

AddRan Curriculum Committee Check List for New Program Submission

Program: MDSH Medical Social Sciences and Health Humanities

Fall 2022

Is this included?	Yes/No	Comments
1. Completed and Signed Permission to Plan Form	Yes	Some signature problems still with PDF transfer to various stages of approval.
2. Approved Assessment Plan with Signed Signature Page and Curriculum Map	Submitted	Waiting-BE says will be done by 11 th for meeting.
3. Course Descriptions and Prescribed Sequence of Courses	Yes	See Attachment A: Curriculum & also separately attached in order asked for in required Appendix list.
4. New Program Budget Form	Yes	Attached
5. College or Departmental Policy on Faculty Teaching Load <i>If teaching load policy is set at the departmental level, include that information.</i>	No	Attached
6. Table of Program Full-time and Support Faculty <i>(Use table template)</i>	Yes	
7. Program Faculty Productivity Tables <i>(Use table template)</i>	No	Only for Graduate Programs- I do have it if anyone wants to take a look.
8. Curricula Vitae for Program Full-time Faculty	YES	On file in TCU Box upon request. I can share the link—
9. Curricula Vitae for Program Support Faculty	No	N/A
10. Articulation Agreements with Partner Institutions	Yes	Attached-Numerous e-mails demonstrating interdepartmental support.
11. List of Specific Clinical or In-Service Sites to Support the Proposed Program, if applicable	No	Not applicable
12. Letters of Support <i>Letters from regional and national companies who have made commitments to hire graduates from the proposed new program are particularly helpful. Also, include statements of support or commitments to shared research</i>	No/Yes	Not applicable. However, the proposal does document job market opportunities and demand in general terms. See the proposal form.

<i>projects from any similar or partner institutions.</i>		
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All forms/templates available here: <https://provost.tcu.edu/faculty-resources/tcu-academic-affairs-councils/tcu-undergraduate-council/>

Circle the answer that applies:

Are the various elements clearly organized? Yes No



Originating Unit:

Type of action: Undergraduate program Graduate program

Online program (hybrid, synchronous, or asynchronous)

Certificate program (if yes, will certificate appear on transcript) Yes No

Licensure

External Accreditation Required (outside of SACCS)? Yes No

Semester and year course/program will take effect:

New program title:

This is a TCU STEM Program Yes No

Proposed four-letter plan abbreviation (ex. GRAD):

Proposed 6-digit CIP Code?

for reference, please visit: <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56>

Description of program:

Strategic Plan

Job Market Need:

Student Demand:

Enrollment Projections (provide brief description here and attach a table as Appendix material):

attached files can be seen and managed in Acrobat Pro by clicking on View > Show/Hide > Navigations Panes > Attachments



Five-Year Costs and Funding Sources Summary (please submit *New Program Budget Form*)

Faculty:

Program Staff & Administration:

Graduate Student Support:

Space & Facility Needs:

Equipment Needs:

Library Resources:

Signature Dean, TCU Library

Date

Comments

IT Resources:

**Koehler Center for Instruction,
Innovation, and Engagement Resources:**

Tuition:

Tuition Discount Request:

Student Fees:

Other Funding:

Change in Teaching Load: Yes No

Courses taught via Teaching Overload: Yes No

Will this program affect any other units within the university? Yes No

If yes, submit supporting statement signed by chair of affected unit.



NEW PROGRAM SUBMISSION FORM

Curriculum:

Diversity Equity and Inclusion (DEI) Essential Competency Components:

Candidacy and Dissertation/Thesis (if applicable):

Delivery Modes, Use of Distance Technologies, and Delivery of Instruction:

Program Evaluation:

Administrative Oversight:

Faculty:

Program Faculty Productivity: (Doctoral programs only; Appendix material requested):

**attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments**

Collaborative Arrangements (if applicable):



NEW PROGRAM SUBMISSION FORM

Program Contact Person (person to contact with questions regarding program or individual completing the form):

Name:

Extension:

Email

REQUIRED SIGNATURES:

Chair of Originating Unit:

Unit:

Endorse Program: Yes No

Name:

Signature: *Carol Thompson*

Date:

Dean of Originating Unit:

College/School:

Endorse Program: Yes No

Name:

Signature:

Date:



Required Appendices (if applicable):

attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

- A. Completed and Signed Permission to Plan Form**
- B. Approved Assessment Plan with Signed Signature Page and Curriculum Map**
- C. Course Descriptions and Prescribed Sequence of Courses**
- D. New Program Budget Form**
- E. College or Departmental Policy on Faculty Teaching Load**
If teaching load policy is set at the departmental level, include that information.
- F. Table of Program Full-time and Support Faculty (table template found at <https://gradcouncil.tcu.edu/submission-forms/> or <http://www.ugradcouncil.tcu.edu/>)**
- G. Program Faculty Productivity Tables (table template found at <https://gradcouncil.tcu.edu/submission-forms/>)**
- H. Curricula Vitae for Program Full-time Faculty**
- I. Curricula Vitae for Program Support Faculty**
- J. Articulation Agreements with Partner Institutions**
Include copies of any agreements or Memoranda of Understanding related to the proposed program. These include formal and sustained arrangements with other universities, private businesses, or governmental agencies that contribute directly to the proposed program and student research/residency opportunities.
- K. List of Specific Clinical or In-Service Sites to Support the Proposed Program, if applicable**
- L. Letters of Support**
Letters from regional and national companies who have made commitments to hire graduates from the proposed new program are particularly helpful. Also, include statements of support or commitments to shared research projects from any similar or partner institutions.

APPENDIX A

Contents:

1. Curriculum
2. DEI Essential Competency Components
3. Delivery Modes
4. Program Evaluation
5. Administrative Oversight
6. Faculty

1. Curriculum

MDSH Curriculum

The undergraduate certificate in **Medical Social Sciences and Health Humanities Certificate** will include twelve credit hours from the list of courses below or other relevant special topics courses with the approval of the certificate advisor. Courses do not have to be taken in sequence

Required Courses

Six hours from the courses below:

- ANTH 30373 Medical Anthropology
- SOCI 40523 Health, Illness and Medicine
- SOCI 30223 Race, Class and Health

Social Science and Humanities Perspectives

Six hours from the courses below:

- ANTH 30653 Sex, Gender and Culture
- ENGL 20713 Literature and Medicine
- ECON 30503 Health Economics
- PHIL 20323 Bioethics
- PHIL/SOCI 30773 Sex, Society, Ethics
- HIST 40803 History of Medicine and Public Health

POSC 31423 Health Care Policy
SOCI 36553 Sociology of Mental Illness
SOCI 30483 Death and Dying: Sociological Viewpoints
SOCI 30693 Aging & the Life Course
SOCI 30783 Sociology of the Body
ANTH 30373 Medical Anthropology
SOCI 40523 Health, Illness and Medicine
SOCI 30223 Race, Class and Health
ANTH 20613 Introduction to Physical Anthropology
ECON/ANTH 30533 Happiness: Culture, Economics and Being
SOCI / CRES 30263 Environmental Justice

Other approved courses may be used to fulfill this requirement. This 12-credit hour certificate is designed for undergraduate students in any major with an interest in investigating social and cultural forces within health and medicine. This certificate brings together social sciences and humanities disciplines to understand aspects of society and the human condition related to health, illness

Other approved courses may be used to fulfill this requirement.

