

New Academic Program Workflow Form

General

Proposed Name: Religious Studies Health Profs

Transaction Nbr: 00000000000122

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: Bachelor of Science

Do you want to offer a minor? Y

Anticipated 1st Admission Term: Fall 2022 

Details

Department(s):

HMNT

DEPTMNT ID	DEPARTMENT NAME	HOST
0405	Religious Studies and Classics	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 51.3204, Medical/Health Humanities.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Religious Studies for Health Professionals

Transcript: Y Religious Studies for Health Professionals

Conditions for Admission/Declaration for this Major:

None

Requirements for Accreditation:

None

Program Comparisons

University Appropriateness

This degree program will align the University of Arizona's Religious Studies program with the UArizona Strategic Plan to "prepare our students with the skills and mindsets to lead the 4IR" (Pillar 1: Wildcat Journey). The BS in Religious Studies for Health Professionals will be the first of its kind in the United States. As such, it will draw new students to the University of Arizona who are interested in robust training in religious studies that will prepare them to navigate both the cultural diversity and the religiously inflected controversies and challenges that shape the world of health and medicine today. As students seek to set themselves apart in an increasingly competitive STEM world, a major like ours would showcase the University of Arizona's unique interdisciplinary profile. The University of Arizona is a hub for innovative undergraduate education preparing students with a broad range of interests for health careers, by offering distinctive pathways to professional schools and jobs in health and medicine.

The College of Humanities has become a national leader in developing cutting edge applied humanities programs. The College of Humanities has attracted substantial national attention for its innovative programming, and the number of requests from around the country for advice on creating applied humanities programs have led the Dean's office to design a menu of fee-based consulting services. The Religious Studies for Health Professionals major builds on COH's strengths in applied humanities. (Note that Religious Studies is a nonsectarian academic/humanities discipline, not to be confused with the separate discipline of theology or with the practice of religions.) The program draws from our department's expertise and the strengths of the interdisciplinary field of Religious Studies for addressing how people interpret and assign meaning to issues of sickness and health; analyzing the historical and social role of religion in health and medicine in the United States and around the world; and developing

intercultural competence in light of religious diversity.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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Peer Comparison

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
01876466	Stephanie Springer	0472	Senior Lecturer	Master Public Health	5.00
03103791	Alison Jameson	0405	Assit. Prof. Pract.	Doctor of Philosophy	5.00
03179174	Hester Oberman	0405	Lecturer	Doctor of Philosophy	5.00
22059116	Andrea McComb Sanchez	0405	Assit. Prof	Doctor of Philosophy	5.00
22062266	Caleb Simmons	0405	Assoc. Prof	Doctor of Philosophy	5.00
22063597	Max Strassfeld	0405	Assit. Prof	Doctor of Philosophy	5.00
22071487	Rae Dachille-Fitzgerald	0405	Assit. Prof	Doctor of Philosophy	5.00
22079779	Kristy Slominski	0405	Assit. Prof	Doctor of Philosophy	10.00

Additional Faculty:

N/A

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0405	109	23	21.46

Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0405	109	117	125	23	23	23	21.00	21.00	21.00

Library

Acquisitions Needed:

N/A

Physical Facilities & Equipment

Existing Physical Facilities:

Existing facilities and equipment are sufficient.

Additional Facilities Required & Anticipated:

None

Other Support

Other Support Currently Available:

All faculty and courses are already in place.

Other Support Needed over the Next Three Years:

None

Comments During Approval Process



NEW ACADEMIC PROGRAM – MAJOR Preliminary Proposal Form

I. Program Details

- a. **Name (and Degree Type) of Proposed Academic Program:** Major in **Religious Studies for Health Professionals**, Bachelor of Science (BS) and Minor in Religious Studies for Health Professionals
- b. **Academic Unit(s)/College(s):** Department of Religious Studies and Classics, College of Humanities
- c. **Campus/Location(s):** University of Arizona, Tucson Main Campus
- d. **First Admission Term:** Fall 2022
- e. **Primary Contact and Email:** Dr. Karen Seat, kkseat@email.arizona.edu

II. Executive Summary:

- a. The BS in Religious Studies for Health Professionals will be the **first of its kind** in the United States. As such, it will draw new students to the University of Arizona who are interested in robust training in religious studies that will prepare them to navigate the cultural diversity and the religiously inflected controversies and challenges that shape the world of health and medicine today. As students seek to set themselves apart in an increasingly competitive STEM world, this major will showcase the University of Arizona's unique interdisciplinary profile. We can imagine the University of Arizona marketing itself as a hub for innovative undergraduate education preparing students with a broad range of interests for health careers, by offering several unique pathways to health-related professional schools – from bachelor's degrees in “Care, Health, and Society” to “Applied Humanities—Public Health” to “Religious Studies for Health Professionals.” With the shortage of health professionals in the state of Arizona and nationally, along with the calls from health professions for universities to train a diverse, culturally competent workforce, this unique degree would add a distinct and important pathway to health professions. We have received letters of support from the directors of the Care Health, and Society and Applied Humanities programs, the dean of the College of Medicine—Tucson, and other important stakeholders attesting to the value of this proposed major.
- b. The degree is being proposed as a BS because it is aimed at students who wish to pair substantial training in the sciences with applied religious studies. Students with this degree will be required, at minimum, to complete 12 units of a science core, in addition to a health/science minor that will help prepare them for their intended health-related career goals, such as the **Pre-Health Thematic minor**. Students completing this degree will be prepared to apply for professional schools and jobs in the areas of health and medicine. As stated on the A-Center's [Pre-Health Thematic](#)

[Minor webpage](#), the “Pre-Health Thematic Minor is designed to support the academic goals of students planning to become health professionals and who choose a non-science major.” This minor requires first semester Organic Chemistry (CHEM 241A & 243A, which requires completion of general chemistry); second semester Physics (PHYS 103 & 182 which requires completion of PHYS 102 & 181); Biochemistry (BIOC 384 or 385, which require completion of CHEM 241A & MCB 181R), as well as an additional 7 units of upper division science course work. We have confirmation from Leticia Soto-Delgadillo, Executive Director of the A-Center (which oversees the Pre-Health Thematic Minor) that they have capacity to advise more students in the Pre-Health Thematic Minor and that we are welcome to send RSHP majors their way.

- c. While our proposed major is innovative in its focus on Health Professionals, Religious Studies BS programs are offered at many universities. We are aware of at least 11 other public universities in the country that offer a BS in Religious Studies, including the University of Wisconsin-Madison (an ABOR-approved peer institution of UArizona). Religious Studies is an interdisciplinary field that can be a component of either a BA degree (with a focus on humanities, language, and social science) or a BS degree (with a focus on math and science).
- d. This is a **low-cost and low-risk proposal**, as there are no new costs associated with the creation of this degree. The courses and faculty for this major are already in place. We propose to package already existing resources in a way that will offer an attractive, new option to students to earn a distinctive degree that will offer them the content they want and help them to stand out as they pursue entrance into professional schools and careers in the health sciences. Our academic advisors for the Religious Studies B.A. have the capacity to advise students for this proposed RSHP B.S.
- e. The program develops the growing student interest in applying humanities skills and the growing academic interest in Applied Religious Studies (note that Religious Studies is a nonsectarian academic/humanities discipline, not to be confused with the separate discipline of theology or with the practice of religions).
- f. The program builds upon our department’s expertise and the strengths of the interdisciplinary field of Religious Studies for addressing how people interpret and assign meaning to issues of sickness and health; analyzing the historical and social role of religion in health and medicine in the United States and around the world; and developing intercultural competence in light of religious diversity.
- g. The program answers the demand among medical schools and other healthcare training programs for students who have skills in intercultural competence, critical thinking, and communication skills. With the demand for students from a broad range of backgrounds to enter health professions, the University of Arizona is distinguishing itself as a leader in providing innovative pathways for diverse student populations to prepare for health-related careers.

III. Brief Program Description:

The Religious Studies for Health Professionals (RSHP) major develops students' abilities to apply critical thinking, intercultural competence, and communication skills to the areas of health and science. By applying the interdisciplinary approaches of Religious Studies to these topics, RSHP majors will gain a well-rounded education geared toward health-related careers. Our courses demonstrate how diverse religious beliefs and practices have shaped understandings and experiences of health, illness, healing, and dying; diverse religious perspective on life cycle issues from birth through the end of life; as well as the impact of religion on past and present healthcare, including the politics and policies surrounding healthcare. This undergraduate degree will help future professionals to navigate these complex human and institutional relationships and meanings in ways that are both informed and respectful.

Within the department, faculty specialties include religion, science, and health in the Americas; religions, the body, and sexuality; Buddhism and medicine; Native American and indigenous religious traditions (encompassing topics of healing and health); and religions and psychology. Many of the courses in the RSHP curriculum include an emphasis on diversity and equity, gearing our curriculum toward topics of religious, racial, ethnic, gender, sexual, and class diversity.

IV. Program Rationale:

The **Religious Studies for Health Professionals (RSHP) major** will build on the University of Arizona's world-class opportunities for education in preparation for health professions, across the Main and Health Sciences campuses (and increasingly through the Arizona Online campus).

- The University of Arizona is a hub for innovative undergraduate education preparing students with a broad range of interests for health careers. There are a multitude of careers available in the health professions, and thus multiple ways to prepare for those careers. UArizona undergraduates can receive pre-health professions degrees from multiple departments across campus, including the Anthropology major's Human Biology Emphasis; Biology's multiple areas of emphasis; Chemistry's multiple areas of emphasis; General Studies' Science, Technology, Health, and Society emphasis; Mathematics' Life Sciences Emphasis; Neuroscience and Cognitive Science; Nursing; Nutritional Sciences; Physiology and Medical Sciences; the Applied Humanities major's Public Health emphasis; Public Health; Sociology's Care, Health, and Society major; the Spanish major's Translation and Interpretation Emphasis (medical Spanish); and others.
- **The RSHP major will provide an additional pathway to health careers for our diverse student population.**

- The **letters of support** we have received for the RSHP major from UArizona colleges and programs, including COM-T, COM-P, the Care, Health, and Society Program in SBS, and the Department of Public and Applied Humanities in COH, **all emphasize that this degree would be a valuable addition to the University of Arizona as the university continues its expansion of degree options for undergraduates seeking to distinguish themselves as future leaders in healthcare.**
- Innovative programs such as the relatively new major in Applied Humanities in the Department of Public and Applied Humanities (PAH) are drawing new students to the University of Arizona and are bringing national attention to the University. While the original proposal for the PAH major projected there would be around 100 new majors within the first five years (by 2023), the number of students attracted to the program since its launch in Fall 2018 are more than double that, with the program currently enrolling 229 majors (as of November 2021), with 69 of those majors being incoming students who matriculated at the University of Arizona in Fall 2021 as declared majors. Our proposed degree, Religious Studies for Health Professionals, is designed to be another unique humanities degree bringing new students to the university. The College of Humanities has attracted substantial national attention for its innovative programming, and the number of requests from around the country for advice on creating applied humanities programs have led the Dean's office to design a menu of fee-based consulting services.

Our proposed major in Religious Studies for Health Professionals is timely and important as the country grapples with disparities in public health and healthcare. Religion is among the most prominent factors shaping patient wellness and decision-making related to health and matters of life and death. While the University of Arizona currently has a BA in Religious Studies, the department has identified a need for a major with a more applied focus specifically tailored to students preparing for healthcare careers. The BS in RSHP is tailored for students pursuing health professions with more targeted and hands-on training to prepare them for the diversity of human experiences and perspectives they will encounter throughout their careers in healthcare. Religion intersects in significant ways with race, class, and regional diversity, making religious studies a useful asset in addressing healthcare disparities in the United States and in other countries.

The comparison chart below outlines how our proposed BS in Religious Studies for Health Professionals (RSHP) is distinct from our current BA in Religious Studies (RS). While the current major in Religious Studies offers a wide range of flexibility for students to pursue many different interests and subfields, the RSHP major is focused on courses related to health, medicine, and science. The applied focus of the RSHP major is distinctive, including its requirement to complete a different capstone course than the RS major (the newly created "RELI 406: Religious Diversity in Healthcare: Intercultural Training") and the internship sequence PAH 383 and PAH 493 (a collaboration plan that has been approved by the Department of Public and Applied Humanities).

