

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
College of Health Solutions (CHL)	College of Health Solutions (CHL)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Topic		
Subject Code	Course Number	Units/Credit Hours
HCD	294	3

Topic Information

If your request is approved:

- Topics on [omnibus courses](#) carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
- Topics on **permanent courses** require mandatory review every five years.

Topic Title	List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.
American Health Institutions	

Topic Description

Discusses people, ideas, institutions, movements, and structural forces that have created and transformed public health and health care delivery systems in the United States.

Has this topic been scheduled with a GS Gold designation? If so, list which semester(s),	<a href="#">Omnibus topics cannot hold a GS Gold designation for more than three semesters total.</a>	Student Work Examples
		No Response

including past, current, and future terms.

This topic has not yet been scheduled. Fall 2025 will be the first time it is offered.

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

## General Studies Gold Designation Request

### Requested Designation

American Institutions (AMIT)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[HCD 294 American Health Institutions - AMIT Proposal Fall 2025.docx](#)

American Institutions (AMIT)

In each American Institutions course, students will discuss people, ideas, institutions, movements and structural forces that have created and transformed the United States. Students will analyze struggles over the meaning of America's constitutional democracy. Throughout the course, students will analyze a wide range of sources drawn from both past and present and contemplate American history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

In an American Institutions course, students must be exposed to the following knowledge or sources:

AMIT Element 1: Principles of American constitutional democracy and how they are applied under a republican form of government.

## AMIT Element 2: The US Constitution and major American constitutional debates.

### 1. Identified Topic or Source

In Module 1, we contextualize the founding of America within the medical and scientific knowledge of the time. Students will read the entire US Constitution and Amendments, focusing on what is said about health. This provides a foundation for students to engage in major constitutional debates such as the one in Module 5 which centers on how the 10th Amendment/Commerce Clause has been interpreted by the Supreme Court to empower and restrict the actions of Congress for the public health.

### 1. Location in Syllabus

Course Schedule - Module 1

### 2. Identified Topic or Source

In Module 5, we return to a close examination of the 10th Amendment and how states have relied upon this foundational principle to inform the development of state medical licensing boards.

US Constitution - Commerce Clause and the authority it provides to Congress to pass health-related legislation.

Rosenbaum, 2011. Law and the public's health - The debate around the use of the Commerce Clause for health.

### 2. Location in Syllabus

Course Schedule - Module 5

## AMIT Element 3: Founding documents that have shaped American institutions.

### 1. Identified Topic or Source

In Modules 1 through 5, students are introduced to founding documents and laws that inform the creation of American health institutions (Centers for Disease Control and Prevention, Medicare, Medicaid, National Institutes of Health, Food and Drug Administration, Health and Human Services, medical licensing regulations).

Specific example: Explain the Act for the Relief of Sick and Disabled Seamen (1798), which led to the US Commissioned Corps & Surgeon General through Perusall. This is the oldest, significant piece of health legislation in the US.

### 1. Location in Syllabus

Modules 1-5

Specific example: Course Schedule - Module 2

## 2. Identified Topic or Source

Explain the Pure Food and Drugs Act (1906) & 1938 Federal Food Drug and Cosmetic Act and its amendments which led to the development of the FDA through Perusall.

## 2. Location in Syllabus

Course Schedule - Module 2

## AMIT Element 4: Landmark policy achievements and Supreme Court cases.

## 1. Identified Topic or Source

In Module 3 we discuss two landmark Supreme Court cases that outline the authority and responsibility of government towards public safety and vulnerable populations in the context of the US constitutional system. We specifically focus on two cases from the first half of the 20th century that directly address health and welfare authority of governments:

Jacobson v Massachusetts (1905) - The US Supreme Court case which outlines state authority to mandate vaccination campaigns for public safety.

Prince v Massachusetts (1944) - This US Supreme Court decision sets government authority and responsibility toward children as members of the US Constitutional Republic.

## 1. Location in Syllabus

Course Schedule - Module 3

## 2. Identified Topic or Source

In Modules 6 and 7, we discuss several significant pieces of federal legislation that enact policies to promote the health, welfare, and inclusion of vulnerable populations in broader society. Two of the laws students will examine authorize federal nutrition assistance programs and address health and nutrition concerns of pregnant women, new mothers, and children up to the age of 5. The third law students will examine concerns the inclusion of Americans with disabilities in broader society and the implications of that law on various enterprises/public activities.

Food Stamp Act of 1964 - Authorizes the Food Stamp program (now referred to as SNAP), a federal nutritional assistance program for families in poverty.