This 12-credit hour certificate is designed for undergraduate students in any major with an interest in investigating social and cultural forces within health and medicine. This certificate brings together social sciences and humanities disciplines to understand aspects of society and the human condition related to health, illness and care. Crucially, the certificate provides students with analytical frameworks and skills aimed at advancing health equity in medicine.

HMSJ provides a certificate program aimed at preparing students:

- to employ humanities and social sciences perspectives to understand social and cultural phenomena related to health, illness, and well-being; and
- with core knowledge and analytical skills to promote health equity and compassionate practices in medicine.

This certificate's goal of studying for the purpose of advancing health equity is consistent with TCU's and AddRan College's strategic focus on campus leadership that strengthens workforce diversity and transforms the current racial and gender climate through academic programs and course offerings.

Likewise, this certificate aims to strengthen academic programs & reputation by drawing on expertise of scholars across disciplines to produce a strong

interdisciplinary program for students that is populated by outstanding teacher/scholars offering courses in their areas of study.

2. DEI Essential Competency Diversity Equity and Inclusion (DEI) Essential Competency Components

When the Core Committee resumes accepting submissions for DEI courses, SOCI 30223 Race, Class and Health will be request/propose DEI Essential Competency. Also, several of the courses in the Social Science and Humanities electives category will be DEI courses.

3. Delivery Modes, Use of Distance Technologies, and Delivery of Instruction:
All in-person, no distance courses planned currently.

4. Program Evaluation: As a certificate there is no formal program evaluation required by an accrediting agency. However, the certificate program will be evaluated on a regular basis consistent with program review protocols at TCU. Along those lines, plans for assessment have been submitted with Assessment Officer, Brianna Edwards.

5. Administrative Oversight:

No new staff are being requested. Currently, administrative support is sufficient for the projected enrollments. However, in 2023, if the certificate has strong enrollment, a Certificate Advisor / Director would need to be appointed from SOAN faculty and this would result in a course release for that faculty member and an adjunct to be hired to replace the course reduced.

6. Faculty: No new faculty are needed to begin offering the certificate. Current faculty members who are involved in offering required courses for certificate are: Lisa Vanderlinden (Anthropology), Keith Whitworth (Sociology), Shan Siddiqui (Sociology) and other courses are taught by TCU Liberal Arts faculty currently employed and teaching courses that are part of their regular teaching load.



Program Full-time & Support Faculty

Full-time Faculty are tenured (T), tenured-track (TT), and full-time nontenured-track (NTT) faculty who teach 50 percent or more in the proposed program.

Support faculty include adjunct faculty and faculty (T, TT, and/or NTT) faculty who will teach 49% or less in the proposed program.

NOTE % Time Assigned to Program: No faculty member is required to teach outside of their regular departmental load as part of this certificate program. For example, health and medicine related courses already exist in SOAN and are offered regularly by faculty as part of their dept teaching load. Thus, beyond some additional advising and program direction on the part of the Dept Chair and Dr. Vanderlinden, workloads are not impacted for other faculty to offer courses.

Faculty vitas are on file in the SOAN Office. Access via Box upon request.

Name and Rank of Faculty	Highest Degree and Awarding Institution	Courses Assigned in Program	Full-time or Support Faculty	% Time Assigned to Program
Lisa Vanderlinden, Associate Professor (T) (SOAN)	Ph.D. Anthropology, Rutgers University	ANTH Medical Anthropology ANTH 30653 Sex, Gender and Culture	Support	8-10%
Shan Siddiqui, Assistant Professor (TT) (SOAN)	Ph.D. Sociology, University of Texas at Austin	SOCI 30923 Race, Class and Health SOCI 30923 Migration and Health SOCI 40523 Health, Illness and Medicine	Support	0-10%
Keith Whitworth, Instructor II, (NTT) (SOAN)	Ph.D. Sociology, University of North Texas	SOCI 40523 Health, Illness and Medicine	Support	0-10%
Carol Thompson, Professor (T) (SOAN)	Ph.D. Sociology, Louisiana State University	TBD SOCI 36553 Sociology of Mental Illness	Support	8-10%
Jeannine Gailey, Professor (T) (SOAN)	Ph.D. Sociology, University of Akron	SOCI 30783 Sociology of the Body SOCI 30923 Sex and Sexualities	Support	0-10%
Miguel Leatham, Senior Instructor (NTT) (SOAN)	Ph.D. Anthropology, University of New Mexico	ANTH 20613 Physical Anthropology	Support	0-10%
Erik Kojola, Assistant Professor, (TT) (SOAN)	Ph.D. Sociology, University of Minnesota	CRES/SOCI 30623 Environmental Justice	Support	0-10%
Elective/Occasional Offerings in				

Departments within AddRan outside of SOAN				
Layne Craig, Instructor II (NTT) (ENGL)	Ph.D. The University of Texas at Austin, English	ENGL 20713 Literature and Medicine	Support	0%
Matthew Crawford, Instructor I (NTT) (PHIL and BIOL)	Ph.D., Baylor University, 2019 (Religion: Ethics and Theology)	PHIL 20323 Bioethics	Support	0%
John Harris, Associate Professor (T) (PHIL) (with Jeannine Gailey)	Ph.D., Philosophy, University of Colorado	PHIL/SOCI 30773 Sex, Society, Ethics	Support	0%
Dongwoo Kim, Assistant Professor (TT) (ECON)	PhD, Economics, University of Illinois at Urbana-Champaign	ECON 30503 Health Economics	Support	0%
TBD Course is on books.		HIST 40803 History of Medicine and Public Health	Support	0%
TBD Has been taught by James Riddlesperger, Professor (T) (POSC) Course is on books.	Ph.D., Political Science, University of Missouri-Columbia (1983)	POSC 31423 Health Care Policy	Support	0%



NEW PROGRAM PERMISSION TO PLAN FORM

Originating Unit: AddRan College Department of Sociology and Anthropology

Type of action: New program Online program (hybrid, synchronous, or asynchronous)

We encourage consultation with the TCU Office of Institutional Effectiveness and the Koehler Center for Instruction, Innovation, and Engagement Resources (i.e., if an online or distance learning component is proposed for the new program) prior to submission of this form.

Semester and year course/program will take effect: Spring 2023

New program title:
Health, Medicine and Social Justice, Undergraduate Certificate

Description of program:
This 12-credit hour certificate is designed for undergraduate students in any major with an interest in exploring social justice issues surrounding health, disease and medicine. Coursework focuses on the

Strategic Plan:
This certificate contributes to TCU's foundational themes of diversity, equity and inclusion and the student experience. Also, the certificate contributes to TCU's vision and strategic plan as it builds on and

Job Market Need:
Evidence of short and long-term evidence of job workforce demand:

Enrollment Projections:
Because the certificate can pair with any major and can serve as a stackable skill set for any B.S. and B.A. degree, we are not certain of how many students will pursue the certificate. We estimate that with

Five-Year Costs and Funding Sources Summary (please submit *New Program Budget Form*)

Faculty: none

Program Staff & Administration: none Director/Advisors from

Graduate Student Support: none

Space & Facility Needs: no new space needed

Equipment Needs: no additional equipment needed

Library Resources: relying on existing holdings and budgets

IT Resources: none anticipated beyond normal faculty support

Tuition: no additional tuition

Tuition Discount Request: none

Student Fees: no additional fees

Other Funding: none

External Accreditation Required? Yes No

Change in Teaching Load: Yes No

Will this program affect any other units within the university? Yes No

If yes, submit supporting statement signed by chair of affected unit.