As mentioned above, Religious Studies is an interdisciplinary field that can be a component of either a BA or a BS degree. Proposing the RSHP major as a Bachelor of Science enhances this degree with more science-intensive coursework, which will help students learn how humanities skills are relevant to and can be combined with their science-focused studies. The BS in RSHP will be available for students who plan to take a rigorous math and science curriculum while enrolled at the University of Arizona, in preparation for careers in the health industry. This major requires a minor focused on science/health.

Offering interested students pursuing health-related careers a major in Religious Studies for Health Professionals gives them access to a number of benefits they would not otherwise have. Religious Studies has three endowed funds (established by University of Arizona alumni) that offer scholarships to majors. We have a **new endowed scholarship specifically for majors pursuing Religious Studies for Health Professionals (the Fred and Barbara Borga Award)**, funded by a donor who found the study of Religion at the University of Arizona to be so meaningful to his career as a medical doctor that he wanted to establish this fund to encourage future health professionals to engage in the academic study of religion. In addition, the College of Humanities and the School of International Languages, Literatures, and Cultures (SILLC) housed in COH offer scholarships and awards to majors. Beyond this, a major provides a way for students to transcript robust coursework and studies in a particular field.

V. **Projected Enrollment for the First Three Years*:**

Year 1	Year 2	Year 3
10 majors	20 majors	30 majors

*More information on our enrollment projections can be found in the Academic Program Additional Information form in section X: Anticipated Student Enrollment.

VI. **Evidence of Market Demand:**

According to the Arizona Department of Labor, healthcare careers in Arizona are projected to be among the fastest growing job sectors, reflecting a national trend. “The need for new workers is at historic levels in most locations. As a matter of fact, the national demand for medical field personnel is so high that the 2018 Job Openings and Labor Turnover Survey reports that around half of all jobs are presently unfilled nationally” (<https://medicalfieldcareers.com/healthcare-careers-arizona/>). The University of Arizona is addressing the shortage of healthcare workers by creating numerous pathways to health careers for undergraduates with a wide range of interests. Preparing undergraduates pursuing humanities degrees to become healthcare professionals will orient them to a job market that needs their talents.

The Religious Studies for Health Professionals (RSHP) major helps fulfill the employment needs of the state and nation for more healthcare professionals. The Religious Studies for Health Professionals major will create a new pipeline for a more diverse population of health professionals trained in Health Humanities, providing a skillset in demand in the healthcare industry. According to the American Academy of Arts and Sciences' *Graduates in the Workforce and Beyond* study (2018), 53% of workers with a Humanities Bachelor's degree had a job in the top 5 industries identified by Eduventures (2020): 1. Nursing/Health Care; 2. Psychology/Psychiatry/Counseling; 3. Medical/Dental Professional; 4. Engineer 5. Management/Business.

Burning Glass data on degrees related to "Health Professions Education, Ethics, and Humanities, Other" (51.3299) and "Medical/Health Humanities" (51.3204) provides the following information:

- The number of jobs is expected to grow over the next 10 years for graduates with these degrees, in the state of Arizona and nationally.
- The median salary in Arizona for graduates with these degrees is \$68K, above the average living wage for Arizona of \$33K.
- There currently are no institutions in the state of Arizona conferring degrees in these areas.

VII. **Similar Programs Offered at Arizona Public Universities:**

There are no other programs in Arizona that focus on Religious Studies in preparation for careers in Health Professions.

The chart on the following page (p. 7) details the differences between the BA in Religious Studies and the BS in RSHP.

In addition, the chart on p. 8 details the difference between the Religious Studies minor and the RSHP minor.

RS BA vs RSHP BS. For both majors, at least 18 credits (6 courses) must be at the 300 level or higher

Current RS Major (30 credits)

- **2 courses in Approaches to Religious Studies (6 credits)**
RELI 200: Intro to the Study of Religion
+ one additional approaches course
- **3 courses in Global Religions (9 credits)**
One course in each area: Asian Religions, Abrahamic Religions, and Indigenous Religions
- **3 courses in a Concentration Area (9 credits)**
With the consultation and approval of an undergraduate advisor, three RELI courses are to be selected so that the courses build competence in a designated area of concentration. The area of concentration will be determined by students in consultation with an academic advisor, based on available courses. A culminating academic paper, project, and/or engagement assignment based on the student's interest will be completed in the Senior Capstone course (RELI 498).
- **1 RELI Elective (3 credits)**
- **Senior Capstone: RELI 498 (3 credits)**
- **+ B.A. degree requirements**

Major in RS for Health Professionals (30 credits)

- **RELI 200: Intro to the Study of Religion (3 credits)**
- **Choose 2 in Religion, Science, & Health (6 credits)***
RELI 303: Spirituality & Sickness: Religion & Health in the U.S. RELI 326: God, Humanity, & Science
RELI 336: Spirituality, Psychology & the Mind
RELI 359: Buddhism & Healing
**Any taken beyond 6 credits count toward the 9 concentration credits.*
- **3 additional courses in Health Concentration (9 credits)**
RELI 203: Religion & Medicine in Western Healing Traditions
RELI 211: Life After Death in World Religions & Philosophies
RELI 212: Intro to American Indian Religious Traditions
RELI 313: Health & Medicine in Classical Antiquity
RELI 360: Religion, Nature, and Climate Change
RELI 363: Religion & Sex
RELI 367: Yoga
REL 381: African/Indigenous Religions
RELI 404: Religion, Gender, & the Body
RELI 428A: Globalization, the Environment, & Indigenous Religions
RELI 482: Tantric Buddhism
EAS/RELI 333: Buddhist Meditation Traditions
MAS/AIS/RELI 405: Traditional Indian Medicine
CHS 309: Ethical Issues Common to the Helping Professions
- **Choose 1 additional RELI Elective (3 credits)**
- **RELI 406: Religious Diversity in Healthcare (3 credits)**
- **Internship: PAH 383 (3 credits) & PAH 493 (3 credits)**
- **+ 12 units science core in addition to a Pre-Health Thematic minor, or a similar science/health minor (with the approval of an advisor). Students must have at least 30 units of science and/or health related coursework to complete the RSHP B.S. degree.**

Comparison of the **RS minor** and the **RSHP minor**. For both minors, at least 9 credits (3 courses) must be at the 300 level or higher.

Current RS Minor (18 credits)	Minor in RS for Health Professionals (18 credits)
<ul style="list-style-type: none"> • A minor in Religious Studies requires eighteen (18) credit hours of Religious Studies coursework (6 courses) at the 200 level or higher, including at least 9 credit hours (3 courses) of upper division work (300 level and higher). • Any qualifying course with a RELI prefix can count toward the completion of the Religious Studies minor. 	<ul style="list-style-type: none"> • A minor in RSHP requires eighteen (18) credit hours of coursework (6 courses) at the 200 level or higher, including at least 9 credit hours (3 courses) of upper division work (300 level and higher), as follows: <ul style="list-style-type: none"> • Choose 2 in Religion, Science, & Health (6 credits) RELI 303: Spirituality & Sickness: Religion & Health in the U.S. RELI 326: God, Humanity, & Science RELI 336: Spirituality, Psychology & the Mind RELI 359: Buddhism & Healing RELI 406: Religious Diversity in Healthcare <i>*Any taken beyond 6 credits count toward the 9 concentration credits.</i> • 3 additional courses in Health Concentration (9 credits) RELI 203: Religion & Medicine in Western Healing Traditions RELI 211: Life After Death in World Religions & Philosophies RELI 212: Intro to American Indian Religious Traditions RELI 313: Health & Medicine in Classical Antiquity RELI 360: Religion, Nature, and Climate Change RELI 363: Religion & Sex RELI 367: Yoga REL 381: African/Indigenous Religions RELI 404: Religion, Gender, & the Body RELI 428A: Globalization, the Environment, & Indigenous Religions RELI 482: Tantric Buddhism EAS/RELI 333: Buddhist Meditation Traditions MAS/AIS/RELI 405: Traditional Indian Medicine • Choose 1 additional RELI Elective (3 credits)

At-A-Glance: Curriculum for B.S. in Religious Studies for Health Professionals (RSHP)

RSHP MAJOR (30 units):

RSHP Core (choose 6 units)

- RELI 303: Spirituality & Sickness: Religion & Health in the U.S.
- RELI 326: God, Humanity, & Science
- RELI 336: Spirituality, Psychology & the Mind
- RELI 359: Buddhism & Healing

RSHP Concentration (choose 9 units)

- RELI 203: Religion & Medicine in Western Healing Traditions
- RELI 211: Life After Death in World Religions & Philosophies
- RELI 212: Intro to American Indian Religious Traditions
- RELI 313: Health & Medicine in Classical Antiquity
- RELI 360: Religion, Nature, & Climate Change
- RELI 363: Religion & Sex
- RELI 367: Yoga
- RELI 381: African/Indigenous Religions
- RELI 404: Religion, Gender, & the Body
- RELI 428A: Globalization, the Environment, & Indigenous Religions
- RELI 482: Tantric Buddhism
- EAS/RELI 333: Buddhist Meditation Traditions
- RELI/MAS/AIS 405: Traditional Indian Medicine
- CHS 309: Ethical Issues Common to the Helping Professions

Other Required Courses (15 units)

- RELI 200: Intro to the Study of Religion
- RELI 406: Religious Diversity in Healthcare
- Internship: PAH 383 & PAH 493
- 1 additional RELI Elective

RSHP Science Core (12 units)

Courses with CHEM, MCB, ECOL, PHYS, and/or PSIO prefixes, such as:

- CHEM 151: Chemical Thinking I (4 units) or other CHEM course.
- MCB 181R: Intro Biology I (3 units) + MCB 181L: Intro Biology Laboratory I (1 unit) or other MCB course with a lab.
- ECOL 182R: Intro Biology II (3 units) + ECOL 182L: Intro Biology II Lab (1 unit) or other ECOL course with a lab.
- PHYS 102: Intro Physics I (3 units) + PHYS 181: Intro Laboratory I (1 unit) or other PHYS course with a lab.
- PSIO 201: Human Anatomy & Physiology I (4 units) and PSIO 202: Human Anatomy & Physiology II (4 units).

**Students should pursue a science core that will fulfill pre-reqs for a required health-related science minor that will help prepare them for their intended health-related career.*

University Gen Ed (23 units)

- **UNIV 101** - Intro to Gen Ed (1 unit)
- **Exploring Perspectives - (12 units)**
 - Social Scientist course
 - Humanist course
 - Natural Scientist course
 - Artist course
- **Building Connections - (9 units)**
- **UNIV 301** – Gen Ed Capstone (1 unit)

Health/Science Minor (18 units):

Example: Pre-Health Thematic

Designed for “students planning to become health professionals and who choose a non-science major.”