Child Nutrition Assistance Act of 1966 - Authorizes the WIC program, a federal nutrition assistance program targeted to pregnant women, new mothers, and young children to alleviate challenges associated with malnutrition in the first years of life.

Americans with Disabilities Act of 1990 - Enshrines the right of disabled individuals and populations to freely and fairly access public spaces and institutions

PGA Tour, Inc. v. Martin (2011) - This Supreme Court case outlines what is considered a public space and what reasonable accommodations need to be made for individuals with disabilities to be able to access these spaces equitably.

## 2. Location in Syllabus

Course Schedule - Module 6 & 7

AMIT Element 5: Economic knowledge necessary to assess policy options affecting both the public and private sectors.

1. Identified Topic or Source

Food Stamp Act of 1964 (authorizes SNAP) & Economic impact of SNAP to states - This act authorizes entitlements to nutrition assistance programs necessary for addressing hunger and starvation in the US. There are economic impacts to both the private and public sectors due to this act, such as ensuring a healthy population through taxpayer-funded programs and assurance to US food suppliers of compensation for goods.

1. Location in Syllabus

Course Schedule - Module 6

2. Identified Topic or Source

Child Nutrition Act of 1966 (authorizes WIC) & WIC cost-containment - This act authorizes entitlements for nutrition assistance programs targeted to pregnant/post-partum women and children (up to age 5). This act ensures that these vulnerable populations are not affected by hunger and can focus on child-rearing and child development. There are similar economic considerations as listed above.

2. Location in Syllabus

Course Schedule - Module 6

AMIT Element 6: International context of American institutions and the evolution of America's role in international affairs.

1. Identified Topic or Source

VIDEO: Renaissance Medicine (15th-17th Century) demonstrates history of medical thought in colonial period and during founding of the country. We are situating the founding of the country within the colonial period and understandings of medical knowledge available at the time.

The course further examines medical understanding through a video/PlayPosit interactive on 18th-19th Century Medicine.

1. Location in Syllabus

Course Schedule - Module 1

2. Identified Topic or Source

PBS Documentary: Invisible Corps (first 0-28:30min required watching) demonstrates US role in international health affairs. This documentary discusses the US role in global health, shows how the US Commission Corps is deployed internationally to respond to natural disasters and outbreaks such as Ebola.

2. Location in Syllabus

Course Schedule - Module 2

# AMIT Learning Outcomes

Most of the course content should align with the Gold category learning outcomes.

**Instructions:** In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

AMIT Learning Outcome 1: Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.

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Students engage in interactive CourseArc quizzes which will reinforce the reading materials, i.e. Constitution, amendments, legislation, Supreme Court decisions. Within these interactives students will be required to demonstrate their understanding of how groups have shaped the development of the United States government and institutions. For example, one interactive will require students to label the different branches of government and match governmental functions and authority to the branches of government.

Another assignment students engage with is a Persuall guided reading of the US Supreme Court decision in *Jacobson v Massachusetts* (1905). Students will identify and explain the role of the state in using vaccine authority as a public health safety measure. Additionally, students will identify the contrasting sides of this debate.

Perusall will be utilized to have students engage with course readings, apply course concepts, synthesize materials from multiple readings, and participate in small group discussions. The US Supreme Court decision in *Jacobson v Massachusetts* (1905) will be presented in this interactive format. Students will read, comment, engage with each other, and engage in questions to guide themselves and each other through the court case. Students will be graded on how thoughtful their questions are, the quality of their responses to faculty-posed questions, and quality of outside resources they provide as per a faculty-derived rubric.

AMIT Learning Outcome 2: Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.

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In Module 2 Students will interact with a video about the Commissioned Corps of the US Public Health Service through a PlayPosit quiz. The PlayPosit quiz will reinforce the US role in addressing social public health outcomes in both domestic and global affairs. For example, students will explain how the US assists areas with a less developed public health system. One of the examples used is when the Commissioned Corps was deployed in a global response to ebola.

In Module 6, students will analyze the Food Stamp Act of 1954 (SNAP) and the Child Nutrition Act of 1966 (WIC) through Perusall. Students will then analyze and evaluate both program origins,

structure, and impact on immigrant communities through a Harmonize discussion board. Students will be evaluated using faculty-derived rubrics, which mandates the requirement to explore the differential impact of these programs on disparate communities using evidence drawn from sources.

AMIT Learning Outcome 3: Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society.