Program Contact Person (person to contact with questions regarding program or individual completing form):

Name: Carol Y Thompson

Extension: 8179756262 Or Extension 6

Email: c.thompson@tcu.edu

REQUIRED SIGNATURES:

Chair of Originating Unit

Unit: Sociology and Anthropology

Endorse Program: Yes No

Name: Carol Y Thompson

Signature: *Carol Y Thompson*

Date: 07-08-2022

Dean of Originating Unit

College/School: *Addran College of Liberal Arts*

Endorse Program: Yes No

Name: *Sonya Watson*

Signature: *Sonya Watson*

Date: ~~07-08-2022~~ *8-31-22*

REQUIRED SIGNATURES:

Provost and Vice Chancellor of Academic Affairs:

Unit:

Endorse Program: Yes No

Name:

Signature: *Teresa Abi-Nader Dahlberg*

Date:

Instructions



Student Learning Outcomes Assessment Plan

Document *Student Learning Outcomes (SLO)* and *Assessment Plans* for each Undergraduate and Graduate Degree program, Certificate program, Minor, and Distance Education Program (offered online only). *New program submissions to Undergraduate or Graduate Councils for approval will not be considered unless SLO Assessment Plans have been approved by Institutional Effectiveness.* Please contact the Office of [Institutional Effectiveness](#) (Phone: 817:257-4169) for additional tools and information for writing effective student learning outcomes our curriculum mapping template. Also, please consult with the [Koehler Center for Instruction, Innovation, and Engagement Resources](#) (Phone: 817:257-7434) if an online or distance learning component is proposed for the new program.

College: AddRan College of Liberal Arts

Department: Sociology and Anthropology

Name of Degree or Certificate Program/Minor/Online Distance Education Program:

Health, Medicine and Social Justice, undergraduate certificate 12-hours.

(FYI - Name of certificate changed to Medical Social Sciences and Health Humanities)

Program's Goal or Mission Statement (*Please demonstrate alignment between program, college/school and university mission*):

Mission Statement: To empower students with humanistic and social science knowledge and tools of inquiry needed to understand and tackle social and cultural problems that arise around medicine, disease, health equity, healing, well-being and the provision of care.

HMSJ goals:

- Provide a foundation of humanities and social sciences perspectives valuable for understanding the social, cultural and contexts of health, medicine, illness, and healing; and
- Develop core knowledge and analytical skills to promote health equity, social justice, and compassionate practices in medicine and healthcare.

Connection to TCU and College Strategic Plans:

This certificate's goal of advancing health equity is consistent with TCU's and AddRan College's strategic focus on campus leadership that strengthens workforce diversity and transforms the current racial and gender climate through academic programs and course offerings.

Likewise, this certificate aims to strengthen academic programs & reputation by drawing on expertise of scholars across disciplines to produce a strong interdisciplinary program for students that is populated by outstanding teacher/scholars offering courses in their areas of study.

SLO 1 Students will analyze the influences that cultural practices and social determinants (SDOH) have on health, illness and/or healthcare.

SLO 2 Students will apply social science and/or humanities perspectives to understand issues and experiences related to health and medicine.

Assessment Plan Description

- As a new program, we are interested in assessing the required courses on two SLO's for this assessment cycle. In future, within the next cycle but perhaps sooner, we will assess a sample of elective courses to determine if they are meeting/achieving standards of learning on the SLO's. So, these two SLO's are central to the goals of the certificate and the courses that deliver core aspects of the curriculum. Students select 2 of 3 courses for foundations and mastery for both SLO's. Thus, as the curriculum map demonstrates (see excel file), these courses are foundational and require mastery of SLO related knowledge and will be assessed. We feel it is important to assess all three of the foundational courses on both SLO's- and this can be done sequentially over the 3-year cycle. For the next cycle we begin performing assessments on elective courses as well.

SLO 1 Students will be able to analyze the influences that cultural practices and social determinants (SDOH) have on health, illness and/or healthcare.

Identify and Describe the *Measure*

Identify the Measure, e.g., assignment, exam, project, paper, etc.

Medical Anthropology (ANTH 30373) Essay Exam Question will be assessed using a rubric that matches up with elements of the student learning outcome. See attached

Identify the Evaluation Tool, e.g., rubric, itemized analysis, etc., that will be used to gauge the acquisition of this Student Learning Outcome, and explain how it assesses the desired knowledge or skill.

See attached document with Rubric, Measures, Operationalizations/Justifications, Targets

Each interview project paper will be evaluated using a rubric (see attachment)

Attach a copy of both, the Measure and the Evaluation Tool.

Click here to attach a file

attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

Identify and Describe the *Methodology*

List the course(s) in which the data will be collected.

ANTH 30373 Medical Anthropology

Describe how the data will be collected.

Data needed will be collected and analyzed by the instructor for the course, Lisa Vanderlinden. A report with supporting data and information (the assignment, rubric and assignments) will be placed in BOX for certificate's coordinating-assessment team to access.

Identify the frequency of the data collection (Spring, Summer, and/or Fall semester).

Fall 2023 - See curriculum map.

Describe how the department will use and disseminate the Findings to program faculty.

All assessment reports are placed in BOX accessible to the certificate assessment team, consisting of the coordinator/director and program faculty.

Describe how the program faculty will analyze the Findings to develop an Action Plan.

Assessment team reviews and discusses findings in-light-of the program's goals/mission, student performance and specific information provided in the report. Team discussion and input from the instructor will guide plan to make changes and or adjustments. Instructor's feedback in the review and program needs are the critical factors in deciding changes and developing and implementing an action plan.

SLO2. Students will be able to apply social science and/or humanities perspectives to understand issues and experiences related to health and medicine.

Identify and Describe the *Measure*

Identify the Measure, e.g., assignment, exam, project, paper, etc.

ANTH 30373 Medical Anthropology Project Narrative Interview Paper

Identify the Evaluation Tool, e.g., rubric, itemized analysis, etc., that will be used to gauge the acquisition of this Student Learning Outcome, and explain how it assesses the desired knowledge or skill.

A rubric will be used to assess the student learning outcome. Details of rubric, and how it assessed the knowledge/skill is in the attachment.

See attached

Attach a copy of both, the Measure and the Evaluation Tool.

Click here to attach a file

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Identify and Describe the *Methodology*

List the course(s) in which the data will be collected.

ANTH 30373 Medical Anthropology

Describe how the data will be collected.

