**IUPUI Form for Creation of a New Undergraduate Minor**

Date: 04/14/2020

School: Liberal Arts

Department: Interdisciplinary

Are there additional academic units involved in this minor? \_\_Yes **X** No

If yes, list the academic units with contact people:

If yes, list any other units that will have approval co-responsibility:

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| **Minor Name, Description, and Implementation** |

**Proposed name of minor**: Liberal Arts Perspectives on Health and Human Culture Pathway Minor

\***Projected semester and year of implementation**: Fall 2020

*\*This does not guarantee that the minor will be approved by the semester requested. It must still go through the appropriate approval process.*

Brief description (in 100 words or less):

The Pathway Minor is a 15-credit program of study intended to add *depth* to the learning experience within the *general education core* by integrating knowledge and praxis around themes of relevance to the students’ college and professional experiences from the perspectives of the humanities and the social sciences.

The Liberal Arts Perspectives on Health and Human Culture is a 15-credit program focused on equipping students with the tools to understand health and healing from multiple perspectives and the ability to understand and communicate with diverse communities. As part of the minor requirements, student will participate in an engaged experience that enables them to demonstrate their ability to interact and communicate with people from different cultures. This minor will benefit any student with an interest in cultural issues around health, and those who plans to pursue a career in health, counseling, and human or social services.

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| **Future Employment Prospects** |

**List possible careers for students with this minor:**

This minor will *complement* health-related degrees by exposing pre-health professional students to the Liberal Arts perspective on health issues and building key skills that all healthcare providers need such as communication skills, interpersonal skills, critical thinking skills, leadership skills, and analytical skills. For example, research has shown that pre-medical students with humanities or social science backgrounds perform better on assessments of communication and interpersonal skills1. This pathway minor is designed to enhance the communication and interpersonal skills of students pursuing health-related careers. Additionally, this pathway minor will enrich the knowledge and skills for other students who might be interested in social and human service professions such as Case Manager, Counselor, Health Communications Specialist, Health Services Coordinator, Health Outreach Specialist, and more.

**Impact on future graduate or professional training or employment:**

Completion of the minor can have an impact on the student’s future track whether that is through further education, professional training, or employment. Students with an awarded minor will be competitive applicants to graduate programs focusing on health and health-related areas of study. To illustrate, some top medical schools have been actively recruiting students with Liberal Arts training and incorporating the Liberal Arts into their own curriculum2,3. Pre-medical (or other pre-professional medical focused) students completing the minor will have a broad perspective on health issues from the humanities and social sciences in their preparation for medical and/or professional school, which should make them competitive among the pool of medical/professional school applicants. The employment opportunities for health-related fields continues to be among the fastest growing sectors in the job market.

1Hirshfield, L. E., Yudkowsky, R., & Park, Y. S. (2019). Pre‐medical majors in the humanities and social sciences: impact on communication skills and specialty choice. *Medical education*, *53*(4), 408-416.

2Rovner, Juilie. (2015). A Top Medical School Revamps Requirements To Lure English Majors. *NPR News*. <https://www.npr.org/sections/health-shots/2015/05/27/407967899/a-top-medical-school-revamps-requirements-to-lure-english-majors>

3Rovner, Juilie. (2015). Medical Schools Reboot For 21st Century. *NPR News.* <https://www.npr.org/sections/health-shots/2015/04/09/390440465/medical-schools-reboot-for-21st-century>

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| **Restrictions** |

Is the minor open to all majors for a baccalaureate degree? **X** Yes \_\_ No

If the minor is not open to all programs, please explain the limitation:

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| **Rationale** |

**Rationale for minor:**

*(include the program’s goals and objectives)*

As part of the urban research and health campus, the IUPUI School of Liberal Arts has a commitment to preparing students to serve an increasingly global and multicultural populace. In particular, the School of Liberal Arts has identified health and medicine as an area of excellence with a deep well of faculty expertise. The interdisciplinary Liberal Arts Perspectives on Health and Human Culture Pathway Minor will help students improve the knowledge and skills to work with people from different cultures with the goal of enhancing the health and well-being of individuals and communities.