- CHEM 241A & 243A Organic Chemistry (pre-req: general chemistry)
- PHYS 103 & 182 Physics (pre-req: PHYS 102 & 181)
- BIOC 384 or 385 Biochemistry (pre-req: CHEM 241A & MCB 181R)
- + 7 additional units of upper-division sciences from approved list:
 - ACBS 312, ACBS 419, ACBS 420, ACBS 423, ACBS 432, ACBS 438, ECOL 320, ECOL 326, ECOL 379, ECOL 409, ECOL 432, ECOL 437, MCB 301, MCB 302, MCB 304, MCB 305, MCB 340, MCB 404, MCB 410, MCB 411, MCB 422, MCB 433, MCB 455, MCB 470, MIC 340, MIC 419, MIC 420, MIC 433, MIC 438, PCOL 423, PLS 312, PLS 333, PLS 340, PSIO 380

**RSHP majors must have at least 30 units of science and/or health-related coursework after completing their required science core and required science/health minor.*

Other requirements:

- **M-strand Math**
- **2nd-semester 2nd Language**


VIII. **Resources:**

- a. **Summarize new resources required to offer the program:**
 - i. No new resources required
- b. **Estimate total expected cost: None.**
- c. **Estimate total expected revenue of the program: \$77,000 by year 3 (RCM revenue)**


IX. **Required Signatures** *(the following should be included in the notification memo to campus after ABOR approval):*a. **Program Director/Main Proposer:**

- i. **Signature:** 
- ii. **Name and Title: Dr. Kristy Slominski, Assistant Professor of Religion, Science, and Health**
- iii. **Date: 10/15/2021**

b. **Managing Unit/Department Head:**

- i. **Signature:** 
- ii. **Name and Title: Dr. Karen Seat, Head, Department of Religious Studies & Classics**
- iii. **Date: 10/15/2021**

c. **College Dean/Associate Dean:**

- i. **Signature:** 
- ii. **Name and Title: Dr. Kim Jones, Vice Dean for Academic Affairs, College of Humanities**
- iii. **Date: 11/24/2021**



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

I. MAJOR REQUIREMENTS

UNDERGRADUATE

Total units required to complete the degree	120
Upper-division units required to complete the degree	42
Foundation courses	
Second language	2 nd Semester Proficiency
Math	M-Strand
General education requirements	<p>UNIV 101 - Introduction to General Education (1 unit)</p> <p>Exploring Perspectives - 4 courses Social Scientist course (3 units) Humanist course (3 units) Natural Scientist course (3 units) Artist course (3 units)</p> <p>Building Connections - 3 courses (9 units)</p> <p>UNIV 301 - General Education Capstone (1 unit)</p>
Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	No
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	None
Major requirements	



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

<p>Minimum # of units required in the major (units counting towards major units and major GPA)</p>	<p>30</p>
<p>Minimum # of upper-division units required in the major (upper division units counting towards major GPA)</p>	<p>18</p>
<p><u>Minimum # of residency units to be completed in the major</u></p>	<p>18</p>
<p>Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p><u>12 units science core for RSHP BS:</u> 12 units selected from courses with CHEM, MCB, ECOL, PHYS, and/or PSIO prefixes, such as the following:</p> <ul style="list-style-type: none"> • CHEM 151 - Chemical Thinking I (4 credits) or other CHEM course • MCB 181R - Introductory Biology I (3 credits) + MCB 181L - Introductory Biology Laboratory I (1 credit) or other MCB course with a lab. • ECOL 182R - Introductory Biology II (3 credits) + ECOL 182L - Introductory Biology II Lab (1 credit) or other ECOL course with a lab. • PHYS 102 - Introductory Physics I (3 credits) + PHYS 181 - Introductory Laboratory I (1 credit) or other PHYS course with a lab. • PSIO 201 - Human Anatomy and Physiology I (4 credits) and PSIO 202 - Human Anatomy and Physiology II (4 credits). <p>Students are encouraged to pursue a science core that will fulfill prerequisites for a health/science minor that will help prepare them for their intended health-related career goals, such as the Pre-Health Thematic minor. <i>Students should have at least 30 units of science and/or health related coursework after completing their required science core and minor.</i></p>
<p>Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home</p>	<p><u>All courses listed are 3 units.</u></p> <p>RELI 200: Intro to the Study of Religion (3 units)</p> <p><i>Religion, Science, & Health Core* (choose 2, 6 units)</i></p> <p>-RELI 303: Spirituality & Sickness: Religion & Health in the U.S. -RELI 326: God, Humanity, & Science -RELI 336: Spirituality, Psychology & the Mind -RELI 359: Buddhism & Healing</p> <p><i>*Any core courses taken beyond 6 units count toward the 9 concentration credits.</i></p>



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

<p>department head(s) for courses not owned by your department.</p>	<p>Religion & Health Concentration (Choose 3, 9 units): -RELI 203: Religion & Medicine in Western Healing Traditions -RELI 211: Life After Death in World Religions & Philosophies -RELI 212: Intro to American Indian Religious Traditions -RELI 313: Health & Medicine in Classical Antiquity -RELI 360: Religion, Nature, and Climate Change -RELI 363: Religion & Sex -RELI 367: Yoga -RELI 381: African/Indigenous Religions -RELI 404: Religion, Gender, & the Body -RELI 428A: Globalization, the Environment, & Indigenous Religions -RELI 482: Tantric Buddhism -EAS/RELI 333: Buddhist Meditation Traditions -RELI/MAS/AIS 405: Traditional Indian Medicine -CHS 309: Ethical Issues Common to the Helping Professions</p> <p>1 additional RELI Elective (3 units)</p> <p>RELI 406: Religious Diversity in Healthcare (3 units)</p> <p>Internship sequence (6 units): -PAH 383 Pre-Internship -PAH 493 Internship</p>
<p>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</p>	<p>Yes. Complete 6 units: PAH 383 (3 units), PAH 493 (3 units). Students complete internship in a healthcare-related setting.</p>
<p>Senior thesis or senior project required (Yes/No). If yes, provide description.</p>	<p>Yes. RELI 406: Religious Diversity in Healthcare serves as a senior capstone for this major.</p>
<p>Additional requirements (provide description)</p>	<p>A minimum 2.0 GPA is required in the major coursework.</p>



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<p>Minor (specify if optional or required)</p>	<p>Required. Students must select a health/science minor that will help prepare them for their intended health-related career goals, such as the Pre-Health Thematic minor.</p> <p><i>Minors with at least 18 units of science and/or health related coursework will be approved. Students should have at least 30 units of science and/or health related coursework after completing their required science core and minor.</i></p>
<p>Any double-dipping restrictions (Yes/No)? If yes, provide description.</p>	<p>No double dipping restrictions for the major. Students must complete at least 30 units of science and/or health related coursework through their required science core and minor. Students should check with the advisor for their selected minor regarding double dipping restrictions for their minor.</p>

II. CURRENT COURSES–

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
RELI 200	3	Intro to the Study of Religion	None	In-person	Sp	
RELI 303	3	Spirituality & Sickness: Religion & Health in the U.S.	None	In-person	Sp	
RELI/PHIL 326	3	God, Humanity, & Science	None	In-person	F/Sp	
RELI/PSY 336	3	Spirituality, Psychology & Mind	None	In-Person & Online	F/Sp	
RELI/EAS 359	3	Buddhism & Healing	None	In-person	F/Sp	
RELI 203	3	Religion & Medicine in Western Healing Traditions	None	In-person & Online	F/Sp	



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RELI 211	3	Life After Death in World Religions & Philosophies	None	In-Person & Online	F/Sp	
RELI 212	3	Intro to American Indian Religious Traditions	None	In-person	F/Sp	
RELI/CLAS/ANTH/CHS/HIST/HPS 313	3	Health & Medicine in Classical Antiquity	None	In-Person	F/Sp/Sum	
RELI 360	3	Religion, Nature, and Climate Change	None	In-Person	F/Sp	
RELI 363	3	Religion & Sex	None	In-person	F/Sp	
RELI 367	3	Yoga	None	In-Person & Online	F/Sp/Sum	
RELI 381	3	African/Indigenous Religions	None	In-Person	F/Sp	
RELI 404	3	Religion, Gender, & the Body	None	In-person	F/Sp	
RELI 428A	3	Globalization, the Environment, & Indigenous Religions	None	In-person	F/Sp	
RELI 482	3	Tantric Buddhism	None	In-person	F/Sp	
EAS/RELI 333	3	Buddhist Meditation Traditions	None	In-Person & Online	F/Sp/Sum	Yes, Letter from EAS
MAS/AIS/RELI 405	3	Traditional Indian Medicine: Health, Healing and Well Being	None	In-person	F/Sp	Yes, Letter from MAS
CHS 309	3	Ethical Issues Common to the Helping Professions	None	In-person	F/Sp	Yes, Letter from CHS
RELI 406	3	Religious Diversity in Healthcare: Intercultural Training	None	In-person & online	F/Sp	
PAH 383	3	Pre-Internship: Building Career Readiness	None	In-Person	F/W/Sp/Sum	Yes, Letter from PAH.
PAH 493	3	Internship	None	In-Person	F/Sp/Sum	Yes, Letter from PAH.



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V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (i.e., CHEM 4XX). Add rows as needed. Is a new prefix needed? If yes, see below table.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
None									

*In development (D); submitted for approval (S); approved (A)

a. Subject description for new prefix (if requested). Include your requested/preferred prefix, if any: N/A

VI. **FACULTY INFORMATION-**

Faculty Member	Involvement	UA Vitae link or Box folder link
Kristy Slominski	Teach RELI 303, 326, 363, 406, Core faculty	https://profiles.arizona.edu/person/slominski
Rae Dacheille	Teach RELI 200, 359, Core faculty	https://profiles.arizona.edu/person/raedacheille
Hester Oberman	Teach RELI 203, 336, Core faculty	https://profiles.arizona.edu/person/hoberman
Stephanie Springer	Teach PAH 383, 493; Internship supervisor	https://profiles.arizona.edu/person/stephks
Max Strassfeld	Teach RELI 363, 404	https://profiles.arizona.edu/person/mstrassfeld
Andrea McComb Sanchez	Teach RELI 200, 360	https://profiles.arizona.edu/person/amccomb
Julian Kunnie	Teach RELI 381, 428a	https://profiles.arizona.edu/person/jkunnie
Caleb Simmons	Teach RELI 367	https://profiles.arizona.edu/person/calebsimmons
Alison Jameson	Teach RELI 211	https://profiles.arizona.edu/person/ajameson

**This represents current faculty teaching RELI courses in this proposed program. Other faculty are eligible to teach RELI 200 and others.*



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VII. **GRADUATION PLAN** – provide a sample degree plan, based on your program that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. *Undergraduate programs: refer to [Degree Search](#) for examples. Use generic title/placeholder for requirements with more than one course option (e.g., Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2).* Add rows as needed.

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
Second Language	4	Second Language	4	Gen Ed Social Scientist EP + attribute	3	RELI 200 (required)	3
ENGL 101	3	ENGL 102	3	Gen Ed Artist EP + attribute	3	RELI 303 (core)	3
MATH	3	Math	3	MATH or Science needed for M-strand math and/or science minor	3	Gen Ed Scientist EP + attribute (Science course to count toward science minor)	3
RELI 212 - Gen Ed Humanist EP + D&E, WCS attributes + RELI course to count toward major (concentration)	3	RSHP Science Core	4	RSHP Science Core	4	Gen Ed Building Connections + attribute	3
UNIV 101	1			RELI 203 (concentration)	3	Gen Ed Building Connections + attribute	3
Total	14	Total	14	Total	16	Total	15



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Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
RELI 326 (core)	3	RELI 363 (concentration)	3	RELI 482 (elective)	3	RELI 406 (required)	3
RELI 211 (concentration)	3	Elective	3	PAH 383 (required)	3	PAH 493 (required)	3
Elective	3	Upper-division elective	3	Upper-division minor course	3	Upper-division elective	3
Elective	3	Minor course	3	Upper-division minor course	3	Upper-division elective	3
Minor course	3	Minor course	3	Elective	3	Upper-division minor course	3
UNIV 301 - General Education Capstone	1						
Total	16	Total	15	Total	15	Total	15



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VIII. **Curriculum Map and Assessment Map** - Complete this table as a summary of your learning outcomes and assessment plan, using these examples as a model. If you need assistance completing this table, please contact the [Office of Instruction and Assessment](#).