Data needed will be collected and analyzed by the instructor for the course, Lisa Vanderlinden. A report with supporting data and information (the assignment, rubric and assignments) will be placed in BOX for certificate's coordinating-assessment team to access.

Identify the frequency of the data collection (Spring, Summer, and/or Fall semester).

Fall 2023 - See curriculum map.

Describe how the department will use and disseminate the Findings to program faculty.

All assessment reports are placed in BOX accessible to the certificate assessment team, consisting of the coordinator/director and program faculty.

Describe how the program faculty will analyze the Findings to develop an Action Plan.

Assessment team reviews and discusses findings in-light-of the program's goals/mission, student performance and specific information provided in the report. Team discussion and input from the instructor will guide plan to make changes and or adjustments. Instructor's feedback in the review and program needs are the critical factors in deciding changes and developing and implementing an action plan

Attach a copy of both, the Measure and the Evaluation Tool.

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Identify and Describe the *Methodology*

List the course(s) in which the data will

Describe how the data will be collected.

Identify the frequency of the data collection (Spring, Summer, and/or Fall semester).

Describe how the department will use and disseminate the Findings to program faculty.

Describe how the program faculty will analyze the Findings to develop an Action Plan.

Identify and Describe the *Measure*

Identify the Measure, e.g., assignment, exam, project, paper, etc.

Identify the Evaluation Tool, e.g., rubric, itemized analysis, etc., that will be used to gauge the acquisition of this Student Learning Outcome, and explain how it assesses the desired knowledge or skill.

Attach a copy of both, the Measure and the Evaluation Tool.

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Identify and Describe the *Methodology*

List the course(s) in which the data will

Describe how the data will be collected.

Identify the frequency of the data collection (Spring, Summer, and/or Fall semester).

Describe how the department will use and disseminate the Findings to program faculty.

Describe how the program faculty will analyze the Findings to develop an Action Plan

Add more pages as needed

Attach a program curriculum map that considers all of the student learning outcomes for the program. Curriculum mapping allows for an inventory of the links between your student learning objectives and the program curriculum. It also helps to ensure proper sequencing of courses, the degree to which the curriculum really supports student learning, and the extent to which the program's core student learning objectives are being addressed within the program curriculum.

Click here to attach a file

attached files can be seen and managed in Acrobat Pro by clicking on *View > Show/Hide > Navigations Panes > Attachments*

Program Contact Person (person to contact with questions regarding program assessment plan):

Name:

Extension:

Email:

REQUIRED SIGNATURES

Director in the Koehler Center for Instruction, Innovation, and Engagement (required if program

Chair of Assessment Committee:

Name:

- Approved as Written
- Approved with Stipulations (Administrative review only required; see comment section below)
- Disapprove (full committee review required; see comment section below)

Comments:

Signature:

Date:

Program name:	Medical Social Science and Health Humanities Certificate
Academic Code: *may not yet be assigned to new programs	
Department:	Sociology & Anthropology
College:	Liberal Arts
Contact person:	Carol Thompson
Email:	B.M.EDWARDS@TCU.EDU
Phone:	

Three-Year Assessment Plan 2023-2026			
INSTRUCTIONS: Programs should create a schedule to ensure that each Student Learning Outcome is assessed at least once over the University's three-year assessment cycle, while this is may only be a tentative schedule, ALL SLOs must be assessed within the 3-year period. It is up to the program coordinator/director if they need to assess SLOs more than one time during the cycle. Majors should have at least 2 SLOs (3-5 is typical but can be more) and minors/certificates should have at least 1 SLO (1-2 is typical, but can be more). At least one SLO must be assessed each year.			
Outcome Statement	Year 1: 2023-2024	Year 2: 2024-25	Year 3: 2025-26
1. Students will be able to analyze the influences that cultural practices and social determinants (SDOH) have on health, illness and/or healthcare.	Assess ANTH 30373 Medical Anthropology	Assess SOCI 30223 Race, Class and Health	SOCI 40523 Health, Illness and Medicine
2. Students will be able to apply social science and/or humanities perspectives to understand issues and experiences related to health and medicine.	Assess ANTH 30373 Medical Anthropology	Assess SOCI 30223 Race, Class and Health	SOCI 40523 Health, Illness and Medicine
<i>Outcomes For Future Consideration for elective courses</i>			
Students will be able to employ primary and secondary research skills toward understanding social and cultural practices that shape health, illness and healing			
Students will be able to analyze and evaluate complex texts to discern their importance for			

understanding social and cultural issues related to health and medicine.			
Students will explore narrative approaches to understanding experiences of healthcare providers, patients and healthcare workers.			
Students will be able to evaluate strategies, policies and/or programs that address health disparities and aim toward health equity			

Introduction: Students introduced to the knowledge and skills related to the program-level learning outcome in this course.			1	
Reinforced: The course is reinforcing or practicing the knowledge and skills related to the program-level learning outcome			2	
Mastered: Students have had sufficient practice and may now demonstrate that they have mastered the knowledge and skills related to the program-level learning outcome.			3	
Course information:			Program Learning Outcomes:	
Course Prefix	Number	Course name	Students will be able to analyze the influences that cultural practices and social determinants (SDOH) have on health, illness and healthcare.	Students will be able to apply social science and/or humanities perspectives to understand issues and experiences related to health and medicine.
ANTH	30373	Medical Anthropology	1, 2 & 3	1, 2, & 3
SOCI	40523	Health, Illness and Medicine	1, 2 & 3	1, 2 & 3
SOCI	30223	Race, Class & Health	1, 2 & 3	1, 2 & 3
Elective courses				

<p>All elective courses vetted for the certificate are expected to fulfill at least 1 SLO to level 2 (and some will meet both SLO's and some may be set up to achieve level 3). Examples below:</p>				
<p>SOCI</p>	<p>36553</p>	<p>Sociology of Mental Illness</p>	<p>1, 2, 3</p>	<p>1, 2</p>
<p>ENGL</p>	<p>20713</p>	<p>Literature and Medicine</p>	<p>1, 2</p>	<p>1, 2, 3</p>
<p>ECON</p>	<p>30503</p>	<p>Health Economics</p>	<p>1, 2, 3</p>	<p>1, 2</p>
<p>SOCI</p>	<p>30223</p>	<p>Immigration and Health</p>	<p>1, 2, 3</p>	<p>1, 2</p>
<p>POSC</p>	<p>31423</p>	<p>Health Care Policy</p>	<p>1, 2, 3</p>	<p>1, 2</p>
<p>CRES</p>	<p>30263</p>	<p>Environmental Justice</p>	<p>1, 2, 3</p>	<p>1, 2</p>

Curriculum

The undergraduate certificate in Medical Social Sciences and Health Humanities will include **twelve credit hours** from the list of courses below or other relevant special topics courses with the approval of the certificate advisor. Courses do not have to be taken in sequence.

Total Hours 12

Required Courses- Six hours from the courses below:

ANTH 30373 Medical Anthropology

Cross-cultural survey of cultural diversity and similarity in the interpretation of health, illness, and healing systems. Examines the interrelationship of culture, society, and health from local and global perspectives. Particular emphasis on the interactions of western and other medical systems.

