

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
Edson College of Nursing and Health Innovation (CNU)	Edson College of Nursing and Health Innovation (CNU)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
HCR	220	3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Introduction to Health Professions and the U.S. Health Care System

Course Catalog Description

Introduces the historical, social, political, economic and interprofessional contexts in which health care professions and the United States health care system evolved.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

None

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

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

Governance and Civic Engagement (CIVI)

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

[HCR 220 Syllabus v4.1.docx](#)

Governance and Civic Engagement (CIVI)

Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.

Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area also develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

Upon completion of a course in Governance and Civic Engagement, students will be able to complete all outcomes in one of the two following groups.

Group 1:

1. Analyze the context and consequences of one or more collective decision-making theories or practices.
2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Group 2:

1. Articulate diverse perspectives on the common or collective good.
2. Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.
3. Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Choose the appropriate group of CIVI learning outcomes for this course.

Group 2

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.**

CIVI Learning Outcome 1 (Group 2): Articulate diverse perspectives on the common or collective good.

In-Class Activity #1. Milestones in Health

Students will engage in a class discussion regarding different milestones from different stakeholders that contributed to improve the U.S. healthcare system.

- 1. By discussing different milestones, students will analyze how various stakeholders, such as policymakers, healthcare providers, insurers, professional and academic associations, and healthcare institutions, have influenced the evolution of the healthcare system.**
- 2. The milestones discussed will highlight how political decisions, social movements, and economic factors have impacted healthcare.**
- 3. Through in-class discussions, students must articulate their understanding of stakeholder roles and how political, social, or economic factors influenced the stakeholder's position.**
- 4. By completing this activity, students will demonstrate their ability to assess and explain how various stakeholders have contributed to and shaped the U.S. healthcare system.**

CIVI Learning Outcome 2 (Group 2): Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.

Discussion Board

Students will discuss the advantages and disadvantages of The Massachusetts Health Care Reform Law which requires all individuals to have access to healthcare or pay a financial penalty. Peer responses will be required to address dissenting opinions and experiences.

- 1. After reading academic articles regarding the Massachusetts Health Care Reform Law, which requires all individuals to have access to healthcare or pay a financial penalty, students must present and defend their viewpoints on the advantages and disadvantages**

of this law. The students will encounter differing perspectives based on political beliefs, personal experiences, or ethical considerations.

2. Peer responses are required to address dissenting opinions, ensuring students learn to engage in meaningful discussions rather than avoid disagreements. Students must acknowledge opposing viewpoints, provide counterpoints, and seek common ground, which are key skills for effective collaboration in professional settings.

3. By discussing both sides of the issue, students will learn to understand different stakeholder perspectives (e.g., policymakers, uninsured individuals, taxpayers, and healthcare providers).

4. By completing this activity, students demonstrate their ability to collaborate effectively in the presence of dissenting opinions, a critical skill for working in diverse healthcare and policy environments.

CIVI Learning Outcome 3 (Group 2): Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Career Exploration Paper

Students will cite qualitative or quantitative evidence as they investigate a healthcare career in which they might have an interest or one whose professional they feel they might work with in the future.

List all course-specific learning outcomes. Where appropriate, identify the associated CIVI 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 a CIVI learning outcome.

- 1. Explore the historical and contemporary evolution of healthcare professions.**
- 2. Explore the historical and contemporary evolution of the healthcare system in the United States.**
- 3. Articulate various stakeholder perspectives in regard to the relationship within the United States healthcare system and the political, social, and economic forces. [CIVI LO 1; Group 2]**
- 4. Communicate information about the roles and preparation of members of the interprofessional healthcare team. [CIVI LO 3; Group 2]**
- 5. Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences with current and future challenges to the U.S. healthcare system delivery, funding, access and innovation. [CIVI LO 2; Group 2]**

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Daniel Eckstrom - January 7, 2025 at 10:40 AM (America/Phoenix)

Department Approval

Approved

Judith Karshmer

Katherine Kenny - January 29, 2025 at 7:18 AM (America/Phoenix)

Daniel Eckstrom

Nancy Kiernan

GSC Coordinator Review

Approved

TJ Robedeau - January 29, 2025 at 10:49 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - February 3, 2025 at 2:03 PM (America/Phoenix)

For Learning Outcome 1, please include more information about the requirements for the assignment and how the content of the assignment will be graded. You may want to include an additional assessment for the learning outcome. For Learning Outcome 2, please include information about how the student will be graded (either the rubric or a brief description of how it will be graded). This information will allow the General Studies Council determine whether the assessment appropriately measures the learning outcome. If you have any questions, please email me (Tamiko Azuma) at azuma@asu.edu.

Form Submission - Proposer

Submitted for Approval | Proposer

Daniel Eckstrom - February 5, 2025 at 11:50 AM (America/Phoenix)

Department Approval

Approved

Judith Karshmer

Katherine Kenny - February 14, 2025 at 4:36 PM (America/Phoenix)

Daniel Eckstrom

Nancy Kiernan

GSC Coordinator Review

Approved

TJ Robedeau - February 17, 2025 at 8:58 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 17, 2025 at 1:10 PM (America/Phoenix)

Required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 3, 2025 at 1:20 PM (America/Phoenix)

April Randall

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Celeste Sepessy

Tamara Rounds

Michelle Saint

Megan Foutz - March 21, 2025 at 10:06 AM (America/Phoenix)

Revise and resubmit. In regards to LO1 the committee needs clarification on what is meant by "milestones" and how it relates to common good.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Daniel Eckstrom

College Notification

Notification

Daniel Eckstrom
Nancy Kiernan
Katherine Kenny