**Pathway Minor Learning Objectives: Liberal Arts Perspectives on Health and Human Culture**

* Describe how differences in regionality, socioeconomic status, access to resources, race, ethnicity, gender, age, ability, and other categories affect the health of individuals and communities around the world. This objective correlates to the Problem Solver category of the Profiles.
* Demonstrate how to participate in public conversations about health, communicating and collaborating with others to expand understanding of health concerns in a variety of contexts. This objective correlates with the Communicator category of the Profiles.
* Compare the experiences of individuals and groups whose experiences with health, illness, and wellness differ from one’s own, and recognize how such differences affect personal and professional experiences. This objective correlates with the Communicator and Community Contributor categories of the Profiles.
* Apply understanding of key issues in health studies to an engaged learning experience or project using a high-impact practice that allows the student to make a contribution to broader public understanding of health. This objective correlates with the Innovator and Community Contributor categories of the Profiles.

**Explain how the minor upholds IUPUI’s mission and vision:**

The Liberal Arts Perspectives on Health and Human Culture Pathway Minor reflects the three IUPUI campus priorities of (1) Student Success; (2) Advances in Health and Life Sciences; and (3) Contributing to the Well-Being of the Community (see <https://strategicplan.iupui.edu/goals>). The Liberal Arts Perspectives on Health and Human Culture Pathway Minor will promote student success by increasing employability and marketability by growing in-demand skills for health-related careers such as communication, interpersonal skills, problem solving, and collaboration. Additionally, the minor is designed to provide students with an articulated pathway from the beginning of their college career with two foundational courses plus three intermediate and advanced courses. The Liberal Arts Perspectives on Health and Human Culture Pathway Minor advances the health and life sciences by exposing students to social scientific and humanistic perspectives of health. This minor will contribute to the academic preparation of students to provide “culturally competent” care in their future careers. Finally, by equipping students with knowledge and skills related to Liberal Arts perspectives on the culture of health, this minor will contribute to the larger well-being of individuals and communities within the state and beyond.

**Describe how the minor enhances what the department or unit currently offers:**

The Liberal Arts Perspectives on Health and Human Culture Pathway Minor enhances the current SLA health-related degrees (e.g., Health Communication, Medical Humanities and Health Studies, Medical Sociology, etc.) by exposing lower-division students to the social scientific and humanistic perspectives of health. After completing the Liberal Arts Perspectives on Health and Human Culture Pathway Minor, we anticipate that students will go on to minor or major in existing health-related degrees in the School of Liberal Arts and other schools on campus.

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| **Prerequisites and Required Courses** |

Total credits required for minor: 15

Are prerequisites required for minor? \_\_Yes **X**  No

Required courses for the minor (with minimum grades required):

**NOTE**: See Appendix for the Pathways Minor in Liberal Arts Structural Framework

Required courses for the minor (with minimum grades required): minimum grade of C. Students will complete 15 credit hours of approved Pathways courses, including 9 credit hours of:

* two foundational courses: ENG-W131 or ENG-W140 and COMM-R110 in which students in the Pathway Minor program will be required to complete modules and signature assignments designed to introduce them to Pathway Minor themes
* one introductory Thematic Concentration course: MHHS-M 201 Introduction to Medical Humanities

Elective courses for the minor (with minimum grades required): minimum grade of C Students will also complete elective courses including:

* 6 additional credit hours of approved courses from the following categories (see approved courses below):
* intermediate Thematic Concentration and
* advanced Engaged Learning Experience.

Approved Courses for Liberal Arts Perspectives on Health and Human Culture Pathway Minor:

**NOTE**: To ensure a robust interdisciplinary experience, students should not take more than two courses from any one department/program as part of the 15-credit pathway minor.