SOCI 40523 Health, Illness and Medicine

Critique of the changing structure and functioning of the institution of medicine in America and the continuing inter- and intra-institutional contention for authority. Focus on current issues, problems, and trends such as litigation, governmental financing and regulation, corporate entry into medical care, sexism in medicine, and alternative medicines and practitioners.

SOCI 30223 Race, Class and Health

In this course, we will investigate the complex relationship between race, social class, and health. Specifically, we will examine the role that racism has played (and continues to play) in shaping the health of people from different racial and socioeconomic backgrounds. We will analyze health from interdisciplinary approaches, including a bio-social perspective, with the goal of moving toward health equity for all.

Social Science and Humanities Perspectives- Six hours from the courses below:

ANTH 30653 Sex, Gender and Culture

Explores the anthropological significance of sex and gender as multifaceted and diverse categories of human experience across a broad range of cultures. Studies of sexual orientation, gender identity, reproduction, cultural politics, health, and sociocultural inequalities.

ENGL 20713 Literature and Medicine

This course examines literary works in a variety of genres that treat topics related to health care and medicine. Students will consider ways in which narrative shapes cultural understandings of health, sickness, and the body as well as ways in which literary writers have used health and sickness as metaphors to explore the human

condition. Themes may include caregiving, doctor/patient relationships, chronic illness, reproduction, mental illness, infection and contagion, and disability.

ECON 30503 Health Economics

Health Economics examines the determinants of health and health related behaviors disease prevention and health promotion focusing on the behaviors of consumers providers of medical care and the impact of policy on the price and quantity of health care services." health disparities and the impacts of health policy in bettering health outcomes. The course also examines the market for health insurance and health care services."

ECON/ANTH 30533 Happiness: Culture, Economics and Being

Explores anthropological and economic perspectives on happiness and human flourishing: the diverse ways in which well-being is conceptualized and experienced in different cultural contexts, the complex relationship between well-being and economic growth, and cross-disciplinary inquiry into the conditions and activities (such as community, ecology, dignity, creativity, generosity, trust, health, and inequality) that engender or impede human flourishing.

ANTH 20613 Introduction to Physical Anthropology

An introduction to the theories and methods of physical anthropology. Scientific study of human origins and evolution as reconstructed from the fossil record; patterns of anatomical, behavioral, and genetic similarities among the primates; applications of physical anthropology, such as forensic anthropology.

PHIL 20323 Bioethics

Bioethics An examination of some of the ethical issues that arise in the field of medicine. Topics typically include the moral status of abortion, euthanasia, stem cell research, informed consent, cloning, and the just distribution of scarce medical resources.

PHIL/SOCI 30773 Sex, Society, Ethics

This course introduces students to the myriad ways in which sexual desire and sexual activity are structured by social relations and to the ways that sexuality, sexual practices, and sexual identities vary in time and space. We will also consider how those social relations and sexual identities influence ethical judgment regarding various sexual practices and attitudes. Social science and philosophical theories of sexuality will be considered, and cross-cultural and historical accounts of sexual practices will be reviewed.

HIST 40803 History of Medicine and Public Health

An examination of medicine and public health in the United States with emphasis on social and cultural factors.

POSC 31423 Health Care Policy

In this class, the centrality of health care policy is examined. Topics covered include interest group behavior in health care, the core policies related to health care, and the challenges that remain in health care policy.

SOCI 36553 Sociology of Mental Illness

The course keys on the consequences of being labeled mentally ill (or of being stigmatized), the societal response to mental illness, and the experience of managing conditions, especially depression, identity disorders, anxiety, and post-traumatic stress disorder (PTSD). The course also focuses on the sociohistorical and socially constructed concepts and contexts associated with defining mental illness and becoming mentally ill. The course relies on a lecture-discussion format, making use of several concepts that have become linked to mental illness in general and the specific aforementioned conditions.

SOCI 30483 Death and Dying: Sociological Viewpoints

An examination of the process of death from a social psychological perspective. Topics will include the dying process as an interactional event, how survivors cope with loss, the life chances of people to live an extended life before dying, and how death serves as a symbol and metaphor for lived experience. The course will also focus on death as it has an impact on survivors and how survivors learn from the experience of another's death.

SOCI 30693 Aging & the Life Course

This course introduces students to the sociology of aging and the life course. Topics such as age as a social construct, shifting definitions of life stages, the sociological study of biographies, population aging, social theories of aging, inequality during later life, and other issues pertinent to older adults are explored.

SOCI 30783 Sociology of the Body

This course will examine the body, not through the lens of the physical or biological sciences, but as the product of complex social arrangements and processes. We will study the body as the container and expression of the self, as the object of social control, and as the repository of shifting race, gender, and sexual categories.

SOCI / CRES 30263 Environmental Justice

Black, Indigenous, other people of color, working class, immigrant, women, and other marginalized groups bear the brunt of environmental problems in the United States and across the world, facing disproportionate impacts from things like air and water pollution, toxic chemicals, climate change, industrialization, and biodiversity loss. Why are certain groups systematically exposed to greater environmental burdens and fewer environmental amenities while other groups have access to clean air and water? What effect does this have on people's health and well-being? Who benefits from

these inequalities and who makes decisions about environmental policies? This course draws on the work of interdisciplinary scholars from the social sciences, biophysical sciences, public health, and humanities, to examine how social, political, and economic systems create environmental injustices and health disparities across intersections of race, ethnicity, class, and gender. In turn, we explore how people work to remedy environmental problems. These lessons are applied to understanding, researching, and addressing contemporary environmental justice issues.

ANTH 30373 Medical Anthropology

SOCI 40523 Health, Illness and Medicine

SOCI 30223 Race, Class and Health

Other approved courses may be used to fulfill this requirement.

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This 12-credit hour certificate is designed for undergraduate students in any major with an interest in investigating social and cultural forces within health and medicine. This certificate brings together social sciences and humanities disciplines to understand aspects of society and the human condition related to health, illness and care. Crucially, the certificate provides students with analytical frameworks and skills aimed at advancing health equity in medicine.

HMSJ provides a certificate program aimed at preparing students:

- to employ humanities and social sciences perspectives to understand social and cultural phenomena related to health, illness, and well-being; and
- with core knowledge and analytical skills to promote health equity and compassionate practices in medicine.

This certificate's goal of studying for the purpose of advancing health equity is consistent with TCU's and AddRan College's strategic focus on campus leadership that strengthens workforce diversity and transforms the current racial and gender climate through academic programs and course offerings.

Likewise, this certificate aims to strengthen academic programs & reputation by drawing on expertise of scholars across disciplines to produce a strong interdisciplinary program for students that is populated by outstanding teacher/scholars offering courses in their areas of study.