Program: BS in Religious Studies for Health Professionals

<p>Learning Outcome #1 <u>Religious Diversity and Health:</u> Students will be able to recognize religious diversity and explain its influence on understandings and experiences of sickness and healing.</p>
<p>Concepts: religious diversity; health diversity; cultural competency</p>
<p>Competencies: Students will demonstrate skills in religious literacy and cultural competency in relation to health topics. They will do this by demonstrating their knowledge of how religious beliefs, practices, and identities of people from a variety of cultural backgrounds impact those peoples’ understandings and experiences of health and healthcare within historical and contemporary case studies. This requires a basic knowledge of religious and cultural identities, recognition of common religious practices and beliefs, and the ability to analyze the influence of those factors within case studies of health and healthcare. <i>For example, students might learn about diverse Jewish understandings of when life begins and ends and how that impacts various Jewish stances and practices related to reproductive technologies and end-of-life care. Students might also compare and contrast Jewish perspectives with a variety of other religions’ perspectives on these issues.</i></p>
<p>Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.</p> <ul style="list-style-type: none"> • Indirect assessment: The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: “If presented with a media story, an academic article, or a health case study, how confident are you that you could recognize that diverse religious views or diverse religious groups were present within that source (even if you don’t fully understand the details about each group)?”; “Can you explain some of the ways in which diverse religions promote different understandings of health and sickness?”; and “Can you explain some of the ways in which people from various religions experience sickness differently?”. • Direct assessment: The direct assessment by the faculty will assess this outcome through “intercultural training exercise” assignments within RELI 406 and compared across our core courses to check progress within the major.
<p>Measures:</p>

- **Indirect assessment:** For our indirect assessment of Learning Outcome #1 Religious Diversity and Health, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students' responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the "intercultural training exercises" that are part of the RELI 406 curriculum. The students' grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #2 Religious History of Science and Medicine:

Students will be able to demonstrate increased research-based knowledge of religious history and how religions have interacted with and influenced the fields of science and medicine.

Concepts: History of religion, science, and medicine; cross disciplinary; religious impact on health.

Competencies: Students will demonstrate skills in religious studies analysis and historical competency. They will do this by examining evidence from primary and secondary sources pertaining to the history of religions in relation to the history of science and medicine. They will examine this evidence using a religious studies approach that seeks to understand the practices and beliefs of religious people and groups on their own terms, while also contextualizing these religious people and groups within relevant social, cultural, and historical contexts, especially those related to science and medicine. *For example, students might study medical advances by Muslims within medieval Islamic empires and use that to critique European myths about Islam's relationship to science. In another example, students might study the history of religiously affiliated hospital systems in the United States and examine how this history has shaped healthcare policy in this country.*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: "Can you explain several historical ways in which religions have influenced the field of science?"; "Can you explain several historical ways in which religions have influenced the field of medicine?"

- **Direct assessment:** The direct assessment by the faculty will assess this outcome through exams within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #2 Religious History of Science and Medicine, students completing RELI 406 will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students' responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the exams that are part of the RELI 406 curriculum. The students' grade (ABCDE) on these exams will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #3 Critical Reading of Sources on Religion and Health:

Students will be able to demonstrate independent critical thinking by assessing and critiquing a variety of sources on religion and health, including popular and scholarly discourses.

Concepts: Critical reading; critical thinking; effective use of information

Competencies: Students will demonstrate skills in critical analysis of diverse sources addressing religion and health through their ability to do the following: identify the type of source it is; contextualize the author's perspective and purpose in relation to religion and/or health; identify how the argument is constructed, the type of evidence used, and the limitations of the evidence; and compare the source to other sources on the topic. *For example, students might analyze popular media about Buddhist meditation and be able to contextualize those perspectives in relation to Buddhist religious traditions, secularized health discourses, Asian cultural practices, Western orientalist perspectives, and other relevant influences.*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following

questions: “If given a popular media source on religion and health, can you evaluate which perspective the author is representing and what major assumptions are being made?” and “If given a scholarly article on religion and health, can you evaluate which disciplinary perspective the author is representing and what major assumptions are being made?”

- **Direct assessment:** The direct assessment by the faculty will assess this outcome through “Arizona Case Study: Source Analysis” assignment within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #3 Critical Reading of Sources on Religion and Health, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students’ responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the “Arizona Case Study: Source Analysis” assignment that is part of the RELI 406 curriculum. The students’ grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #4 Communication on Religion and Health:

Students will be able to research, interpret, and communicate ideas and data about religion and health effectively for multiple types of audiences.

Concepts: Religious studies concepts; interdisciplinary research; effective communication

Competencies: Students will demonstrate effective written and oral communication skills through course papers, presentations, and in-class discussions on the complexity of relationships between religion and health. They will consider questions from various perspectives, including religious perspectives, biomedical perspectives, and various scholarly disciplines that address religion and health (religious studies, sociology, anthropology, history of medicine, psychology, bioethics, health sciences). They will also demonstrate their oral communication skills within their internship settings, documented through reflective writing assignments.

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: “Can you describe to the following people why healthcare professionals should know about religions: your family, your doctor, a news reporter, a future employer?”; and “If you have a question about the interaction of religion and health, how confident are you in your ability to find reliable sources to help you answer it?”.
- **Direct assessment:** The direct assessment by the faculty will assess this outcome through “Arizona Case Study: Final Project” assignment within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #4 Communication on Religion and Health, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students’ responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the “Arizona Case Study: Final Project” assignment that is part of the RELI 406 curriculum. The students’ grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #5 Academic-based Claims in Religious Studies:

Students will be able to differentiate academic-based approaches in the field of Religious Studies from faith-based approaches.

Concepts: Religious studies approaches; critical thinking; effective use of information

Competencies: Students will demonstrate skills in recognizing academic approaches to religion and explaining how they are different than faith-based approaches. Students will demonstrate this within class discussions, within their analysis of course

readings, and by writing from a Religious Studies scholarly perspective in their course papers. Students will also identify faith-based approaches and treat them as primary sources within course discussions and papers, explaining the perspective by contextualizing it within that particular religion's beliefs, practices, communities, and history. *To practice these skills, for example, students might be asked to compare articles from the Journal of the American Academy of Religion with conservative Protestant creationist publications on a specific topic such as debates about public school science curricula and discuss why one is an academic publication and the other is a faith-based publication. Students might also be asked to translate faith-based statements like "humans are special creations from God" into more neutral, academic statements like "Christians who hold a creationist perspective believe that humans are 'special creations' from God."*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: "Can you identify the main differences between a faith-based approach and a religious studies approach?" and "How confident are you in your ability to explain what religious studies is to your family, peers, and future employer?"
- **Direct assessment:** A direct assessment by faculty will occur during the required course RELI 200 - Introduction to the Study of Religion, during students' final presentations. Another direct assessment will occur when faculty assess this outcome through "in-class case studies" assignments within the required capstone course RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #5 Academic-based Claims in Religious Studies, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students' responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty members teaching RELI 200 and RELI 406 (the two required courses for the major) will assess student achievement via direct assessment of the final presentations in RELI 200 and the "in-class case studies" assignments that are part of the RELI 406 curriculum. The students' grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).



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Curriculum Map:

Student Learning Outcomes:	Academic-based Claims in Religious Studies: Students will be able to differentiate academic-based approaches in the field of Religious Studies from faith-based approaches.	Religious Diversity and Health: Students will be able to recognize religious diversity and explain its influence on understandings and experiences of sickness and healing.	Religious History of Science & Medicine: Students will be able to demonstrate increased research-based knowledge of religious history and how religions have interacted with and influenced the fields of science and medicine.	Critical Reading of Religion & Health Sources: Students will be able to demonstrate independent critical thinking by assessing and critiquing a variety of sources on religion and health, including popular and scholarly discourses.	Communication on Religion and Health: Students will be able to research, interpret, and communicate ideas and data about religion and health effectively for multiple types of audiences.
Courses and Learning Activities:					
Entrance Survey (indirect)	A	A	A	A	A
RELI 200 Faculty Evaluation (direct)	A				
RELI 200 Introduction to Religious Studies	I				
Curric. Req. 1 Rel, Sci, Hel. CORE (2 courses)	I	I	I	I	I
Curric. Req. 2 Health CONCENTRATION (3 courses)	P	P	P	P	P
Internship		P		P	P
RELI 406 Rel. Diversity in Healthcare	P	P	P	P	P
RELI 406 Faculty Evaluation (direct)	A	A	A	A	A
Exit Survey (indirect)	A	A	A	A	A
Legend:	A: Assessed	P: Practiced	I: Introduced		



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IX. **PROGRAM ASSESSMENT PLAN-** using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Students' Initial Self-Assessment of Knowledge	Entrance Survey (Self-Assessment)	Administered upon joining the B.S. major
Students' Prior Knowledge	Entrance Quiz (Direct Assessment)	Administered upon joining the B.S. major
Students' Self-Assessment of Knowledge Gained in Program	Exit Survey (Self-Assessment)	Administered at the end of RELI 406
Faculty's Assessment of Students' Knowledge Gained in Program	Faculty Evaluation (Direct Assessment)	Completed at the end of RELI 200 and RELI 406
Academic Program Review	Reviewers' responses	Every 7 years
Job Placement Statistics	Alumni Survey	At graduation and as part of alumni survey



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X. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	10	20	30	40	50

Data/evidence used to determine projected enrollment numbers:

Students at the University of Arizona are interested in degrees that provide them an opportunity to study cultures and societies, develop applied humanities skills, and prepare for careers in specific industries, including health professions. This can be seen with the successes of the University of Arizona’s innovative majors such as the Care, Health, and Society B.S. (currently 339 majors) and the Public and Applied Humanities B.A. (currently 229 majors).

Innovative programs such as the relatively new major in Applied Humanities in the Department of Public and Applied Humanities are drawing new students to the University of Arizona and are bringing national attention to the University. While the original proposal for the PAH major projected there would be around 100 new majors within the first five years (by 2023), the number of students attracted to the program since its launch in Fall 2018 are more than double that, with the program currently enrolling 229 majors (as of November 2021), with 69 of those majors being incoming students who matriculated at the University of Arizona in Fall 2021 as declared majors. Our proposed degree, Religious Studies for Health Professionals, is designed to be another unique humanities degree bringing new students to the university.

Our proposed degree will give students the opportunity to study religion as it relates to health and medicine; this content is not provided by any other program at the University of Arizona. While we do not anticipate that this major will draw the same number of students as other more broadly construed majors (such as CHS or PAH), we project that the RSHP degree would draw a sustainable number of majors. We are being conservative in our projections regarding the number of majors we might initially attract, but these relatively modest projections should not be an issue of concern because we are offering to the university a **low-cost and low-risk opportunity at innovation**. The courses and faculty for this major are already in place and are already fully subscribed. Our academic advisors for the Religious Studies B.A. have the capacity to advise students for this proposed RSHP B.S. **What we are proposing here is to package already existing resources in a way that will offer an attractive option to students seeking a unique degree providing them the content they want and that will help them to stand out as they pursue entrance into professional schools and careers in health and medicine.**



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Our proposed major would attract new students to the University of Arizona, because ours would be the first of its kind in the country. More than ever, students entering health professions are aware of the impact of religion on public health, healthcare delivery, and healthcare policy and politics. A major in Religious Studies for Health Professionals would attract students who wish to receive robust training in religious studies that will prepare them to navigate both the cultural diversity and the religiously inflected controversies and challenges that shape the world of health and medicine today. As students seek to set themselves apart in an increasingly competitive STEM world, a major like ours would showcase the University of Arizona’s unique interdisciplinary profile. **We can imagine the University of Arizona showcasing itself as a hub for innovative undergraduate education preparing students with a broad range of interests for health careers, by offering several unique pathways to health-related professional schools** – from bachelor’s degrees in “Care, Health, and Society” to “Applied Humanities—Public Health” to “Religious Studies for Health Professionals.” With the shortage of health professionals in the state of Arizona and nationally, along with the calls from health professions for universities to train a diverse, culturally competent workforce, this unique degree would add a distinct and important pathway to health professions. We have received letters of support from the directors of the Care Health, and Society and Applied Humanities programs, the dean of the College of Medicine—Tucson, and other important stakeholders attesting to the value of this proposed major.

In addition to attracting new students to the University of Arizona, our proposed RSHP B.S. would make it possible for existing students to pursue a course of study integrating humanities and science coursework. The B.A. in Religious Studies currently has 40 majors and 50 minors. Over the years, numerous minors have indicated that they would like to pair a religious studies-focused major with science-focused courses preparing them for a health-related career, and students like these would be drawn to the B.S. in Religious Studies for Health Professionals. In 2021, a survey of current Religious Studies majors and minors further confirmed our experience over the years of hearing students request a BS in Religious Studies. Student comments in the survey included: “I WOULD LOVE THERE TO BE A B.S IN RELIGIOUS STUDIES!!!!!!!!!!”; “plz plz plz enact a religious studies b.s.”; and “a b.s would be amazing.”