**Thematic Concentration (Integrator Courses): Upper-level course with Intermediate Learning Outcomes**

* ANTH-E 445 Medical Anthropology
* COMM-G391 Global Health
* EALC-E397 Traditional Chinese Medicine Culture
* ECON-E301/E387 Health Economics
* FREN-F334 French for the Medical & Technical World
* GEOG-G410 Medical Geography
* MHHS-M492 Ethics and Policy in Organ Transplantation
* REL-R300 Yoga, Health, and Mindfulness
* SOC-R381 Social Factors in Health & Illness

**Engaged Experience: Advanced Courses with advanced Learning Outcomes**

* COMM-C 482 Intercultural Communication (Health-Focused) (Study Abroad-Poland)
* EALC-E351 Intercultural Understanding across the Health Care Disciplines (Study Abroad-Japan)
* ENG-L478 Illness Narrative (Faculty-Lead Research/Artistic Work)
* HIST-H418 History of International Humanitarian Assistance (Faculty-Lead Research)
* REL-R384 Religion, Ethics, and Health (Service Learning)
* SOC-R385 AIDS and Society (Service Learning)

**NOTES**:

1. Students may petition to have any 300-/400-level Liberal Arts elective with a RISE designation and health focus count toward their engaged experience. For example, a student may complete an internship, individual research project, service learning project, or study abroad with a health focus.
2. Students may petition to have one course from outside of the School of Liberal Arts count toward their pathway minor, if it meets the learning objectives. Examples of courses that can be petitioned to count include:
	1. **General Education Core Courses:**
		1. HLSC-H 250 Health & Rehabilitation Systems Across World
		2. HLSC-H 264 Disability & Society
		3. PBHL-S 120 Introduction to Community Health
	2. **Thematic Electives:**
		1. PBHL S315 Community Health
		2. PBHL S340 Cultural Competency in the Promotion of Health
	3. **Engaged Experiences:**
		1. Study Abroad (Public Health).

Students may petition, either before or after taking a course, to count a course toward the minor. They will include:

* course number, title, instructor and term of instruction
* a copy of the syllabus
* statement of how the course meets specific Learning Outcomes of the minor
* completed assignments (if course is finished) that best demonstrate Learning Outcomes
1. Prior to teaching a course, faculty in the School of Liberal Arts may petition to have a course be counted toward the minor. They will include:
* course number, title and term of instruction
* a copy of the syllabus
* statement of how the course meets specific Learning Outcomes of the minor
* statement regarding commitment to participate in the faculty community of practice

Are all new courses needed for the program already approved? If not, have the new courses completed the remonstrance process?

All courses are already approved and regularly offered.

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| **Learning Outcomes, Experiences, and Assessment** |

List expected student learning outcomes for the minor:

1. Introductory-Level Thematic Outcomes (for the 100-level and 200-level General Education Courses)
	1. Define key Liberal Arts concepts related to health, illness, and healing such as cultural relativism, ethnocentrism, health disparities, health equity, social determinants of health, medical ethics, narrative medicine, cultural competency, structural competency, and cross-cultural communication. This objective correlates with the Communicator category of the Profiles.
	2. Understand and describe diverse perspectives concerning health, life, illness, death, the body, medicine, spirituality, and healing, based in the study of diverse cultures through texts and artifacts. This objective correlates with the Communicator category of the Profiles.
	3. Explain the historical, cultural, regional, structural, and/or social contexts shaping health and illness, in diverse multicultural contexts. This objective correlates with the Communicator category of the Profiles.
	4. Articulate how concepts and competencies deriving from the humanities and social sciences are applicable to students’ job prospects and careers, particularly in multicultural and/or health care settings. This objective correlates with the Communicator and Problem Solver categories of the Profiles.
2. Intermediate-Level Thematic Outcomes (for the 300-level and 400-level Integrator Courses)
	1. Describe how differences in regionality, socioeconomic status, access to resources, race, ethnicity, gender, age, ability, and other categories affect the health of individuals and communities around the world. This objective correlates to the Problem Solver and Communicator categories of the Profiles.
	2. Demonstrate how to participate in public conversations about health, communicating and collaborating with others to expand understanding of health concerns in a variety of global, cross-cultural, and multicultural contexts. This objective correlates with the Problem Solver and Communicator categories of the Profiles.
	3. Acquire language and communication skills applicable in health care settings, particularly in cross-cultural, multicultural, and global contexts. This objective correlates with the Problem Solver and Communicator categories of the Profiles.
	4. Through coursework and in the classroom, compare the experiences of individuals and groups whose experiences with health, illness, and wellness differ from one’s own, and recognize how such differences affect personal and professional experiences. This objective correlates with the Communicator and Community Contributor categories of the Profiles.
3. Advanced Level Thematic Outcomes (for the 300-level and 400-level Engaged Experience courses)
	1. In conjunction with a community-based project, applied research, study-abroad, or other engaged experience, **compare the experiences of individuals** and groups whose experiences with health, illness, and wellness differ from one’s own, and recognize how such differences affect personal and professional experiences. This objective correlates with the Problem Solver, Innovator, and Community Contributor categories of the Profiles.
	2. Apply **language and/or communication skills** to an engaged learning experience or project using a high-impact practice that allows the student to make a contribution to broader public understanding of health. This objective correlates with the Problem Solver, Innovator, and Community Contributor categories of the Profiles.
	3. Apply understanding of key issues in health and culture studies to an engaged learning experience or project using a high-impact practice that allows the student to make a contribution to broader public understanding of health issues as they relate to culture. This objective correlates with the Problem Solver, Innovator, and Community Contributor categories of the Profiles.