New Academic Program Budget Form

Unit Name	Sociology and Anthropology medical								
Program Name	Social Sciences and health Humanities	Program Level	Certificate						
College	Liberal Arts	Prepared by	Carol Thompson						
	Enter Fiscal Year	Start Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	TOTALS	NOTES
			2021-22	2022-23	2023-24	2024-25	2025-26		

REVENUES

Enrollment	Students (Fall, Spring, & Summer enrollment combined)		10	15	15	20	20		
	Students (optional - additional cohorts)								
	total # of students		10	15	15	20	20		
Tuition	Tuition Rate		1,790	1,835	1,881	1,928	1,976		
	Tuition Rate Increase			2.5%	2.5%	2.5%	2.5%		
	Total Per Student Credit Hours (Fall, Spr., & Sum.)		19	19	19	19	19		
	Tuition revenue (Total)		\$340,100	\$522,904	\$535,976	\$732,501	\$750,814		\$2,882,295
Other Source of Revenue									
	Tuition-Based, Endowed Scholarships , Fees, etc.								\$0
TOTAL (100%) PROJECTED REVENUES			\$340,100	\$522,904	\$535,976	\$732,501	\$750,814		\$2,882,295
INCREMENTAL NET TUITION REVENUE			\$306,090	\$470,613	\$482,379	\$659,251	\$675,732		

EXPENSES

Direct Costs	Personnel								
	Salaries & Wages & Benefits (See Personnel tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	SUBTOTAL - PERSONNEL COSTS		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Library Resources								
	Journals, books, recordings, etc.		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000	
	Operating Costs								
	Tuition Reduction Request (%)		10%	10%	10%	10%	10%		
	Tuition Reduction Discount Request (per credit hour)		\$179	\$183	\$188	\$193	\$198		
	Total Tuition Reduction Request		\$34,010	\$52,290	\$53,598	\$73,250	\$75,081	\$288,229	
	Graduate Research/Teaching Assistant Request		\$0	\$0	\$0	\$0	\$0	\$0	
	Total Tuition and Stipend		\$34,010	\$52,290	\$53,598	\$73,250	\$75,081	\$288,229	
	Materials								
	Instructional Materials		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000	
	Office/Program Supplies		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000	
	Equipment								
	Capital Equipment Purchase (if applicable)		\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000	
	Non-capital equipment Purchase		\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000	
	Equipment Rental		\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000	
	Space & Facility (including renovation) Needs								
		\$100,000	\$0	\$0	\$0	\$0	\$0	\$100,000	
	Contract Services (if FTE not directly hired)								
	Direct Administrative Support		\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500	
	Course Design & Program Development		\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500	
	Marketing		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500	
	IT & Tech Support		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000	
	Course Preparation & Maintenance		\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$20,000	
	Student Support Services		\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$20,000	
	Other							\$0	
	SUBTOTAL - NON-PERSONNEL COSTS		\$122,510	\$140,790	\$142,098	\$161,750	\$163,581	\$730,729	
	TOTAL DIRECT EXPENSES		\$122,510	\$140,790	\$142,098	\$161,750	\$163,581	\$730,729	

RESIDUAL NET REVENUE/(LOSS) OVER EXPENSES		\$217,590	\$382,113	\$393,879	\$570,751	\$587,232	\$2,151,565	
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Revised: FW/March 12, 2021

New Academic Program Budget Form

PERSONNEL COSTS

Unit Name	Sociology and Anthropology
Program Name	Health, Medicine and Social Justice Certificate
College	AddRan College of Liberal Arts
Prepared by	Carol Thompson

<i>Projected Merit Increases</i>	<i>2.5%</i>	<i>2.5%</i>	<i>2.5%</i>	<i>2.5%</i>
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Enter Fiscal Year	Start Up Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		TOTAL		Notes
			2022-23		2023-24		2024-25		2025-26		2026-27				
	\$	FTE	\$	FTE	\$	FTE	\$	FTE	\$	FTE	\$	FTE	\$	FTE	
Instructional Costs			\$2,000		\$1,500	0.00	\$1,500	0.00	\$1,500		\$1,500		\$8,000		
Faculty			\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Staff & Administration			\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Other	\$0		\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Total Instructional Costs/FTE	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	

Benefits Costs			\$0		\$0		\$0		\$0		\$0		\$0		
<i>37%</i>															
GRAND TOTAL PERSONNEL COSTS	\$0	\$0	\$0	-	\$0	-	\$0	-	\$0	-	\$0	-	\$0	-	

Graduate Assistants															
<i>Cost of GA Stipend</i>			\$0		\$0		\$0		\$0		\$0		\$0		
Graduate Research/Teaching Assistant Request			\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	

- * Instructional support could include: mentors, clinical, research or other individuals who are paid a stipend for participation
- ** Please carefully consider both the pre-admission student contacts as well as post-admission student needs
- ***Instructional costs for full-time faculty include 37% for benefits (see salary calculations for faculty worksheet)

Program	Tuition Cost (in-state)	Tuition Cost (out-state)	Discount %
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TCU

- Institution 1
- Institution 2
- Institution 3
- Institution 4
- Institution 5
- Institution 6
- Institution 7

Discounted Cost Program Credit Hrs



New Academic Program Budget Form

MARKETING

Unit Name	
Program Name	
College	
Prepared by	

Enter Fiscal Year	Start Up	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL	Notes
	Year 0							

Plan Development								\$0
Design								\$0
Production								\$0
Print								\$0
Direct Mail								\$0
Online/Email								\$0
Broadcast								\$0
Display								\$0
Other								\$0
TOTAL	\$3,500	\$0	\$0	\$0	\$0	\$0	\$0	\$3,500

Marketing costs enumerated above are in addition to marketing staff costs/FTE that are either hired directly by the program or hired on a contract basis to support the program.

APPENDIX M

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

WORKLOAD POLICY

General Statement

The Department of Sociology and Anthropology faculty workload includes teaching, research and creative activities, professional service including administrative tasks and assignments, advising and counseling of students, and other service to the department, college, university, profession and community. In general, the assignment of teaching load involves the consideration of many factors that includes but is not limited to program need, course size and level, number of preparations, administrative assignment, advising load, and level of involvement in research and creative activities. Annual merit rise evaluations will correspond to the assigned workload of the faculty members. In all cases, the spirit of this document is to assist faculty members in their productivity and fulfilling workload expectations.

Faculty Workload

Tenured Faculty Workload. The standard workload for tenured faculty is a 2/3 teaching assignment with the expectation that faculty members are actively engaged in research and service. This teaching load assumes the faculty member's record of scholarship is consistent with departmental standards for scholarship as are outlined in *Appendix D Criteria for Promotion and Tenure* of the departmental handbook. There must also be evidence the faculty member is an effective teacher and contributes to the University community through appropriate service and citizenship activities.

Tenure Track Faculty Workload. Tenure track faculty standard workloads are 2/3 teaching assignments and determined at the time of hire and remain consistent across the probationary period unless there are special circumstances. It is expected that faculty members are actively engaged in research and service. This teaching load assumes the faculty member's record of scholarship is consistent with departmental standards for scholarship as are outlined in *Appendix D Criteria for Promotion and Tenure* of the departmental handbook. There must also be evidence the faculty member is an effective teacher and contributes to the University community through appropriate service and citizenship activities.