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The course requires students to demonstrate their understanding of how the Americans with Disabilities Act has impacted American society, government, expanded the bounds of citizenship, etc. through several assignments:

1. CourseArc interactive quiz: Students will describe how a public health initiative (Americans with Disabilities Act) is translated from the federal level to the state level to the local level
2. Perusall (*Utilized to have students engage with course readings, apply course concepts, synthesize materials from multiple readings, and participate in small group discussions*): Students will explain the federal legislative origins of the American with Disabilities Act of 1990
3. Perusall (*Utilized to have students engage with course readings, apply course concepts, synthesize materials from multiple readings, and participate in small group discussions*): Students must describe the role of the Supreme Court in defining the application of the Americans with Disabilities Act (ADA), particularly as it pertains to physical activity (PGA Tour, Inc. v. Martin, 2011)
4. Harmonize discussion board: Students will discuss boundaries of American citizenship and the various forms of civic participation in a self-governing society as pertains to including Americans with disabilities in civic society. Students will be assessed using a faculty-derived rubric.

AMIT Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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In every module, we will utilize Harmonize discussion boards in order for students to demonstrate coherent arguments using evidence drawn from qualitative sources. The discussion boards will be assessed using faculty-derived rubrics. For example, in Module 5, students will discuss how medical licensing improves the trust Americans feel when engaging in the health care system. Additionally, students will explore how the Tenth Amendment is relevant to medical licensing through a Harmonize discussion.

Additional examples include:

1. CourseArc Interactive quiz: Students will describe the structure of medical licensing in the United States.
2. Perusall (*Utilized to have students engage with course readings, apply course concepts, synthesize materials from multiple readings, and participate in small group discussions*): Students will describe the authority of the Joint Commission.
3. CourseArc Interactive quiz: Students will describe the history of accreditation in the US and examine the Joint Commission history timeline.

List all course-specific learning outcomes. Where appropriate, identify the associated AMIT learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with an AMIT learning outcome.

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1. Describe how ideas and groups have historically shaped the creation of and change in U.S. institutions for health. [AMIT LO 1]

2. Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes for health. (This includes differential impacts on disparate and global communities.) [AMIT LO 2]
3. Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society, as it pertains to health. [AMIT LO 3]
4. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources for health. [AMIT LO 4]

Provost Use Only

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Backmapped Maroon Approval

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No Response



Form Submission - Proposer

Submitted for Approval | Proposer

Rebecca Scott - December 17, 2024 at 10:35 AM (America/Phoenix)

Department Approval

Approved

Rebecca Scott - January 14, 2025 at 9:13 AM (America/Phoenix)

Approved per Corianne Rogalsky.

Kate Brown

GSC Coordinator Review

Sent Back

TJ Robedeau - January 14, 2025 at 10:07 AM (America/Phoenix)

This course topic is not listed in Kuali CM under HCD 294. Please update the course in Kuali CM to include this topic so we may review the course for general studies. Thanks!

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Rebecca Scott - January 14, 2025 at 10:17 AM (America/Phoenix)

Department Approval

Approved

Rebecca Scott - January 14, 2025 at 10:18 AM (America/Phoenix)

The topic was changed from 194 to 294 in Kuali CM today (1/14/25). Please let us know if you need any other info. Thank you!

Kate Brown

GSC Coordinator Review

Approved

TJ Robedeau - January 14, 2025 at 10:27 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 14, 2025 at 12:51 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - January 14, 2025 at 2:02 PM (America/Phoenix)

April Randall

American Institutions (AMIT) Subcommittee

Acknowledgement Requested

James Dupey

Susan Miller

Ruby Arjona

Mark Ramirez - January 27, 2025 at 5:27 PM (America/Phoenix)

Revise and resubmit

E1: Please clarify which principles students will learn and how those principles connect to the republican form of U.S. government.

E6: The example needs to more clearly demonstrate students will compare U.S. institutions to similar institutions abroad.

AMIT LO 1: It can be difficult to guarantee students are assessed using Perusal or similar course tools. Please provide an alternative assignment that can directly assess the learning outcome. The CourseArc quiz is a better mechanism, but the content of that quiz does not match the learning outcome content.

AMIT LO 4: This assessment does not meet the category requirements. The assessment asks students to describe rather than make arguments using qualitative or quantitative evidence. When revising the assessment, please make the requirement that students rely on such evidence explicit.

Brent Scholar

# General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Rebecca Scott

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## College Notification

Notification

Rebecca Scott

Kate Brown

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## DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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## EdPlus Notification

Notification

Sarah Shipp