How will learning be assessed?

Tracking of student enrollment, grades earned, and successful completion of the pathway minor will be overseen by the Office of the Dean of the School of Liberal Arts.

How will the effectiveness of the program as a whole will be assessed and continuously improved?

A group of 3-5 faculty who teach courses for this Pathway minor will be convened regularly by the Office of the Dean of the School of Liberal Arts. At these meetings, faculty will review syllabi, assignments, and assessment in the Pathway minor; note any changes in relevant courses being offered in the School of Liberal Arts; and discuss student performance in the pathway. The group will then prepare a set of recommendations, to be presented to the Dean, regarding maintaining or modifying the structure and content of the Pathway minor.

Do any of the required courses carry RISE credit (optional)? If so, list them.

COMM-C 482 Intercultural Communication (Study Abroad-Poland)

EALC-E351 Intercultural Understanding across the Health Care Disciplines (Study Abroad-Japan)

HIST-H418 History of International Humanitarian Assistance (Faculty-Lead Research)

REL-R384 Religion, Ethics, and Health (Service Learning)

SOC-R385 AIDS and Society (Service Learning)

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| **Faculty and Resources** |

Do all of the courses required for the minor apply to other baccalaureate degrees with the department? If not, justify resource requirements.

Yes, the courses are already taught and apply to departments’ and programs’ baccalaureate degrees.

Explain if the unit has existing resources (e.g., financial, learning, library, equipment) to offer the minor (or will resources be reallocated).

The courses for this minor are current courses that are already taught by existing faculty in respective departments and programs.

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| **Potential Negative Impact** |

Does the curriculum have the potential to negatively impact enrollment in the courses or degrees in other departments or academic units?

This interdisciplinary minor includes existing courses, currently offered regularly by multiple departments and programs in the School of Liberal Arts. We do not foresee this pathway minor as negatively impacting other academic units. The pathway minor includes three courses from the General Education Core including two foundational courses (i.e., ENG-W131 or ENG-W140 and COMM-R110). Additionally, students may petition to have one course from outside Liberal Arts count toward the pathway minor. The purpose of this minor is to broaden and enrich student learning related to the context and culture of health. Thus, it should complement and add value to existing health-related degrees across campus.

Is there any duplication of existing courses or programs in other schools? If so, please describe.

This minor does not duplicate any existing minors in other schools.

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| **Additional Comments and Information** |

Additional comments or information:

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| **Contact Information** |

Contact person for this minor: Kenzie Mintus

Contact person’s email: keelatha@iupui.edu

Contact person’s phone number: 317-278-5204

**Appendix**

**Structure for Pathway Minors in Liberal Arts**

(Summary of approved document by Faculty Assembly, November 8, 2019)

**What is a Pathway Minor in Liberal Arts?** A Pathway Minor is a 15-credit program of study intended to add *depth* to the learning experience in the *general education core* by integrating knowledge around themes of relevance to the students’ college experience from the perspectives of the humanities and the social sciences. Pathway Minors are grounded in existing Liberal Arts general education courses, grouped together in meaningful categories. They add value to their education as majors in other schools while encouraging students to deepen their knowledge with upper-level course work, beyond general education.

