

INDIVIDUAL SYLLABUS COVER SHEET – TO BE COMPLETED FOR EACH COURSE

1. MHA 5390 Healthcare Law, Policy, and Advocacy			
2. Taught in Self-Study Year By: Greg Moore			
3. Normally offered: ___ Fall ___ Winter <u> x </u> Spring ___ Summer			
4. Requirement status: <u> X </u> Required since (date): 2021 ___ Elective?			
5. Prerequisites: none			
6. Position in typical course sequence [e.g., 2nd semester]: second semester, first 8 weeks			
7. Enrollment for 3 most recent offerings (indicate number of students and year):			
<i>Year</i>	<i>#Program Students</i>	<i># Non-Program Students</i>	<i>Total</i>
2023	12	0	12
8. (CHECKLIST) SYLLABUS CONTAINS:			
X	Behavioral objectives	X	Course Requirements
X	Competencies	X	Performance Expectations
X	Session by Session Topics with Reading Assignments	X	Course Description

9. Learning objective links to competencies

<i>Course Objective</i>	<i>Program Competency</i>
• Explain legal terms and system	Knowledge of healthcare system
• Explain ethical issues	Organizational and professional ethics
• Explain role of federal and state gov.	Knowledge of healthcare system
• Create new law	Critical thinking
(repeat as appropriate)	

10. Teaching and Learning methods used (see Criterion III.B.1)

<i>Teaching / Learning Methods</i>	<i>% of Time</i>
Higher Level (e.g. In class presentations, Cases, Team Activities, Simulations, External Field Experiences, Strategic/Consulting Projects, Reflective Learning)	70
Lower Level (e.g. Readings, Lectures, Guest Speakers, Online/Class Discussions, Web Modules)	30

11. Assessment methods used (see Criterion III.C.1)

<i>Assessment Methods</i>	<i>% of Grade</i>
Higher Level (e.g. Observation checklists; Case/Project review and feedback; Team effectiveness assessment; Journals; Experiential report/Portfolios; Reflective Modeling; Class participation; Strategic/Consulting Projects)	70
Lower Level (e.g. Pre/Post Knowledge/Skills Testing; Exams; Papers/ Reports)	30