Offering interested students pursuing health-related careers a major in Religious Studies for Health Professionals gives them access to a number of benefits they would not otherwise have. Religious Studies has three endowed funds (established by University of Arizona alumni) that offer scholarships to majors. We have a **new endowed scholarship specifically for majors pursuing Religious Studies for Health Professionals (the Fred and Barbara Borga Award)**, funded by a donor who found the study of Religion at the University of Arizona to be so meaningful to his career as a medical doctor that he wanted to establish this fund to encourage future health professionals to engage in the academic study of religion. In addition, the College of Humanities and the School of International Languages, Literatures, and Cultures (SILLC) housed in COH offer scholarships and awards to majors. Beyond this, a major provides a way for students to transcript robust coursework and studies in a particular field.

Our program has content that students want to study and that will help them distinguish themselves from their peers. Our proposed B.S. in RSHP will make it possible for students to receive a major on their transcript for taking the courses they want to take and to be more fully integrated into the University of Arizona’s Religious Studies program, including eligibility for our scholarships reserved for majors.



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A 2021 survey of 89 students pursuing degrees in the College of Humanities, College of Public Health, and the Department of Physiology— of which 75% indicated an interest in pursuing careers in health professions—yielded the following information:

- 93% responded that it was important for health professionals to have an understanding of religious diversity.
- 94% agreed that religions can impact how people think about sickness and/or healing, and that religions can impact how patients make healthcare decisions.
- 76% indicated interest in taking Religious Studies courses.
- 43% indicated interest in majoring or double-majoring in a B.S. in Religious Studies for Health Professionals.
- 64% indicated interest in minoring in Religious Studies for Health Professionals.
- 53% indicated that they believed other students they know would be interested in a B.S. in Religious Studies for Health Professionals.

XI. **ANTICIPATED DEGREES AWARDED**- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Degrees	1	5	10	15	20

Data/evidence used to determine number of anticipated degrees awarded annually:

We are aware of at least one student now who is taking coursework in hopes of being able to graduate with a BS in Religious Studies for Health Professionals in 2022-2023. (If this is not possible, however, the student will graduate with the current BA in Religious Studies.) We expect the pipeline of degrees to increase over the first five years as students enroll in the major and complete it within a 2-4 year period.

The following data is from [National Center for Education Statistics College Navigator](#) (for AY 2019-2020):

While there is no other university in the country that offers a degree like our proposed major, we present here data on degrees offered in Health Humanities:

- Baylor University (14,399 undergraduates) offers a bachelor’s degree in Medical/Health Humanities with **51 degrees** awarded in AY 2019-2020.
- The University of Texas at San Antonio (29,959 undergraduates) offers a bachelor’s degree in Medical/Health Humanities with **139 degrees** awarded in AY 2019-2020.



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XII. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

1. Marketing the Major

- a. Develop marketing materials with the College of Humanities marketing team (website, pamphlets, posters, poster board, social media, etc.). Marketing materials will be disseminated throughout the University, community colleges, and to targeted high school populations as part of the COH and University of Arizona student recruitment initiatives.
- b. Marketing in coordination with our Borga Scholarship and Borga Annual Lecture in Religion and Health.

2. Student Recruitment Activities

- a. Working with the College of Humanities recruitment team to advertise the major to high school students and other prospective applicants to the University of Arizona – including mailers, social media, recruitment presentations.
- b. Advertising through Pre-Health Advising Center, including a booth at their events.
 - i. Sending degree information to Pre-Health Thematic minors
- c. Meet Your Major Fair
- d. Presentations in large Religious Studies courses (**the Department of Religious Studies and Classics teaches over 20,000 undergraduate SCHs every academic year**).

IX. Program Fees and Differential Tuition (PFDT) Request – For implementation of fees, you must work with [University Fees](#). The annual deadline is December 1. For any questions, please contact the [University Fees Program Manager](#).

N/A



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Appendix A. Minor Requirements. Complete if requesting a corresponding minor.

MINOR

Minimum total units required	18
Minimum upper-division units required	9
Total transfer units that may apply to the minor	9
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	None
Minor requirements. List all minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p><i>Choose 2 in Religion, Science, & Health core (6 credits):</i></p> <ul style="list-style-type: none"> -RELI 303: Spirituality & Sickness: Religion & Health in the U.S. -RELI 326: God, Humanity, & Science -RELI 336: Spirituality, Psychology & the Mind -RELI 359: Buddhism & Healing -RELI 406: Religious Diversity in Healthcare <p><i>*Any taken beyond 6 credits count toward the 9 concentration credits.</i></p> <p><i>3 additional courses in Health Concentration (9 credits)</i></p> <ul style="list-style-type: none"> -RELI 203: Religion & Medicine in Western Healing Traditions -RELI 211: Life After Death in World Religions & Philosophies -RELI 212: Intro to American Indian Religious Traditions -RELI 313: Health & Medicine in Classical Antiquity -RELI 360: Religion, Nature, and Climate Change -RELI 363: Religion & Sex -RELI 367: Yoga -REL 381: African/Indigenous Religions -RELI 404: Religion, Gender, & the Body -RELI 428A: Globalization, the Environment, & Indigenous Religions -RELI 482: Tantric Buddhism -EAS/RELI 333: Buddhist Meditation Traditions -MAS/AIS/RELI 405: Traditional Indian Medicine <p><i>Choose 1 additional RELI Elective (3 credits)</i></p>



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Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	n/a
Any double-dipping restrictions (Yes/No)? If yes, provide description.	No

Appendix B. Emphasis Print Information-if applicable, complete the table below to indicate if proposed emphases should be printed on transcript and diploma. Add rows as needed. Note: emphases are displayed on transcript and diplomas as “ _____ Emphasis”.

Emphasis	Print on transcript	Print on diploma
N/A		



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Appendix C. ABOR Form

Request to Establish New Academic Program in Arizona

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below. Should you have any questions or concerns, please email Helen Baxendale, Director of Academic Affairs and Policy at helen.baxendale@azregents.edu

University: University of Arizona, Tucson campus

Name of Proposed Academic Program: B.S. in Religious Studies for Health Professionals
Academic Department: Religious Studies and Classics
Geographic Site: Tucson, Main campus
Instructional Modality: In-person, iCourses. Religious Studies has a robust slate of courses offered for the Arizona Online Campus, and we also aspire to offer the B.S. in Religious Studies for Health Professionals for the Arizona Online campus in the future.
Total Credit Hours: 120
Proposed Inception Term: Fall 2022
Brief Program Description: The Religious Studies for Health Professionals (RSHP) major develops students' abilities to apply critical thinking, intercultural competence, and communication skills to the areas of health and science. By applying the interdisciplinary approaches of Religious Studies to these topics, RSHP majors will gain a well-rounded education geared toward health-related careers. Our courses demonstrate how diverse religious beliefs and practices have shaped understandings and experiences of health, illness, healing, and dying; diverse religious perspective on life cycle issues from birth through the end of life; as well as the impact of religion on past and present healthcare, including the politics and policies surrounding healthcare. This undergraduate degree will help future



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professionals to navigate these complex human and institutional relationships and meanings in ways that are both informed and respectful.

Within the department, faculty specialties include religion, science, and health in the Americas; religions, the body, and sexuality; Buddhism and medicine; Native American and indigenous religious traditions (encompassing topics of healing and health); and religions and psychology. Many of the courses in the RSHP curriculum include an emphasis on diversity and equity, gearing our curriculum toward topics of religious, racial, ethnic, gender, sexual, and class diversity.

This degree program will align the University of Arizona’s Religious Studies program with the UArizona Strategic Plan to “prepare our students with the skills and mindsets to lead the 4IR” (Pillar 1: Wildcat Journey). The BS in Religious Studies for Health Professionals will be the **first of its kind** in the United States. As such, it will draw new students to the University of Arizona who are interested in robust training in religious studies that will prepare them to navigate both the cultural diversity and the religiously inflected controversies and challenges that shape the world of health and medicine today. As students seek to set themselves apart in an increasingly competitive STEM world, a major like ours would showcase the University of Arizona’s unique interdisciplinary profile. The University of Arizona is a hub for innovative undergraduate education preparing students with a broad range of interests for health careers, by offering distinctive pathways to professional schools and jobs in health and medicine.

Learning Outcomes and Assessment Plan:

Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.

Learning Outcome #1 Religious Diversity and Health:

Students will be able to recognize religious diversity and explain its influence on understandings and experiences of sickness and healing.

Concepts: religious diversity; health diversity; cultural competency

Competencies: Students will demonstrate skills in religious literacy and cultural competency in relation to health topics. They will do this by demonstrating their knowledge of how religious beliefs, practices, and identities of people from a variety of cultural backgrounds impact those peoples’ understandings and experiences of health and healthcare within historical and contemporary case studies. This requires a basic knowledge of religious and cultural identities, recognition of common religious practices and beliefs, and the ability to analyze the influence of those factors within case studies of health and

healthcare. *For example, students might learn about diverse Jewish understandings of when life begins and ends and how that impacts various Jewish stances and practices related to reproductive technologies and end-of-life care. Students might also compare and contrast Jewish perspectives with a variety of other religions' perspectives on these issues.*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: “If presented with a media story, an academic article, or a health case study, how confident are you that you could recognize that diverse religious views or diverse religious groups were present within that source (even if you don’t fully understand the details about each group)?”; “Can you explain some of the ways in which diverse religions promote different understandings of health and sickness?”; and “Can you explain some of the ways in which people from various religions experience sickness differently?”.
- **Direct assessment:** The direct assessment by the faculty will assess this outcome through “intercultural training exercise” assignments within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #1 Religious Diversity and Health, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students’ responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the “intercultural training exercises” that are part of the RELI 406 curriculum. The students’ grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #2 Religious History of Science and Medicine:

Students will be able to demonstrate increased research-based knowledge of religious history and how religions have interacted with and influenced the fields of science and medicine.

Concepts: History of religion, science, and medicine; cross disciplinary; religious impact on health.

Competencies: Students will demonstrate skills in religious studies analysis and historical competency. They will do this by examining evidence from primary and secondary sources pertaining to the history of religions in relation to the history of science and medicine. They will examine this evidence using a religious studies approach that seeks to understand the practices and beliefs of religious people and groups on their own terms, while also contextualizing these religious people and groups within relevant social, cultural, and historical contexts, especially those related to science and medicine. *For example, students might study medical advances by Muslims within medieval Islamic empires and use that to critique European myths about Islam’s relationship to science. In another example, students might study the history of religiously affiliated hospital systems in the United States and examine how this history has shaped healthcare policy in this country.*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: “Can you explain several historical ways in which religions have influenced the field of science?”; “Can you explain several historical ways in which religions have influenced the field of medicine?”.
- **Direct assessment:** The direct assessment by the faculty will assess this outcome through exams within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #2 Religious History of Science and Medicine, students completing RELI 406 will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students’ responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.

- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the exams that are part of the RELI 406 curriculum. The students' grade (ABCDE) on these exams will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #3 Critical Reading of Sources on Religion and Health:

Students will be able to demonstrate independent critical thinking by assessing and critiquing a variety of sources on religion and health, including popular and scholarly discourses.

Concepts: Critical reading; critical thinking; effective use of information

Competencies: Students will demonstrate skills in critical analysis of diverse sources addressing religion and health through their ability to do the following: identify the type of source it is; contextualize the author's perspective and purpose in relation to religion and/or health; identify how the argument is constructed, the type of evidence used, and the limitations of the evidence; and compare the source to other sources on the topic. *For example, students might analyze popular media about Buddhist meditation and be able to contextualize those perspectives in relation to Buddhist religious traditions, secularized health discourses, Asian cultural practices, Western orientalist perspectives, and other relevant influences.*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: "If given a popular media source on religion and health, can you evaluate which perspective the author is representing and what major assumptions are being made?" and "If given a scholarly article on religion and health, can you evaluate which disciplinary perspective the author is representing and what major assumptions are being made?"
- **Direct assessment:** The direct assessment by the faculty will assess this outcome through "Arizona Case Study: Source Analysis" assignment within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #3 Critical Reading of Sources on Religion and Health, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students' responses will be gauged by their confidence in their skills and

recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.

- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the “Arizona Case Study: Source Analysis” assignment that is part of the RELI 406 curriculum. The students’ grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #4 Communication on Religion and Health:

Students will be able to research, interpret, and communicate ideas and data about religion and health effectively for multiple types of audiences.

Concepts: Religious studies concepts; interdisciplinary research; effective communication

Competencies: Students will demonstrate effective written and oral communication skills through course papers, presentations, and in-class discussions on the complexity of relationships between religion and health. They will consider questions from various perspectives, including religious perspectives, biomedical perspectives, and various scholarly disciplines that address religion and health (religious studies, sociology, anthropology, history of medicine, psychology, bioethics, health sciences). They will also demonstrate their oral communication skills within their internship settings, documented through reflective writing assignments.

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: “Can you describe to the following people why healthcare professionals should know about religions: your family, your doctor, a news reporter, a future employer?”; and “If you have a question about the interaction of religion and health, how confident are you in your ability to find reliable sources to help you answer it?”.
- **Direct assessment:** The direct assessment by the faculty will assess this outcome through “Arizona Case Study: Final Project” assignment within RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #4 Communication on Religion and Health, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students' responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty member teaching RELI 406 will assess student achievement via direct assessment using the "Arizona Case Study: Final Project" assignment that is part of the RELI 406 curriculum. The students' grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

Learning Outcome #5 Academic-based Claims in Religious Studies:

Students will be able to differentiate academic-based approaches in the field of Religious Studies from faith-based approaches.

Concepts: Religious studies approaches; critical thinking; effective use of information

Competencies: Students will demonstrate skills in recognizing academic approaches to religion and explaining how they are different than faith-based approaches. Students will demonstrate this within class discussions, within their analysis of course readings, and by writing from a Religious Studies scholarly perspective in their course papers. Students will also identify faith-based approaches and treat them as primary sources within course discussions and papers, explaining the perspective by contextualizing it within that particular religion's beliefs, practices, communities, and history. *To practice these skills, for example, students might be asked to compare articles from the Journal of the American Academy of Religion with conservative Protestant creationist publications on a specific topic such as debates about public school science curricula and discuss why one is an academic publication and the other is a faith-based publication. Students might also be asked to translate faith-based statements like "humans are special creations from God" into more neutral, academic statements like "Christians who hold a creationist perspective believe that humans are 'special creations' from God."*

Assessment Methods: This outcome will be assessed via an indirect (student survey) and direct (faculty evaluation) assessment.

- **Indirect assessment:** The student survey will be given in an Entrance survey when a student declares the major to establish a baseline and again as an Exit Survey distributed at the end of RELI 406. This survey will include the following questions: "Can you identify the main differences between a faith-based approach and a religious studies approach?"

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and “How confident are you in your ability to explain what religious studies is to your family, peers, and future employer?”.

- **Direct assessment:** A direct assessment by faculty will occur during the required course RELI 200 - Introduction to the Study of Religion, during students’ final presentations. Another direct assessment will occur when faculty assess this outcome through “in-class case studies” assignments within the required capstone course RELI 406 and compared across our core courses to check progress within the major.

Measures:

- **Indirect assessment:** For our indirect assessment of Learning Outcome #5 Academic-based Claims in Religious Studies, students completing the capstone will self-assess their achievement of this outcome in an Entrance & Exit survey via the questions provided above. The students’ responses will be gauged by their confidence in their skills and recorded in a Likert scale using the following rubric (1=Strongly Disagree, 2=Disagree, 3= Neither Agree or Disagree, 4=Agree, 5=Strongly Agree). The score (i.e., 1-5) of the student responses to these questions will be averaged, and that average score will serve as the indirect assessment score of their achievement of this learning outcome.
- **Direct assessment:** The faculty members teaching RELI 200 and RELI 406 (the two required courses for the major) will assess student achievement via direct assessment of the final presentations in RELI 200 and the “in-class case studies” assignments that are part of the RELI 406 curriculum. The students’ grade (ABCDE) on these assignments will correlate to the Likert scale used by students in their indirect/self-assessment (e.g., assignment grade A=5, B=4, C=3, D=2, E=1).

PROGRAM ASSESSMENT PLAN:

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Students’ Initial Self-Assessment of Knowledge	Entrance Survey (Self-Assessment)	Administered upon joining the B.S. major
Students’ Prior Knowledge	Entrance Quiz (Direct Assessment)	Administered upon joining the B.S. major
Students’ Self-Assessment of Knowledge Gained in Program	Exit Survey (Self-Assessment)	Administered at the end of RELI 406
Faculty’s Assessment of Students’ Knowledge Gained in Program	Faculty Evaluation (Direct Assessment)	Completed at the end of RELI 200 and RELI 406
Academic Program Review	Reviewers’ responses	Every 7 years
Job Placement Statistics	Alumni Survey	At graduation and as part of alumni survey



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PROGRAM ASSESSMENT PLAN:

	Outcomes:				
	Academic-based Claims in Religious Studies: Students will be able to differentiate academic-based approaches in the field of Religious Studies from faith-based approaches.	Religious Diversity and Health: Students will be able to recognize religious diversity and explain its influence on understandings and experiences of sickness and healing.	Religious History of Science & Medicine: Students will be able to demonstrate increased research-based knowledge of religious history and how religions have interacted with and influenced the fields of science and medicine.	Critical Reading of Religion & Health Sources: Students will be able to demonstrate independent critical thinking by assessing and critiquing a variety of sources on religion and health, including popular and scholarly discourses.	Communication on Religion and Health: Students will be able to research, interpret, and communicate ideas and data about religion and health effectively for multiple types of audiences.
Courses and Learning Activities:					
Entrance Survey (indirect)	A	A	A	A	A
RELI 200 Faculty Evaluation (direct)	A				
RELI 200 Introduction to Religious Studies	I				
Curric. Req. 1 Rel, Sci, Hel. CORE (2 courses)	I	I	I	I	I
Curric. Req. 2 Health CONCENTRATION (3 courses)	P	P	P	P	P
Internship		P		P	P
RELI 406 Rel. Diversity in Healthcare	P	P	P	P	P
RELI 406 Faculty Evaluation (direct)	A	A	A	A	A
Exit Survey (indirect)	A	A	A	A	A
Legend:	A: Assessed	P: Practiced	I: Introduced		



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Projected Enrollment for the First Three Years:

Please provide anticipated enrollment numbers for each of the first three years of the proposed program

Year 1: 10

Year 2: 20

Year 3: 30

Evidence of Market Demand:

Please provide an estimate of the future state-wide and national demand for graduates of the proposed academic program. Please specify the source (e.g., Burning Glass; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections. If job market data is unavailable or not applicable, please explain why and elaborate another justification for the proposed program.

According to the Arizona Department of Labor, healthcare careers in Arizona are projected to be among the fastest growing job sectors, reflecting a national trend. “The need for new workers is at historic levels in most locations. As a matter of fact, the national demand for medical field personnel is so high that the 2018 Job Openings and Labor Turnover Survey reports that around half of all jobs are presently unfilled nationally” (<https://medicalfieldcareers.com/healthcare-careers-arizona/>). The University of Arizona is addressing the shortage of healthcare workers by creating numerous pathways to health careers for undergraduates with a wide range of interests. Preparing undergraduates pursuing humanities and social science degrees to become healthcare professionals will orient them to a job market that needs their talents.

The Religious Studies for Health Professionals (RSHP) major fulfills the employment needs of the state and nation for more healthcare professionals. The Religious Studies for Health Professionals major will create a new pipeline for a more diverse population of health professionals trained in Health Humanities, providing a skillset in demand in the healthcare industry. According to the American Academy of Arts and Sciences’ *Graduates in the Workforce and Beyond* study (2018), 53% of workers with a Humanities Bachelor’s degree had a job in the top 5 industries identified by Eduventures (2020): 1. Nursing/Health Care; 2. Psychology/Psychiatry/Counseling; 3. Medical/Dental Professional; 4. Engineer; 5. Management/Business.

Burning Glass data on degrees related to “Health Professions Education, Ethics, and Humanities, Other” (51.3299) and “Medical/Health Humanities” (51.3204) provides the following information:



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- The number of jobs is expected to grow over the next 10 years for graduates with these degrees, in the state of Arizona and nationally.
- The median salary in Arizona for graduates with these degrees is \$68K, above the average living wage for Arizona of \$33K.
- There currently are no institutions in the state of Arizona conferring degrees in these areas.

Similar Programs Offered at Arizona Public Universities:

List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

There are no other degree programs that apply Religious Studies to Healthcare Professions. Our proposed degree would be the first of its kind in the country.

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Objection(s) Raised by Another Arizona Public University? YES NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections:

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

New Resources Required? (i.e., faculty and administrative positions; infrastructure, etc.):

No new resources needed.

Plan to Request Program Fee/Differentiated Tuition? NO

Estimated Amount: n/a

Program Fee Justification: n/a

Specialized Accreditation? NO



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Accreditor: n/a

The name of the agency or entity from which accreditation will be sought



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Major in Religious Studies for Health Professionals

Budget Contact Person: Gennady Sare	Projected		
	1st Year 2022-2023	2nd Year 2023-2024	3rd Year 2024-2025
METRICS			
Net increase in annual college enrollment UG	5	10	20
Net increase in college SCH UG	60	120	240
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE			
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)	13,046	25,675	51,545
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 13,046	\$ 25,675	\$ 51,545
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 13,046	\$ 25,675	\$ 51,545
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty			
Other Personnel			
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ -	\$ -	\$ -
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -
Net Projected Fiscal Effect	\$ 13,046	\$ 25,675	\$ 51,545

30 September 2020

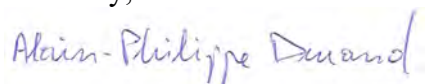
To Whom It May Concern:

The College of Humanities supports this proposal for a new major in Religious Studies for Health Professionals. Our college is on the cutting edge of developing applied humanities degrees that provide the skills our graduates need to succeed in the twenty-first century, and this major offers just that kind of programming. With this major, students preparing for careers in the health industry will receive training in the skills provided by the humanities, including critical thinking, effective communication, adaptability, and the ability to respectfully engage with diverse cultures and worldviews.

This proposed major in Religious Studies for Health Professionals (RSHP) stands apart from our current major in Religious Studies. First, RSHP is an applied major, requiring students to examine case studies focused on religious diversity in healthcare settings and to apply their knowledge in a two-semester internship sequence. While the general major in Religious Studies offers a three-course concentration in “Religious Studies for Health Professionals,” the RSHP major offers substantially more in-depth training for future health professionals, through requiring 18 units of coursework examining the relationship of religion, science, health, and medicine in a variety of traditions and a required upper-level course on Religious Diversity in Healthcare. While the general Religious Studies major offers a broad overview of world religions and flexibility for students to explore a variety of interests (including the relationship of religion with a wide range of topics such as art, politics, area studies, literature, and world history), the RSHP major is specifically focused on curriculum of direct interest to students preparing for health professions. It also directly addresses the skills requested by healthcare employers for employees who can integrate medical knowledge with intercultural and communication competencies.

The College of Humanities houses outstanding faculty experts in Religious Studies, including scholar-educators specializing in religion, science, health, and medicine. This proposed RSHP degree program will harness these strengths and enhance the profile of the University of Arizona as a leader in the fourth industrial revolution, by integrating the study of humanities, science, and medicine for an increasingly complex healthcare landscape.

Sincerely,



Alain-Philippe Durand
Dean



THE UNIVERSITY OF ARIZONA
College of Medicine
Tucson

1501 N. Campbell Ave.
P.O. Box 245017
Tucson, AZ 85724

Ofc: 520-626-4555
Fax: 520-626-6252
medicine.arizona.edu

OFFICE OF THE DEAN

September 29, 2020

Alain-Philippe Durand, PhD
Dean, College of Humanities
The University of Arizona

Dear Dean Durand,

The University of Arizona College of Medicine-Tucson strongly supports the proposal for a new major in Religious Studies for Health Professionals. With this major, students preparing for careers targeting the healthcare industry will receive intercultural competence training that will strengthen their ability to effectively navigate the diverse and complex social-cultural issues impacting the health and healthcare of patients and their families.

