

Fiscal Unit/Academic Org College of Public Health - D2505
Administering College/Academic Group Public Health
Co-administering College/Academic Group Arts and Sciences
Semester Conversion Designation New Program/Plan
Proposed Program/Plan Name Public Health and the Arts
Type of Program/Plan Undergraduate minor
Program/Plan Code Abbreviation PHA-MN
Proposed Degree Title

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				15	
Required credit hours offered by the unit	Minimum				
	Maximum				
Required credit hours offered outside of the unit	Minimum				
	Maximum				
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- Describe how art and culture can enhance community wellbeing and improve health outcomes.
Articulate how creative forms of expression can reflect or elucidate public health issues to promote community wellbeing and improve health outcomes.
- Identify innovative interventions to ameliorate community-identified problems that rely on an interdisciplinary response between the arts and public health disciplines.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- PH and the Arts minor proposal.pdf
(Program Proposal. Owner: Droesch, Kynthia Ellen)
- MB letter of support. PH Arts Minor.pdf
(Letter from the College to OAA. Owner: Droesch, Kynthia Ellen)
- College Letter of Support D. Haddad.docx: Letter of support ASC
(Letter from the College to OAA. Owner: Vankeerbergen, Bernadette Chantal)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Droesch, Kynthia Ellen	01/20/2021 09:22 AM	Submitted for Approval
Approved	Andridge, Rebecca Roberts	01/20/2021 09:27 AM	Unit Approval
Approved	Bisesi, Michael Salvatore	01/20/2021 09:53 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	01/20/2021 09:53 AM	ASCCAO Approval

Proposed 15-Credit Interdisciplinary Undergraduate Minor Involving the Colleges of Public Health (CPH) and Arts and Sciences (ASC): *Public Health and the Arts*

Amy Ferketich, College of Public Health, Division of Epidemiology

Julia Hawkins, College of Arts & Sciences, Department of Classics

Purpose and Rationale

The COVID-19 pandemic has raised the awareness of many to the science and discipline of public health. In fact, in a phenomenon dubbed the “Fauci effect,” the pandemic has resulted in a record number of applicants to schools of medicine and public health across the country.^{1,2} Yet public health has been around since the late 19th century, and this proposal makes the case that now is the time to develop the country’s first Public Health and the Arts program.

The first two phases of public health focused on disease prevention and health promotion, primarily. The field of public health has now moved into its third phase (Public Health 3.0).³ One of the key components of Public Health 3.0 is the creation of new partnerships. While the focus has been on engaging policymakers, the business community, and members of the general public, another group that is key to promoting Public Health 3.0 is the arts community, which includes all forms of creative expression including, but not limited to, theater, cinema, literature, art, opera, music, and dance. In the white paper “Creating Healthy Communities Through Cross-Sector Collaboration,” members of *ArtPlace America* discussed the need for public health professionals to work with artists to create healthier communities.⁴ The paper called for the following: 1) partnerships between arts and cultural organizations, public health, and community development; 2) the creation of upstream interventions that reduce or eliminate barriers to healthy living; 3) the promotion of arts and culture as ways to improve health, wellbeing, and health equity in communities; and, 4) engagement in activities that will promote social change in ways that improve health and wellbeing. Five important public health issues were highlighted in the paper: collective trauma, racism, social exclusion and isolation, mental health, and chronic disease. Examples of collaborative interventions that have been implemented in communities were given for each issue. Collectively, they demonstrate that public health professionals and artists need to continue to have such partnerships because the potential for community-level impact is greater when they act together.

This call for an arts-based public health curriculum has been echoed by no less than the National Academy of Sciences, Engineering, and Medicine in their 2018 white paper, which argues that Public Health and the liberal arts must unite in higher education: “We believe the future of our nation will be affected by our collective decisions [to integrate liberal arts into undergraduate pre-medical and public-health curricula].”⁵ Indeed, Public Health 3.0 is now calling for cross-sector engagement and collaboration to address the social determinants of health.³ Reducing health disparities by targeting the social determinants of health, though, has been the cornerstone of the Healthy People goals for the United States since 2000.⁶ While the public health community has been working towards a state of health equity for over 20 years, it took the COVID-19 pandemic to reveal to the larger population how intergenerational, structural racism is contributing to health inequities.⁷⁻¹⁰

A minor in *Public Health and the Arts* would expose students to both public health and the arts with the goal of promoting an understanding that community wellbeing encompasses many aspects of daily living and not just individual behavior. By combining foundational courses in public health and arts with discipline-specific courses in arts and humanities, students will gain an understanding and appreciation for how arts and culture are essential components of individual wellness and healthy communities. Students will complete courses that

require them to identify innovative interventions to ameliorate community-identified problems and courses that encourage them to reflect on how public health issues (e.g., stigma due to mental health, infectious diseases) are represented in literature, art, theater, music and related fields.