Instructor Workload. The position of Instructor is a full time, non-tenure track faculty appointment, which is renewable annually. The standard workload for instructors is 4/4 teaching assignment. The primary focus of activity of an individual in the position of instructor is to strengthen the department's commitment to effective undergraduate teaching through excellence in the classroom and the development of innovative teaching strategies and curriculum improvements. Instructors are also expected to effectively perform the duties of advising and counseling of undergraduate students and be actively engaged in departmental, university, and community service and professional development.

Chair Review of Workloads

The Chair, in consultation with the faculty member and the Advisory Committee, may recommend changes in the workloads to the Dean to more accurately reflect the needs of the university and/or a faculty member's performance. During the annual evaluation of faculty, the Chair will review faculty workloads with the annual reports being the primary source of information for the review of workloads. Annual reports detail yearly progress including scholarly publications, teaching and service contributions and commitments. In addition, the Chair will utilize teaching and service-related information made available through the college, university and the faculty member in the annual assessment of workloads. The Chair will also consider significant university and professionally related service and administrative assignments in the yearly assessment of workloads.



Program Full-time & Support Faculty

Full-time Faculty are tenured (T), tenured-track (TT), and full-time nontenured-track (NTT) faculty who teach 50 percent or more in the proposed program.

Support faculty include adjunct faculty and faculty (T, TT, and/or NTT) faculty who will teach 49% or less in the proposed program.

NOTE % Time Assigned to Program: No faculty member is required to teach outside of their regular departmental load as part of this certificate program. For example, health and medicine related courses already exist in SOAN and are offered regularly by faculty as part of their dept teaching load. Thus, beyond some additional advising and program direction on the part of the Dept Chair and Dr. Vanderlinden, workloads are not impacted for other faculty to offer courses.

Faculty vitas are on file in the SOAN Office. Access via Box upon request.

Name and Rank of Faculty	Highest Degree and Awarding Institution	Courses Assigned in Program	Full-time or Support Faculty	% Time Assigned to Program
<i>Joan Smith Professor</i>	<i>PhD. in Molecular Biology Stanford University</i>	<i>Molecular Bio 3500</i>	<i>Full-time</i>	<i>50%</i>
Lisa Vanderlinden, Associate Professor (T) (SOAN)	Ph.D. Anthropology, Rutgers University	ANTH Medical Anthropology ANTH 30653 Sex, Gender and Culture	Support	8-10%
Shan Siddiqui, Assistant Professor (TT) (SOAN)	Ph.D. Sociology, University of Texas at Austin	SOCI 30923 Race, Class and Health SOCI 30923 Migration and Health SOCI 40523 Health, Illness and Medicine	Support	0-10%
Keith Whitworth, Instructor II, (NTT) (SOAN)	Ph.D. Sociology, University of North Texas	SOCI 40523 Health, Illness and Medicine	Support	0-10%
Carol Thompson, Professor (T) (SOAN)	Ph.D. Sociology, Louisiana State University	TBD SOCI 36553 Sociology of Mental Illness	Support	8-10%

Jeannine Gailey, Professor (T) (SOAN)	Ph.D. Sociology, University of Akron	SOCI 30783 Sociology of the Body SOCI 30923 Sex and Sexualities	Support	0-10%
Miguel Leatham, Senior Instructor (NTT) (SOAN)	Ph.D. Anthropology, University of New Mexico	ANTH 20613 Physical Anthropology	Support	0-10%
Erik Kojola, Assistant Professor, (TT) (SOAN)	Ph.D. Sociology, University of Minnesota	CRES/SOCI 30623 Environmental Justice	Support	0-10%
Elective/Occasional Offerings in Departments within AddRan outside of SOAN				
Layne Craig, Instructor II (NTT) (ENGL)	Ph.D. The University of Texas at Austin, English	ENGL 20713 Literature and Medicine	Support	0%
Matthew Crawford, Instructor I (NTT) (PHIL and BIOL)	Ph.D., Baylor University, 2019 (Religion: Ethics and Theology)	PHIL 20323 Bioethics	Support	0%
John Harris, Associate Professor (T) (PHIL) (with Jeannine Gailey)	Ph.D., Philosophy, University of Colorado	PHIL/SOCI 30773 Sex, Society, Ethics	Support	0%
Dongwoo Kim, Assistant Professor (TT) (ECON)	PhD, Economics, University of Illinois at Urbana-Champaign	ECON 30503 Health Economics	Support	0%
TBD Course is on books.		HIST 40803 History of Medicine and Public Health	Support	0%
TBD Has been taught by James Riddlesperger, Professor (T) (POSC) Course is on books.	Ph.D., Political Science, University of Missouri-Columbia (1983)	POSC 31423 Health Care Policy	Support	0%

Appendix B

DEPT CHAIR PERMISSIONS TO USE COURSES EMAILS

Note that name of certificate changed to better reflect/signal to students and external constituents the focus of the certificate academically. Now titles: Medical Social Sciences and Health Humanities Certificate

Re: Health, Medicine and Social Justice Certificate

Campbell, Jodi

Mon 2/21/2022 6:47 PM

To: Pitt, Matthew <m.pitt@tcu.edu>; Thompson, Carol <c.thompson@tcu.edu>; Craig, A. Layne <a.layne.craig@tcu.edu>;

I would certainly have no objection to this, and as Matt suggests, there are probably other possibilities in our catalog as well!

Jodi

From: Pitt, Matthew

Sent: Monday, February 21, 2022 6:25:03 PM

To: Thompson, Carol; Campbell, Jodi; Craig, A. Layne

Subject: Re: Health, Medicine and Social Justice Certificate

Hi Carol (and all),

Thanks for reaching out about this, and for putting the plans in motion for this certificate. It sounds like a terrific endeavor, and the Literature and Medicine course is an ideal elective to include. Happy to have the course listed. Off that point, I know there would be other faculty/ courses that would align well with the plans you're outlining, so please let me know if you'd like to chat further on that front, when the time comes.

Best wishes on this, moving forward!

Matt

Matthew Pitt

Associate Professor & Director of Undergraduate Studies

TCU English Department

Author, *These Are Our Demands and Attention Please Now*

Editor of *descant*; Contributing Editor of *West Branch*

www.matthew-pitt.com

From: Thompson, Carol

Sent: Sunday, February 20, 2022 5:30 PM

To: Pitt, Matthew; Campbell, Jodi; Craig, A. Layne

Subject: Health, Medicine and Social Justice Certificate

Hi Jodi, Matt and Layne,

Our department, with our three medical/health disciplinary faculty members in the lead, is putting together an interdisciplinary Liberal Arts undergraduate certificate in Health, Medicine and Social Justice. Dean Watson has the expansion and support of medicine/health/ social justice included in her strategic plan and has urged us to move forward on this initiative. We hope we can include *ENGL 20713 Literature and Medicine* as a possible elective course for the certificate. Our plan is for 12 hours of *focused* coursework from *social science and humanities* disciplines; six foundational hours from our department and the remaining six hours would come from other Liberal Arts departments who offer courses focused on health and/or medicine that utilize Liberal Arts perspectives and methodologies. There are actually many courses from our

college that we hope to include. At this time, it is impossible to know how many students would enroll in the certificated. My best guess is that for a few years it would be no more than a few students enrolled each time the course is offered. I know your first allegiance is to your majors and minors and the good news on that front is that, as a certificate, these hours can overlay with other programs. Hopefully, some of your majors and minors would take advantage of the certificate as a value-added component to their degrees. Of course, to ensure enrollments are as expected, we would keep the chair, undergraduate program director and the instructor of the course updated on certificate enrollments.