The current major in Religious Studies has a three-course concentration in “Religious Studies for Health Professionals”. However, this proposed stand-alone major will provide future healthcare professionals with more robust and applied training. This proposed major will prepare students for the diversity of human experiences and perspectives they will encounter throughout their career, through completion of 18 units of coursework examining the relationship of religion, science, health, and medicine in a variety of traditions (throughout world history and specifically in the United States), a required upper-level course on Religious Diversity in Healthcare, and a two-semester internship sequence. Students graduating from the program will have a better understanding of the variety of worldviews influencing their patients and families. In addition, this major will provide a better understanding of the historical and current roles of religion in shaping healthcare institutions and policies in the United States.

This major will complement other undergraduate degree programs offered at the College of Medicine-Tucson, and constitutes the only degree offering training specifically in issues of religious diversity and religious history, with courses offered by faculty specializing in religious studies, global cultures, and health.

Sincerely,

Michael M.I. Abecassis, MD, MBA
Dean, College of Medicine – Tucson
Professor, Departments of Surgery and Immunobiology

September 29, 2020

Alain-Phillipe Durand, PhD
Dean. College of Humanities
The University of Arizona

Dear Dr. Durand,

It is with great enthusiasm that I am writing in support of a new major in “Religious Studies for Health Professionals”. Caring for the patient as a whole, includes an appreciation and understanding of how, why and when religion becomes a focus in patient care. History has shown that the art of medicine brings compassion and empathy to the bedside, and a critical understanding for a patient’s need for an unbiased recognition of the patient’s religion. This major embraces the elements for respect, understanding and appreciation for cultures, history of medicine, and faith-based approaches to medicine.

As a retired pediatric intensivist having practiced critical care for 40 years, and as a medical ethicist, caring for the patients in the ICU, I often found myself entering into the circle of faith that the parents and the child embraced. I often asked a simple question that embodied the respect and need for religion/faith at the bedside: “In times of crisis do you have a faith you turn to?” If the answer was yes, I always brought their faith into the treatments and found that by doing so, a strong foundation of a physician-patient relationship was formed.

This major, “Religious Studies for the Health Professional” will give all who engage in its content, a formative understanding of “the who”, the patient and their faith as it relates to their illness.

Sincerely,



David H. Beyda, MD
Chair and Professor,
Department of Bioethics and Medical Humanism
Director, Global Health Program
dbeyda@email.arizona.edu
Direct: (602) 827-2108

Dr. Karen K. Seat
Director, School of International Languages, Literatures, and Cultures (SILLC)
Head, Department of Religious Studies and Classics

Dr. Kristy Slominski
Assistant Professor, Department of Religious Studies and Classics

December 4, 2020

Dear Drs. Seat and Slominski,

Here in the Care, Health & Society program in the School of Sociology, we are enthusiastic supporters of the Department of Religious Studies and Classics' proposed major, Religious Studies for Health Professions. This interdisciplinary major comes at an important time for the University of Arizona undergraduate body, as the healthcare sector continues to grow and evolve to better address many of the core questions addressed in this new major. Your students who concentrate in those courses will be in particular position to serve a great need in our State's workforce. As you are aware this is an important strategic direction for the University of Arizona.

We are also happy to support the inclusion of our current course, CHS 309: Ethical Issues Common to the Helping Professions, as an option for your major. And in the future, we look forward to discussions about dual and double-major opportunities between the Care, Health & Society program and the Religious Studies for Health Professions major.

Sincerely,



Brian Mayer
Associate Professor of Sociology
Director of Undergraduate Studies and Director of Care, Health & Society
University of Arizona


September 24, 2020

To Whom It May Concern:

The Department of East Asian Studies supports the inclusion of “EAS/RELI 333: Buddhist Meditation Traditions” as an optional course in the “**Religious Studies for Health Professionals**” major. Although EAS/RELI 333 has been offered only intermittently in recent years, the inclusion of the Center for Buddhist Studies in the new Andrew Weil Center for Integrative Medicine, as well as its inclusion as an optional course in the “Religious Studies for Health Professionals,” means that incentive for offering the course will be greatly advanced, with at least one such anticipated offering on an annual basis.

Please let me know if you have any questions.

Sincerely,



Albert Welter, PhD

Professor and Head, Department of East Asian Studies <https://eas.arizona.edu>

Associate Director, School of International Languages, Literatures, and Cultures

<https://sillc.arizona.edu/#>

Affiliate Faculty, Department of Religious Studies and Classics <https://religion.arizona.edu>

Executive Committee and Academic Advisory Board, Center for Buddhist Studies

<https://cbs.arizona.edu>

Editor, Journal of Chinese Buddhist Studies <http://chinesebuddhiststudies.org>

Honorary Professor, Hangzhou Academy of Social Sciences

Vice Chairman, International Confucian Association

Learning Services Building #102

1512 E First Street

Tucson, AZ 85721-0105

awelter@email.arizona.edu

Phone: 520-621-7505





COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

**Mexican American
Studies**

Ada M. Wilkinson-Lee, Ph.D., Acting Head
Department of Mexican American Studies
College of Social & Behavioral Sciences
César Chávez Building, Rm. 214
University of Arizona

1110 E. James E. Rogers Way
PO Box 210023
Tucson, AZ 85721-0023
520-626-7766
<http://mas.arizona.edu>

December 2, 2020

Karen K. Seat, Ph.D.
Director, School of International Languages, Literatures, and Cultures (SILLC)
Head, Department of Religious Studies & Classics
1512 E. First Street
PO Box 210105
Tucson, AZ 85721-0105

RE: Religious Studies for Health Professionals Major

Dear Dr. Seat,

On behalf of the Department of Mexican American Studies at The University of Arizona, I am pleased to support the new major "Religious Studies for Health Professionals". We welcome a partnership with your department in listing our MAS 405: Traditional Indian Medicine and MAS 435: Mexican Traditional Medicine courses as elective courses for the major program. We eagerly look forward to our working together and to further develop the intellectual intercultural flexibility skills students need in order to be culturally responsive throughout their University of Arizona experience and when they transition into the work place.

This letter is to officially provide support for the Religious Studies for Health Professionals major and to provide approval for listing MAS 405 and MAS 435 within the elective category of the major program.

We look forward to our collaboration and thank you for including the Department of Mexican American Studies in this new major program.

Sincerely,

Ada M. Wilkinson-Lee
Associate Professor and Acting Department Head



DEPARTMENT OF PUBLIC & APPLIED HUMANITIES

Richard A. Harvill Building
Room 337
1103 E. 2nd Street
PO Box 210076
Tucson, Arizona 85721-0076
Tel: (520) 621-3025

www.pah.arizona.edu

September 22, 2020

Karen Seat, PhD

Director | School of International Languages, Literatures & Cultures | College of Humanities
Associate Professor and Head | Department of Religious Studies & Classics | College of
Humanities
kkseat@email.arizona.edu

Dear Dr. Seat:

Subject: Proposed Major in Religious Studies for Health Professionals

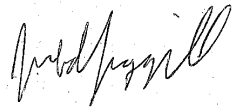
On behalf of the Department of Public & Applied Humanities, I write this letter in support of the proposed Major in Religious Studies for Health Professionals.

The Department is also pleased to approve the following courses for use in the major, courses which are offered every Fall and Spring and are able to accommodate Religious Studies for Health Professionals students:

- PAH 383—Pre-Internship: Building Career Readiness (3 units)
- PAH 493—Internship (3 units)

The proposed Major in Religious Studies for Health Professionals looks very exciting, and will no doubt be well received by students and employers. Please let me know if there are additional ways we can help support the proposal.

Sincerely,



Judd Ruggill, PhD

Professor and Head | Department of Public & Applied Humanities | College of Humanities
Affiliate Faculty:

- Africana Studies Program | College of Humanities
- Department of English | College of Social & Behavioral Sciences
- Graduate Interdisciplinary Program in Social, Cultural & Critical Theory
- Institute for LGBT Studies

- School of Information | College of Social & Behavioral Sciences
- School of Theatre, Film & Television | College of Fine Arts
jruggill@email.airzona.edu

cc Kimberly Jones, PhD
Vice Dean for Academic Affairs | College of Humanities

Affiliate Faculty:

- Graduate Interdisciplinary Program in Second Language Acquisition & Teaching
kjones@email.arizona.edu

From: Stanescu, Claudia I - (stanescu) <stanescu@arizona.edu>
Sent: Friday, March 25, 2022 10:31 AM
To: Seat, Karen K - (kkseat) <kkseat@arizona.edu>; Delamere, Nicholas A - (delamere) <delamere@arizona.edu>; Eggers, Erika D - (eegggers) <eegggers@arizona.edu>
Subject: RE: Request for permission to list PSIO course in proposal

Hello Karen,

Thank you for the additional information. The Department of Physiology supports the inclusion of PSIO 201 and PSIO 202 as optional courses in the science core for the proposed “**Religious Studies for Health Professionals**” major. These courses are offered every academic year and have the capacity to accommodate enrollments associated with this degree.

Please let me know if you have any questions.

Best,

Claudia

—
Claudia Stanescu, Ph.D.
Associate Professor (Educator Scholar)
Pronouns: she/her
Associate Department Chair for Education, Physiology
Director, Physiology Undergraduate Program
Director, Musculoskeletal Block COM-T
Department of Physiology, University of Arizona
Tucson, AZ 85721
stanescu@arizona.edu

Seat, Karen K - (kkseat)

From: Mazumdar, Sumitendra - (mazumdar)
Sent: Friday, April 1, 2022 9:48 AM
To: Seat, Karen K - (kkseat)
Subject: Re: Religious Studies for Health Professionals major and physics courses.

Follow Up Flag: Follow up
Flag Status: Flagged

Dear Professor Seat:

The Department of Physics supports the inclusion of PHYS 102 and PHYS 181 as options in the science core for the proposed “Religious Studies for Health Professionals” major. These courses are offered every academic year and have the capacity to accommodate enrollments associated with this degree. We look forward to the collaboration.

Sumit Mazumdar
Professor and Head
Department of Physics

Seat, Karen K - (kkseat)

From: Schroeder, Joyce A - (joyces)
Sent: Thursday, March 24, 2022 4:23 PM
To: Seat, Karen K - (kkseat); Gutenkunst, Ryan N - (rgutenk)
Subject: Re: Request for permission to list MCB course in proposal

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Karen,
Yes, you have my approval to list our course as an option. We have the capacity to take increased students. Let me know if you need a formal letter as such,
Joyce

Joyce Schroeder, PhD
Professor and Head, Molecular and Cellular Biology
University of Arizona

1007 E Lowell St 444
Tucson AZ 85721
520-626-1384
joyces@arizona.edu

From: Seat, Karen K - (kkseat) <kkseat@arizona.edu>
Date: Wednesday, March 23, 2022 at 4:56 PM
To: Schroeder, Joyce A - (joyces) <joyces@arizona.edu>, Gutenkunst, Ryan N - (rgutenk) <rgutenk@arizona.edu>
Subject: Request for permission to list MCB course in proposal

Dear Drs. Schroeder and Gutenkunst,

I hope you are well. I am writing to request your written permission for the Department of Religious Studies and Classics to include MCB among the options for the “science core” for a new degree program we are proposing. The recommended MCB option listed would be MCB 181R & MCB 181L (or a higher-level MCB course).

To give you the background, the Religious Studies program currently offers an informal concentration in [Religious Studies for Health Professionals](#). To better meet the needs of students who are interested in the connections between Religious Studies and their healthcare profession goals, we are now proposing the creation of a BS in Religious Studies for Healthcare Professionals (RSHP). I have attached a 2-page overview of the proposal, including the proposed science core listing the recommended MCB course.

We have received letters of support for this proposed major from the Dean of the College of Medicine-Tucson, as well as the director of the BS in Care, Health, and Society, among other campus leaders.

I am happy to provide more details if you would like additional information. Thank you for your time and consideration.

Best wishes,
Karen

Dr. Karen K. Seat, Ph.D.

