**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.***

<table>
<thead>
<tr>
<th>Change Effective for Term: Fall 2010</th>
<th>School/College: School of Health Professions and Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: HCR</td>
<td>Course Number: 305</td>
</tr>
<tr>
<td></td>
<td>Check here for NO CHANGE: X</td>
</tr>
</tbody>
</table>

☐ 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:** Public Policy and Health Care
2. **Credit Hours:** (3)
3. **Repeat Status:** (see CURRENT Course Description below)
4. **Crosslisting:** POL 305.
5. **GE Distribution:** S

### REQUESTED CHANGE

**to:**

**to:** Total ___ -or- Variable ___ to ___

**to:** Max of ___ credits -or-___________

**to:**

- FYE First Year Experience
- CAP Capstone
- H Humanities
- Social Science
- GB Global Studies
- F Fine Arts
- HW Health & Wellness
- FQ Finance & Grant Lit
- N Nat Science &/or NL Nat Sci Lab
- T Technology

### 6. CURRENT Course Description:

*Health care policies and policy-making processes; trends in health care policy and their political, economic and social implications. The ideological basis for United States health care reform efforts will also be discussed.*

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

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**REQUESTED BY:**

[Signature] 10/26/09

Department Chair

[Signature] 09/26/09

Department Chair of Crosslisting(s) or Prerequisite(s)

[Signature] 11/16/09

Dean

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**REVIEWED BY:**

Catalog Editor

Date

Provost

Date

Catalog Coordinator (Registrar's Office)

Date

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Dean of Crosslisting(s) or Prerequisite(s)

[Signature] Date

GECAC

Date

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I:/Catalog/Course Change Request Form for GenEd Dist.doc Revised 7/22/09
**REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION in Social Science**

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: <strong>Health Care Public Policy</strong></th>
<th>Department: HSA</th>
<th>Course Prefix: HCR/POL</th>
<th>Course Number: <strong>305</strong></th>
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</thead>
<tbody>
<tr>
<td>No. 3</td>
<td>Learning Outcome: Demonstrate the ability to think critically</td>
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<tr>
<td><strong>Narrative:</strong> The class will be divided into groups (with approximately six to eight people in each group). Each group will have a different health care public policy topic which they will debate. The groups will be divided into two sides (pro and con for the issue) and each group will debate their issue in front of the class at the end of the semester. Students will also complete one-page detailed comment papers on their thoughts and feelings about health care issues four times per semester on four different topics. The topics will focus on a current issues being discussed at the federal, state, or local level.</td>
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<tr>
<td><strong>Assessment tools:</strong> Assessment tools will include preparation and participation in debate and class participation and issue discussion</td>
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<tr>
<td>No. 5</td>
<td>Learning Outcome: Produce competent written work</td>
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<tr>
<td><strong>Narrative:</strong> Students will provide one-page detailed comment papers on their thoughts and feelings about health care issues four times per semester on four different topics. The topics will focus on a current issues being discussed at the federal, state, or local level.</td>
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<tr>
<td><strong>Assessment tools:</strong> Assessment tools will include one-page comment papers with writing skill and course knowledge assessed.</td>
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<tr>
<td>No. 6</td>
<td>Learning Outcome: Participate in dialogue that involves respectful and careful listening</td>
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<td><strong>Narrative:</strong> The class will be divided into groups (with approximately six to eight people in each group). Each group will have a different health care public policy topic which they will debate. The groups will be divided into two sides (pro and con for the issue) and each group will debate their issue in front of the class. The students will be able to discuss trends in health care public policy and have an understanding of the most significant issues.</td>
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<tr>
<td><strong>Assessment tools:</strong> Assessment tools will include class participation/issue discussion and debate</td>
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<tr>
<td>No. 9</td>
<td>Learning Outcome: Demonstrate knowledge of health and well-being</td>
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<td><strong>Narrative:</strong> Students will identify and read articles on specific topics in health care policy and politics. The students will have an understanding of the most significant issues and be versed in current events related to numerous issues in health care politics and policy. The class will spend significant time on health care public policy “issue discussion” topics.</td>
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<td><strong>Assessment tools:</strong> Assessment tools will include quiz and exam questions based on content from reading articles and journals</td>
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<td>No. 12</td>
<td>Learning Outcome: Apply knowledge to complex issues such as public health</td>
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<td><strong>Narrative:</strong> Students will become informed, self-reflective, and be able to engage in critical issues such as: various health care policies and the policy-making process; trends in health care policy and their political, economic and social implications; significant issues in health care policy; and current events related to numerous issues in health care politics and policy.</td>
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