessment tools: Mid-term and final exams |</p>
<table>
<thead>
<tr>
<th>No. 12</th>
<th>Learning Outcome: Apply knowledge of complex issues such as social justice, globalization, economic growth/distribution, environmental sustainability, public health, etc. in increasingly broad spheres of influence.</th>
</tr>
</thead>
</table>

**Narrative:**
This course describes the stress response that occurs as a result of prejudice, stereotypes and discrimination and the impact stress has on the overall public health of Americans. Students explore the consequences poor health has on the economy. In addition, the course provides information on the role of wellness and environmental sustainability. Students apply the knowledge gained to modify behavior and improve their overall well-being.

**Assessment tools:**
Mid-term and final exams. Discussion board responses to specific questions and interaction with classmates provide the opportunity to describe behavior change practice, successes and challenges.