Director, School of International Languages, Literatures, and Cultures ([SILLC](#))

Head, Department of [Religious Studies](#) and [Classics](#)

College of Humanities

The University of Arizona

Pronouns: she/her/hers

Note: I understand that we may be working on different schedules. Please do not feel rushed to respond if you receive this email outside of a time that you normally respond to emails.

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

Seat, Karen K - (kkseat)

From: Worobey, Michael - (worobey)
Sent: Wednesday, March 23, 2022 5:02 PM
To: Seat, Karen K - (kkseat)
Cc: Hackett, Jeremiah D - (hackettj); Lauren Petrullo
Subject: Re: Request for permission to list "ECOL" course in proposal

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Karen,

I'm happy to do this, yes.

Best,

Mike

On Mar 23, 2022, at 4:52 PM, Seat, Karen K - (kkseat) <kkseat@arizona.edu> wrote:

Dear Drs. Worobey and Hackett,

I hope you are well. I am writing to request your written permission for the Department of Religious Studies and Classics to include ECOL among the options for the "science core" for a new degree program we are proposing. The recommended ECOL option listed would be ECOL 182R & ECOL 182L (or a higher-level ECOL course).

To give you the background, the Religious Studies program currently offers an informal concentration in [Religious Studies for Health Professionals](#). To better meet the needs of students who are interested in the connections between Religious Studies and their healthcare profession goals, we are now proposing the creation of a BS in Religious Studies for Healthcare Professionals (RSHP). I have attached a 2-page overview of the proposal, including the proposed science core listing the recommended ECOL course.

We have received letters of support for this proposed major from the Dean of the College of Medicine-Tucson, as well as the director of the BS in Care, Health, and Society, among other campus leaders.

I am happy to provide more details if you would like additional information. Thank you for your time and consideration.

Best wishes,
Karen

Dr. Karen K. Seat, Ph.D.

Director, School of International Languages, Literatures, and Cultures ([SILLC](#))
Head, Department of [Religious Studies](#) and [Classics](#)
College of Humanities

The University of Arizona

Pronouns: she/her/hers

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<Proposed RSHP Major 2022.pdf>



THE UNIVERSITY OF ARIZONA
COLLEGE OF SCIENCE
COLLEGE OF MEDICINE TUCSON
**Chemistry
& Biochemistry**

Craig Aspinwall, Ph.D.
Professor and Department Head
Chemistry & Biochemistry (CBC)
aspinwal@email.arizona.edu

1306 East University Blvd.
Biosciences West 368
Tucson, AZ 85721-0041
Tel: (520) 621-5672

March 23, 2022

To Whom It May Concern:

The Department of Chemistry & Biochemistry supports the inclusion of CHEM 130 and CHEM 151 as optional courses in the science core for the proposed “Religious Studies for Health Professionals” major. These courses are offered every academic year and have the capacity to accommodate enrollments associated with this degree.

If there are any questions, please feel free to contact me directly.

Sincerely,



Email Correspondence with the Department of Chemistry and Biochemistry

From: Aspinwall, Craig A - (aspinwal) <aspinwal@arizona.edu>
Sent: Wednesday, March 23, 2022 5:01 PM
To: Seat, Karen K - (kkseat) <kkseat@arizona.edu>; Belle-Oudry, Deirdre A - (dbelle) <dbelle@arizona.edu>
Subject: RE: Request for permission to use "CHEM" prefix

Dear Karen,

We are happy to support this request but I would like to draw your attention to another CHEM course that may fit well into your curriculum. CHEM 130 - Chemistry for Allied & Public Health is a one semester course that addresses the fundamentals of chemistry as a foundation of many central topics in allied health fields. If you think this may be a good alternative, we would be happy to support it as well.

Please let me know your preference and then we will get the memo back.

Best,
Craig



Craig A Aspinwall, PhD

Department Head and Professor
Chemistry & Biochemistry
THE UNIVERSITY OF ARIZONA
PO Box 210044 | Tucson, AZ 85721
Office: 520-621-6338 | Cell: 520-245-3398
aspinwal@arizona.edu

Executive Assistant: Lisa Arrotta
Office: 520-621-5672
lisaarrotta@arizona.edu

cbc.arizona.edu

The University of Arizona Purpose & Values:
Working together to expand human potential,
explore new horizons and enrich life for all.

**Integrity • Compassion • Exploration
Adaptation • Inclusion • Determination**

From: Seat, Karen K - (kkseat) <kkseat@arizona.edu>

Sent: Wednesday, March 23, 2022 4:46 PM

To: Aspinwall, Craig A - (aspinwal) <aspinwal@arizona.edu>; Belle-Oudry, Deirdre A - (dbelle) <dbelle@arizona.edu>

Subject: Request for permission to use "CHEM" prefix

Dear Drs. Aspinwall and Belle-Oudry,

I hope you both are well. I am writing to request your written permission for the Department of Religious Studies and Classics to include a CHEM course among the options for the “science core” for a new degree program we are proposing. The recommended CHEM option listed would be CHEM 151 (or a higher-level CHEM course).

To give you the background, the Religious Studies program currently offers an informal concentration in [Religious Studies for Health Professionals](#). To better meet the needs of students who are interested in the connections between Religious Studies and their healthcare profession goals, we are now proposing the creation of a BS in Religious Studies for Healthcare Professionals (RSHP). I have attached a 2-page overview of the proposal, including the proposed science core listing the recommended CHEM course.

We have received letters of support for this proposed major from the Dean of the College of Medicine-Tucson, as well as the director of the BS in Care, Health, and Society, among other campus leaders.

I am happy to provide more details if you would like additional information. Thank you for your time and consideration.

Best wishes,
Karen

Dr. Karen K. Seat, Ph.D.

Director, School of International Languages, Literatures, and Cultures ([SILLC](#))

Head, Department of [Religious Studies](#) and [Classics](#)

College of Humanities

The University of Arizona

Pronouns: she/her/hers

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From: [Marchello, Elaine V - \(evm\)](#)
To: [Seat, Karen K - \(kkseat\)](#); [Sandoval, Liz - \(esandmar\)](#); [Novodvorsky, Ingrid - \(novod\)](#)
Cc: [Jones, Kimberly A - \(kjones\)](#); [Heileman, Greg - \(heileman\)](#); [Madden, Melanie Christine - \(melaniecmadden\)](#); [Slominski, Kristy - \(slominski\)](#)
Subject: RE: Proposal with revised Learning Outcomes RE: Updated RSHP BS proposal - still possible to move forward for approval this year?
Date: Tuesday, July 5, 2022 11:12:03 AM
Attachments: [image006.png](#)
[image007.png](#)
[image008.png](#)
[image009.png](#)
[image010.png](#)

Karen,

I reviewed your assessment information and I do not have any changes to recommend.

Elaine

Elaine Marchello, Ph.D.
Assistant Director, Assessment
University of Arizona
Office of Instruction and Assessment
Integrated Learning Center Bldg 70
Room 105A
Tucson, AZ 85721
(520) 621-1328

From: Seat, Karen K - (kkseat) <kkseat@arizona.edu>
Sent: Wednesday, June 29, 2022 5:03 PM
To: Sandoval, Liz - (esandmar) <esandmar@arizona.edu>; Marchello, Elaine V - (evm) <evm@arizona.edu>; Novodvorsky, Ingrid - (novod) <novod@arizona.edu>
Cc: Jones, Kimberly A - (kjones) <kjones@arizona.edu>; Heileman, Greg - (heileman) <heileman@arizona.edu>; Madden, Melanie Christine - (melaniecmadden) <melaniecmadden@arizona.edu>; Slominski, Kristy - (slominski) <slominski@arizona.edu>
Subject: Proposal with revised Learning Outcomes RE: Updated RSHP BS proposal - still possible to move forward for approval this year?
Importance: High

Hello Liz and all,

We are continuing to work on moving our proposed B.S. in Religious Studies for Health Professionals (RSHP) through the approval process. We have now expanded our Learning Outcomes on the attached "Additional Info" form on pp. 9-14 (and copied again on pp. 24-30), in response to your request below. Please do let us know if this will fulfill expectations.

Also, I've added the preliminary proposal PDF with a graphic inserted on p. 9 to give an overview of the degree, to help clarify all the components of the proposed B.S. in Religious Studies for Health Professionals.

As you know, this proposal has now received full approval from UGC and U-CAAC.

Thank you,
Karen (with Kristy Slominski)

Dr. Karen K. Seat, Ph.D.

Director, School of International Languages, Literatures, and Cultures ([SILLC](#))

Head, Department of [Religious Studies](#) and [Classics](#)

College of Humanities

The University of Arizona

Pronouns: she/her/hers

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[We respectfully acknowledge](#) the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

From: Sandoval, Liz - (esandmar) <esandmar@arizona.edu>

Sent: Tuesday, April 26, 2022 10:55 AM

To: Seat, Karen K - (kkseat) <kkseat@arizona.edu>; Marchello, Elaine V - (evm) <evm@arizona.edu>;

Novodvorsky, Ingrid - (novod) <novod@arizona.edu>

Cc: Jones, Kimberly A - (kjones) <kjones@arizona.edu>; Heileman, Greg - (heileman)

<heileman@arizona.edu>; Madden, Melanie Christine - (melaniecmadden)

<melaniecmadden@arizona.edu>

Subject: RE: Revised proposal RE: Updated RSHP BS proposal - still possible to move forward for approval this year?

Let's shoot for July 1. Thanks Karen!

Liz

From: Seat, Karen K - (kkseat) <kkseat@arizona.edu>

Sent: Monday, April 18, 2022 4:42 PM

To: Sandoval, Liz - (esandmar) <esandmar@arizona.edu>; Marchello, Elaine V - (evm)

<evm@arizona.edu>; Novodvorsky, Ingrid - (novod) <novod@arizona.edu>

Cc: Jones, Kimberly A - (kjones) <kjones@arizona.edu>; Heileman, Greg - (heileman)

<heileman@arizona.edu>; Madden, Melanie Christine - (melaniecmadden)

<melaniecmadden@arizona.edu>

Subject: RE: Revised proposal RE: Updated RSHP BS proposal - still possible to move forward for approval this year?

Dear Liz and all,

Thank you for the feedback. We will continue to work on our learning outcomes section.

When should we get our revised learning outcomes to you? It would be helpful to have a specific deadline in mind as we head into the final stretch of the semester.

Thanks again,
Karen

Dr. Karen K. Seat, Ph.D.

Director, School of International Languages, Literatures, and Cultures ([SILLC](#))

Head, Department of [Religious Studies](#) and [Classics](#)

College of Humanities

The University of Arizona

Pronouns: she/her/hers

Note: I understand that we may be working on different schedules. Please do not feel rushed to respond if you receive this email outside of a time that you normally respond to emails.

[We respectfully acknowledge](#) the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

From: Sandoval, Liz - (esandmar) <esandmar@arizona.edu>

Sent: Thursday, April 14, 2022 10:00 AM

To: Marchello, Elaine V - (evm) <evm@arizona.edu>; Novodvorsky, Ingrid - (novod) <novod@arizona.edu>

Cc: Jones, Kimberly A - (kjones) <kjones@arizona.edu>; Seat, Karen K - (kkseat) <kkseat@arizona.edu>; Heileman, Greg - (heileman) <heileman@arizona.edu>; Madden, Melanie Christine - (melaniecmadden) <melaniecmadden@arizona.edu>

Subject: FW: Revised proposal RE: Updated RSHP BS proposal - still possible to move forward for approval this year?

Hello OIA and RSHP teams,

I've taken a look at the learning outcomes in this proposal, and they are not as detailed as we need them to be for ABOR. We can route these through our internal committees as is, but cannot send them to ABOR until more detail has been added to the competency area. For example, this is from Learning outcome #1:

Students will demonstrate skills in religious literacy and cultural competency in relation to health topics.

We need to know what religious literacy skills and what cultural competency skills as well as how or what areas of health topics these skills are related to? The more detailed the better. I'm also attaching Ron Hammer's Learning Outcomes as they were presented in the ABOR form which recently passed after three revisions. I realize that your proposal is not related to medicine nor research however you will see how detailed Ron made them.

If you have any questions, please let me and Greg know.

Thanks,