**How does the program fit with campus priorities?** This curricular initiative aligns with the campus commitment to student learning and success by creating intentional curricular pathways that scaffold and integrate curricular and co-curricular experiences that promote deep engagement in learning.

**Why do we need to create Pathway Minors when we have regular Minors?**

Unlike existing minors in the School, which typically include advanced courses (200-400-level), Pathway Minors **target first-year students**. They are, in effect, introductory programs of study that lead students from general education to more advanced study of their topic of choice through a 300-level elective and the engaged experience course.

**What is the structure of the minor? What are the course requirements for Pathway Minors? (see also Appendix)**

Studentswill complete 15 credit hours of approved Pathways courses, including:

* two foundational courses: ENG-W131 or ENG-W140 and COMM-R110 in which students will be required to complete modules and signature assignments designed to introduce them to Pathway Minor themes
* 9 additional credit hours of approved courses from the following categories:

1) introductory Thematic Concentration,

2) intermediate Thematic Concentration and

3) advanced Engaged Learning Experience.

Students must take a minimum of 3 credit hours of Thematic Concentration courses at the 300-level or above.

Students may opt to complete two courses from the intermediate Thematic Concentration list in lieu of the introductory Thematic Concentration course.

Students who opt not to apply foundational courses to fulfill their 15 credits towards their minor must still complete a Pathways module.

Students are required to take 3 credits from the approved list of Engaged Learning Experience courses, which will be 300- or 400-level and feature a high impact practice (internship, service learning, research intensive, collaborative project, study abroad, e-portfolio, etc.).

**How do students demonstrate interest in Pathway Minors in ENG-W131 and COMM-R110?**

* completion of a minimum of two (2) online modules that introduce the Pathway minors’ themes. These modules will be managed by the director of the Pathway Minor program.
* completion of a signature assignment in foundation courses that explores a Pathway Minor theme (see Appendix B for description of the pilot assignment for ENG W131 and Appendix C for description of a sample signature assignment in COMM-R110).

**How will the program be administered?**

* Pathway Program Director.
* The dean will conduct an open search for the director position once two minors are approved at the campus level, possibly in late Spring 2020.

**Should faculty create Pathway Communities of Practice?**

* It is expected that faculty teaching approved theme courses will meet regularly to plan, develop, and assess learning outcomes.
* Create Canvas modules introducing a theme. These modules will be used in ENG W131/COMM R110 or in one of the thematic concentration courses.

**Curricular Structure**

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| LEARNING OBJECTIVES | PLUS | ASSESSMENT | COURSE MAPPING |
| **Foundational curriculum (6 credits)** |
|  | Communicator |  | ENG W131 |
|  | Communicator |  | COMM R110 |
| LEARNING OBJECTIVES | PLUS | ASSESSMENT | COURSE MAPPING |
| **Thematic Concentration (6 credits)**Notes: * One course from general education list (100-level and up)
* Second course 300-level and up
* Ideally two different departments
 |
|  | Problem Solver/Innovator |  | (from gen ed list; 100-level and up) |
|  | Problem Solver/Innovator |  | (300-400-level) |
| LEARNING OBJECTIVES | PLUS | ASSESSMENT | COURSE MAPPING |
| **Engaged Experience (3 credits)**Notes:* 300-400-level
* High Impact Practice (internship, service learning, research intensive, collaborative project, study abroad, e-portfolio, etc.)
 |
|  | Innovator/Community Contributor |  |  |

**Course Descriptions:**

**ANTH-E 445 Medical Anthropology (3 cr.)** This advanced seminar in medical anthropology focuses on theoretical approaches to understanding the body and notions of health, illness, and diseases across cultures. Concentrates on interpretive and critical (political economy) approaches to issues of health, and includes critical study of Western biomedicine.

**COMM-G 391 Advanced Topics in Communication Studies (1-6-8 cr.)** **Global Health** P: Permission of instructor. Topic announced in prior semester; oriented to current topics in communication and/or theatre.

