PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: ECN 3875
2. Title (may not exceed 30 characters, including spaces): Health Economics
3. Long title, if any (may not exceed 100 characters, including spaces):
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: X Fall X Summer ___ On demand
6. Initial term of offering: ___ Fall ___ Spring X Summer Year: 2012
7. Course description: The application of economic tools to understand various issues and problems pertaining to medical care. Examines the production of and demand for medical care, health care systems and institutions, the role of government in health care markets, and the behavior of specific health care industries.

8. Registration restrictions:
   a. Equivalent Courses
      • Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None.
      • Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No

   b. Prerequisite(s)
      • Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. None.
      • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s). Yes No

      If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

   c. Who can waive the prerequisite(s)?
      No one Chair Instructor Advisor Other (Please specify)

   d. Co-requisites (course(s) which MUST be taken concurrently with this one):

   e. Repeat status: X Course may not be repeated.
      ___ Course may be repeated once with credit.

      Please also specify the limit (if any) on hours which may be applied to a major or minor.

   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
      Only continuing education and nursing students may enroll in online sections of the course.
g. Degree, college, major(s), level, or class to be excluded from the course, if any:
   N/A

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

   Writing Active

10. Grading methods (check all that apply):  
    [ ] Standard letter  [ ] CR/NC  [ ] Audit  [ ] ABC/NC
    (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

   Please check any special grading provision that applies to this course:
    [ ] The grade for this course will not count in a student’s grade point average.
    [ ] The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:
    [ ] The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in __________ (insert course prefix and number).
    [ ] Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in __________ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)
    [ ] lecture  [ ] lab  [ ] lecture/lab combined  [ ] independent study/research
    [ ] internship  [ ] performance  [ ] practicum or clinical  [ ] study abroad
    [ ] Internet  [ ] hybrid  [ ] other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   Each student in this course will:
   1. Apply economic tools to analyze how health care markets work.
   2. Compare the health care systems and institutions in the United States with those of other countries.
   3. Analyze the factors that affect the costs of producing medical care.
   4. Examine the supply of health care services under perfect competition, imperfect competition, and non-profit enterprises.
   5. Evaluate economics and health care markets by examining three specific health care industries: physician services, hospital services, and pharmaceuticals.
a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   • EIU graduates will write and speak effectively.
   • EIU graduates will think critically.
   • EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   • Depth of content knowledge
   • Effective critical thinking and problem solving
   • Effective oral and written communication
   • Advanced scholarship through research or creative activity

N/A

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Objective 1</th>
<th>Objective 2</th>
<th>Objective 3</th>
<th>Objective 4</th>
<th>Objective 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Exams</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Written assignments</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Class participation/online discussion</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>

3. Explain how the instructor will determine students’ grades for the course:

   **Lecture Format:** Students will be evaluated by their performance on unit exams (60 percent), out-of-class assignments and papers (25 percent), and class participation (15 percent).

   **Online Format:** Students will be evaluated by their performance on unit exams (50 percent), online discussion (25 percent), and weekly written assignments (25 percent).

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
      All online materials will be delivered through the learning management system. Each unit will generally have video(s), PowerPoint notes, written assignment(s), and online discussion posts. Online discussion posts will be graded by rubric. Students will be required to post an original answer to the discussion questions and also respond to at least two classmates’ answers as well.

   b. Describe how the integrity of student work will be assured:
      Tests and quizzes will be taken using revolving questions. (Each student’s exam will be taken as a sample of a set of questions.) All questions will be short-answer essay questions. Written assignments will also be examined using TurnItIn software to avoid plagiarism.
c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

All communication between the instructor and students will occur through the learning management system. Email within the learning management system will be used. There will also be virtual office hours so students know when the instructor is available. Last, lectures will be provided with PowerPoint slides and by video using Camtasia. Students will be provided the opportunity to take online quizzes for review (not graded, but with feedback provided). Class discussions will occur regularly using the learning management system.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

The course is writing active since students will be required to complete frequent, brief writing activities and assignments.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Basic Outline of Course</td>
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<tr>
<td></td>
<td>• Course purpose and organization</td>
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<tr>
<td></td>
<td>• Basic economic concepts</td>
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<td></td>
<td>• Health care spending in the United States</td>
</tr>
<tr>
<td>2</td>
<td>Health Care Systems and Institutions</td>
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<tr>
<td></td>
<td>• Third-party payer systems</td>
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<td></td>
<td>• Overview of U.S. health care system</td>
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<tr>
<td>3</td>
<td>Health Care Systems and Institutions</td>
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<tr>
<td></td>
<td>• Comparison of U.S, health care system</td>
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<tr>
<td>4</td>
<td>The Demand for Medical Services</td>
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<tr>
<td></td>
<td>• The demand for good health and utility</td>
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<td></td>
<td>• Using the demand for health to derive the demand for medical care</td>
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<tr>
<td>Unit Exam 1</td>
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<tr>
<td>5</td>
<td>The Demand for Health Insurance</td>
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<tr>
<td></td>
<td>• Expected utility</td>
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</tbody>
</table>
-- Traditional health insurance vs. managed care
6 Production and Costs of Medical Care
7 Cost-Benefit Analysis
   • Cost identification studies
   • Cost-benefit theory
8 Cost-Benefit Analysis
   • Valuing life
   • Cost effectiveness analysis
Unit Exam 2
9 Health Care Provider Behavior
   • Perfectly competitive markets
   • Imperfectly competitive markets
10 Health Care Provider Behavior
   • Not-for-profit objectives
11 Government Involvement in Health Care
   • Ways in which government plays a role
   • Licensure, regulation
12 Government Involvement in Health Care
   • Government-provided insurance
13 The Physician Services Industry
14 The Hospital Services Industry
15 The Pharmaceutical Industry
Unit Exam 3

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   Health care issues have become an increasingly important topic in today’s world. The course will allow
   students to apply economic theories and principles to the health care market and its institutions and thus
   gain a better understanding of how this complex market functions. Many other universities offer a course of
   this type. This will add to the variety of economics electives offered by the department, and therefore may
   help to attract or retain economics majors.

   a. If this is a general education course, you also must indicate the segment of the general
      education program into which it will be placed, and describe how the course meets the
      requirements of that segment.
   b. If the course or some sections of the course may be technology delivered, explain why.
      Some sections of the course may be technology-delivered for two reasons: (1) to allow students who do
      not reside in Charleston, IL or who work full time to be able to take the course, and (2) to make the
      course available for EIU nursing students.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   This course has no prerequisites, but its content and requirements are consistent with courses at the 3000-level.
3. If the course is similar to an existing course or courses, justify its development and offering.

This course is a revision of the existing ECN 3875. Otherwise, this course does not overlap with any existing course.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

      This course can be used as an elective for either economics majors or economics minors.

   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

      N/A

      If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

      N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Linda S. Ghent, Minh Q. Dao, or other qualified faculty.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: None

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates):

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: February 13, 2012

Date approved by the college curriculum committee: February 24, 2012

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: March 8, 2012

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).