The Ohio State University is uniquely qualified to offer this interdisciplinary minor for a number of reasons. First, OSU is home to the first accredited College of Public Health in Ohio. Faculty in all five divisions are active in work with local to global communities. Second, OSU has a number of strong programs in Arts and Humanities, as reflected in the proposed curriculum below. Over 10 departments/programs have identified courses that cover topics related to public health. Finally, the Wexner Center for the Arts has been a partner in this proposal. With their focus on public health in upcoming programming, they will be available to assist faculty in class projects, lectures, or other resources that can enhance the learning experience. Moreover, they can provide opportunities and experiences for students who want to view art that reflects public health.

In addition to these unique strengths, Ohio State has a nationally recognized Medical Humanities program: In a scan conducted by Project Director in Medical and Health Humanities and Arts Discovery Theme on the extent of Medical Humanities programming at Ohio State, it was concluded that, OSU's Medical Humanities program is "unlike any other in the country" and is poised to "provide a national model for the country's first university-wide Medical and Health Humanities and Arts program." This argument was independently confirmed by acclaimed Yale scholar Wai Chee Dimock, who published a report on the similarities and differences between Ohio State's Medical Humanities program and those of UNC Chapel Hill and Columbia University, claiming that OSU's Medical Humanities program is "a multi-centric, multi-layered constellation, unlike anything currently existing [in the nation].... In all these ways, the OSU Program seems agenda-setting...."

Educational Learning Outcomes (ELOs; Competencies)

Students completing the curriculum for *Public Health and the Arts* will be prepared to:

1. Describe how art and culture can enhance community wellbeing and improve health outcomes.
2. Articulate how creative forms of expression can reflect or elucidate public health issues to promote community wellbeing and improve health outcomes.
3. Identify innovative interventions to ameliorate community-identified problems that rely on an interdisciplinary response between the arts and public health disciplines.

Implementation Date

The ideal start date for this interdisciplinary minor is Autumn 2021. If approvals are completed by the end of Spring 2021, we can advertise the program with advisors and students during Summer 2021.

Overlap with Other Minors at OSU and Programs at Other Institutions

The College of Public Health has two minors: Global Public Health and Epidemiology. There is no overlap in learning goals with these two minors. The Global Public Health minor requires PUBHLTH 2010 Introduction to Global Public Health (similar to this proposed minor).

The College of Arts and Sciences has a minor in Medical Humanities, as noted above. But A Public Health and the Arts curriculum would, rather than duplicate strengths, complete the picture of Health Humanities at OSU. Medical Humanities generally, and, in particular in terms of its programming at Ohio State, tends to focus on the individual patient and the doctor. Public Health and the Arts, however, goes well beyond the typical doctor-patient binary and focuses on how individuals and groups interact to promote health and well-being at the societal and community level. In light of these different foci, we believe that Public Health and the Arts create mutually beneficial opportunities between these two very different, but complementary initiatives.

No other program exists, to our knowledge, in Ohio or perhaps even in the United States. At a recent workshop on Public Health and the Arts, hosted by the *ArtPlace America* group, there was a conversation about the need to introduce such interdisciplinary courses at the undergraduate and graduate level. One person mentioned that Yale was considering a certificate program in public health and the arts. It certainly seemed as though The Ohio State University would be the first, or among the first, to implement this interdisciplinary program.

Admissions and Graduation

Undergraduate students pursuing a bachelor's degree may declare the minor.

Anticipated Annual Enrollment

We anticipate that approximately 20 students will enroll in the minor during the first year and that enrollment will expand during subsequent years. The goal will be to expand by up to 10 per year, with a maximum of 200 total per year.

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Proposed Curriculum

The minor program in *Public Health and The Arts* must require a minimum of 15 credit hours of course work distributed across two areas: (a) foundations courses (6 credit hours), and (b) at least 3 credit hours from each of 2 selected areas: *practice/performance-based/service-learning*, and *critical thinking/reflective courses*. An additional 3 credit hours may come from either of the 2 selected areas.

FOUNDATIONS COURSES

6 CREDIT HOURS

The foundations courses introduce students to basic ideas and concepts in two areas of study.

		COURSE (CREDIT HOURS)	DESCRIPTION	PREREQUISITES
FOUNDATIONS: 6 HOURS	REQUIRED	PUBLH 2010: <i>Introduction to Global Public Health (3 cr)</i>	Public health concepts examining the philosophy, purpose, history, organization, functions, and results of public health practices domestically and internationally. Presents the pressing global public health concerns of the 21st century.	GE Course
	CHOOSE AT LEAST 1	ART 2000: <i>Encountering Contemporary Art (3 cr)</i>	Readings, lectures, discussions and field trips will introduce students to a diverse range of ideas, processes and contexts shaping the experience of visual art today.	N/A
		ARTEDUC 2367.01: <i>Visual Culture: Investigating Diversity & Social Justice (3 cr)</i>	A study of the artists, the artworks, and art worlds from diverse ethnic cultures in North America.	GE Course English 1110, and Soph standing.
		ARTEDUC 2550: <i>Introduction to Visual Culture: Seeing and Being Seen (3 cr)</i>	An introduction to issues of representation, spectacle, surveillance, and voyeurism, explored through a range of visual images and sites.	GE Course
		DANCE 3401: <i>Dance in Popular Culture (3 cr)</i>	Popular dance in the United States, with an emphasis on how movement constructs identity and community	GE Course

SELECTED AREAS
9 CREDIT HOURS

The selected areas provide an understanding and appreciation for how arts and culture are essential components of individual wellness and healthy communities.