We are in the planning stage, getting permissions together to make sure there is support where we are counting on it before submitting a new program request to the Provost. If you consent to us listing the course, please let me know at your earliest convenience. I look forward to hearing from you soon and am happy to chat if more information is needed.

Very best,



Carol

RE: Health, Medicine and Social Justice Certificate

Meier, William

Mon 2/21/2022 10:43 AM

To: Thompson, Carol <c.thompson@tcu.edu>;

Dear Carol,

This is an exciting new certificate program!

You should know that we don't have anyone on the faculty who currently teaches HIST 40803 – it used to be taught by an adjunct who no longer works for us. One of the finalists for our Latin America position would definitely teach this course, but all depends on whom we end up hiring!

So, I'm happy to have you list the course with the caveat that we've not been offering it...

From: Thompson, Carol

Sent: Sunday, February 20, 2022 4:57 PM

To: Meier, William <w.meier@tcu.edu>

Subject: Health, Medicine and Social Justice Certificate

Hi Bill,

With Dean support, our department with our three medical/health disciplinary faculty, is putting together an interdisciplinary undergraduate certificate in Health, Medicine and Social Justice. Dean Watson has the expansion and support of medicine/health/ social justice included in her strategic plan and has urged us to move forward on this initiative. We hope we can get your department's permission to include *HIST 40803 History of Medicine and Public Health* as a possible elective course for the certificate. Our plan is for 12 hours of focused coursework from social science and humanities, with the 6 foundational hours from our department, and the remaining six hours would come from other Liberal Arts departments who offer courses focused on health and/or medicine. There are actually many courses from our college that we hope to include. Thus, I do not think the enrollment of certificate students would overwhelm the enrollment of any class offered as an elective in the certificate. Of course, to make sure, we would consult with your department chair and/or undergraduate program director regularly on the anticipated certificate enrollments. If you consent to us listing the course, please let me know. I look forward to hearing from you soon.

Very best,



Carol

ENGL 20713 Literature and Medicine

HIST 40803 History of Medicine and Public Health

POSC 31423 Health Care Policy

Re: Health, Medicine and Social Justice Certificate

Thompson, Carol

Fri 7/8/2022 2:30 AM

To: Thompson, Carol <c.thompson@tcu.edu>;

From: Harvey, John (Professor)
Sent: Thursday, March 3, 2022 10:07 PM
To: Thompson, Carol
Cc: johnterenceharvey@gmail.com
Subject: RE: Health, Medicine and Social Justice Certificate

Sure, that sounds great to me!

From: Thompson, Carol <c.thompson@tcu.edu>
Sent: Thursday, March 3, 2022 8:36 PM
To: Harvey, John (Professor) <j.harvey@tcu.edu>
Subject: FW: Health, Medicine and Social Justice Certificate

Hi John,

Sent the email below last week, which was busy busy, I know. Am hoping you can take a look and me know if ECON will allow us to place Health Economics in the list of elective courses for the AddRan Health, Medicine and Social Justice Certificate.

😊 Hope you have a lovely break—

C

From: "Thompson, Carol" <c.thompson@tcu.edu>
Date: Tuesday, February 22, 2022 at 8:10 AM
To: "Harvey, John (Professor)" <j.harvey@tcu.edu>
Subject: Health, Medicine and Social Justice Certificate

Hi John,

With Dean support, our department with our three medical/health disciplinary faculty members in lead, is putting together an interdisciplinary undergraduate certificate in Health, Medicine and Social Justice. Dean Watson has the expansion and support of medicine/health/ social justice included in her strategic plan and has urged us to move forward on this initiative. We hope we can get your department's permission to include *ECON 30503 Health Economics* as a possible elective course for the certificate. Our plan is for 12 hours of focused coursework from social science and humanities, with the 6 foundational hours from our department, and the remaining six hours would come from other Liberal Arts departments who offer courses focused on health and/or medicine. There are actually many courses from our college that we hope to include. Given your course has economics course prerequisites, it would likely only be taken by those already majoring or minoring in ECON who are pursuing the certificate. Thus, I do not think the enrollment of certificate students, who are not majors or minors, would overwhelm the course. We would consult with your department chair and/or undergraduate program director regularly on the anticipated certificate enrollments. If you consent to us listing the course, please let me know. I look forward to hearing from you soon.

Very best,

😊

Carol

40503: Health Economics



cc

Re: Health, Medicine and Social Justice Certificate

From: Harris, John
Sent: Thursday, February 17, 2022 12:59 PM
To: Thompson, Carol
Subject: Re: Health, Medicine and Social Justice Certificate

Hi Carol,

We'd be happy to have Bioethics included!

Thanks!

-John

John R. Harris
Associate Professor and Chair
Department of Philosophy
Texas Christian University
j.r.harris@tcu.edu
Pronouns: he, him, his

Re: Health, Medicine and Social Justice Certificate

Currier, Carrie

Tue 2/22/2022 4:33 AM

To: Thompson, Carol <c.thompson@tcu.edu>;

Carol

I talked to Jim Riddlesperger who teaches that class. He's happy to have it included but said it's unlikely he will be teaching it again. Originally it was being taught in conjunction with the nursing program (and only in the summers) but it's since been discontinued.

Hope that helps as you consider things as I know sometimes it's more of a pain to include a class and then get students complaining it's never offered.

Carrie

Carrie Liu Currier, Ph.D.
Department Chair & Associate Professor of Political Science
Texas Christian University
TCU Box 297021
Fort Worth, TX 76129
817-257-6853

On Feb 20, 2022, at 5:09 PM, Thompson, Carol <c.thompson@tcu.edu> wrote:

Hi Carrie,

Our department, with our three medical/health disciplinary faculty members in the lead, is putting together an interdisciplinary undergraduate certificate in Health, Medicine and Social Justice. Dean Watson has the expansion and support of medicine/health/ social justice included in her strategic plan and has urged us to move forward on this initiative. We hope we can get your department's permission to include POSC 31423 Health Care Policy as a possible elective course for the certificate. Our plan is for 12 hours of *focused* coursework from *social science and humanities* disciplines; six foundational hours from our department and the remaining six hours would come from other Liberal Arts departments who offer courses focused on health and/or medicine. There are actually many courses from our college that we hope to include. I think it would be no more than a few students enrolled each time the course is offered. I know you have a crushing number of majors and minors. But, as a certificate, these hours can overlay with other programs. Hopefully, some of your majors and minors would take advantage of the certificate as a value-added component to their degree and would be taking the course anyway. Of course, to make sure, we would consult with your department chair and/or undergraduate program director regularly on the anticipated certificate enrollments. We are in the planning stage, getting all of this together to make sure there is support where we are counting on it before submitting to the Provost for approval to plan a program. If you consent to us listing the course, please let me know. I look forward to hearing from you soon.

Very best,



Carol