**COMM-C 482 Intercultural Communication (3 cr.)** P: COMM-C 180 or permission of instructor. Explores the relationships between communication and culture, with special emphasis on cultural differences in communication in a variety of contexts (i.e., health, education, business).  Focuses on developing intercultural communication competencies. ((Health-Focused)

Study Abroad-Poland)

**EALC-E 351 Studies in East Asian Culture (3-6 cr.)** **Intercultural Understanding across the Health Care Disciplines (Study Abroad-Japan)** Selected issues and problems of importance to the understanding of East Asian culture, taught within one of the humanistic disciplines.  May be repeated once for credit.

**EALC-E397 Traditional Chinese Medicine Culture** **(3 cr.)** Traditional Chinese medicine was originated from China thousands of years ago and was spread to East Asian countries. Today, it is still actively practiced in East Asia. Also, it has spread to the West as an alternative medicine. Because of its wide application and great influence to people’s life, traditional Chinese medicine warrants a study of its own. Being heavily influenced by Chinese intellectual ideas, traditional Chinese medicine approaches body and the treatment of ailments from a unique Chinese perspective. In order to fully understand traditional Chinese medicine, it is important to bring out its unique outlook on body, ailments, diagnoses, treatments, and health maintenance practices.

**ECON-E 387 Health Economics (3 cr.)** P: ECON-E 201. This course applies economic theory to the study of policy issues in health economics. Specific issues included are: determinants of demand for medical services and insurance; training and pricing behavior of physicians; pricing behavior and costs of hospitals; market and regulative approaches.

**ENG-L478 Illness Narrative** (Faculty-Lead Research/Artistic Work)-Course being developed.

**FREN-F 334 French for the Medical and Technical World (3 cr.)** This course addresses the French language and francophone cultural specifics for communicating in medical and technical settings. The objectives of this class are to provide vocabulary in the domain of the health-related fields in contextualized situations while reviewing the basics of French grammar. Students are to achieve an advanced level of proficiency in the target language in both production and receptive skills (speaking, writing, listening, reading) as well as to gain awareness of the range of health care and technology issues as related to the francophone patient. Class taught in French.

**GEOG-G 410 Medical Geography (3 cr.)** An examination of the ecology of human disease and the distributional patterns of disease of the earth.

**HIST-H 418 History of International Humanitarian Assistance (3 cr.)** This course covers the history of international humanitarian assistance during the 19th and 20th centuries. Its focus is on the movements and activities that developed in wealthier countries (Europe and the U.S.) which attempted to help those in other lands in need of assistance (e.g., food, shelter, medical care), as a result of a variety of causes, both natural and man-made, such as famine, flood, epidemics, earthquakes and volcanoes as well as wars and government oppression. The responses took many forms, governmental and nongovernmental, in a world that underwent very dramatic changes during the nineteenth and twentieth centuries. (Faculty-Lead Research)

**MHHS-M 201 Introduction to Medical Humanities and Health Studies (3 cr.)** This survey course is an interdisciplinary introduction to Medical Humanities & Health Studies examining the contributions of humanities and social science disciplines to health care and medicine. Bio-ethical issues, socio-cultural factors of health, literary and historical perspectives, and examples of current research are covered.

**MHHS-M 492 Topics in Medical Humanities and Health Studies (1-3 cr.): Ethics and Policy in Organ Transplantation** Intensive study and analysis of selected issues and problems in Medical Humanities and Health Studies. Topics will ordinarily cut across fields and disciplines.

**REL-R 300 Studies in Religion (3 cr.): Yoga, Health, and Mindfulness** Selected topics and movements in religion, seen from an interdisciplinary viewpoint.

**REL-R 384 Religions, Ethics, and Health (3 cr.)** The positions of religious ethical traditions on issues such as the control of reproduction, experimentation with human subjects, care of the dying, delivery of health care, physical and social environments, and heredity.  May be repeated once for credit under different focus. (Service Learning)

**SOC-R 381 Social Factors in Health and Illness (3 cr.)** Examines the social aspects of health and illness, including variations in the social meanings of health and illness, the social epidemiology of disease, and the social dimensions of the illness experience.

**SOC-R 385 Aids and Society (3 cr.)** This course examines the HIV/AIDS epidemic from a sociological perspective. Students will explore how social factors have shaped the course of the epidemic and the experience of HIV disease. The impact of the epidemic on health care, government, and other social institutions will also be discussed. (Service Learning)