PRACTICE / PERFORMANCE-BASED / SERVICE-LEARNING: 3 HOURS MINIMUM		
COURSE (CREDIT HOURS)	DESCRIPTION	PREREQUISITES
ART 3009: Film/Video I: Technologies and Analysis (3 cr)	Course is designed as an intro to the fundamental concepts, language, and technologies needed to work in video, grounded in critical and historical context. While the lessons learned in this class will apply broadly to all moving-image work, the focus of the work will be on fine arts approaches to video. Students will work on a series of very short projects throughout the semester.	N/A
DANCE 2121: Improvisation (2 cr)	Finding your own voice through movement; can be seen as a useful skillset for community based movement experiences.	N/A
DANCE 5177: Alexander Technique (2 cr)	A somatic practice with foundational philosophy for personal, and public health.	Permission of instructor
DESIGN 3305: Visualization as Thinking (3 cr)	An overview of concepts, processes and modes of communicating with visual media to effectively generate design proposals.	N/A
DESIGN 3505: Presentation as Thinking (3 cr)	An overview of concepts, processes and modes of presenting information to create effective printed and digital communications.	N/A
DESIGN 3105: Exploring Design Thinking (3 cr)	An overview of concepts, processes and modes of identifying problems and proposing effective solutions from a design-oriented perspective.	N/A
ENGLISH 2367.07S: Literacy Narratives of Black Columbus (3 cr)	This service-learning course focuses on collecting and preserving literacy narratives of Columbus-area Black communities. Through engagement with community partners, students refine skills in research, analysis, and composition; students synthesize information, create arguments about discursive/visual/cultural artifacts, and reflect on the literacy and life-history narratives of Black Columbus.	GE Course 1110 or equiv.; and Soph standing, or a declared major in English.
PUBHLTH/MUSIC 3XXX: Figaro Meets Florence Nightingale: The Marriage of Opera and Public Health (4 cr)	This interdisciplinary course will introduce students to opera as an art form that represents public health issues. Students will explore six themes through opera and they will create their own opera to represent a modern public health issue.	GE Course (being proposed 2021)
THEATRE 3921S: The InterAct Theatre Project for Social Change: (will be offered after 2021)	The creation, development and performance of interactive and instructional theatre for social awareness.	N/A
THEATRE 5922S: Shakespeare & Autism (3 cr)	An ensemble-based interdisciplinary service-learning course where students are trained in the Hunter Heartbeat Method intervention and then conduct interactive workshops with children on the autism spectrum.	Permission of instructor.

**Practice/Performance-based/Service-learning:
3 Hours Minimum**

**CHOOSE
AT LEAST
1 COURSE**

PRACTICE / PERFORMANCE-BASED / SERVICE-LEARNING: 3 HOURS MINIMUM		
	WGSST 2326S: Feminist Perspectives on Addiction (3 cr)	Combines the study of feminist scholarship on addiction and volunteer work at a local organization that provides services to persons with substance-abuse issues. Students will use the course material and tools of analysis to think and write critically about their volunteer experiences. It is strongly suggested that students take WGSST 1110 or another WGSST course prior to enrolling.

CRITICAL THINKING / REFLECTIVE: 3 HOURS MINIMUM			
	COURSE	DESCRIPTION	PREREQUISITES
Critical Thinking/Reflective: 3 Hours Minimum	ARTEDUC 5670: Public Policy and the Arts (3 cr)	Introduction to the purposes, rationales, interests, issues, political dynamics, and performance of agency/programs in the U.S. cultural policy system.	N/A
	ARTEDUC 5687: The Social World of the Arts (3 cr)	We often think about the arts as primarily aesthetic endeavors, but the social world around the creation, production, distribution, and reception of art are key in understanding the role of art and of artists in society. In this class, students will use a sociological lens to examine how individuals and groups create, produce, distribute, and consume art.	N/A
	CLASSICS 2204: Medicine in the Ancient World (3 cr)	An introduction to the theory and practice of medicine in ancient Greece and Rome.	GE Course
	DANCE 3402: Dance in Global Contexts (3 cr)	Surveys dance forms from around the globe, offering insights into the religious, social, and political functions of dances in their historical and contemporary practices.	GE Course
	ENGLISH 2367.02: Literature in the U.S. Experience (3 cr)	Discussion & practice of the conventions, practices, & expectations of scholarly reading of literature & expository writing on issues relating to diversity within the U.S. experience.	GE Course English 1110.01 or equiv, and Soph standing; or EM credit for 1110.01 or equiv; or a declared major in English.
	ENGLISH 3361: Narrative and Medicine (3 cr)	Study of fictional and nonfictional narratives offering diverse perspectives on such medical issues as illness, aging, treatment, health and healing, and doctor-patient relationships.	GE Course English 1110.01 or equiv.
	ENGLISH/ GEOG 3597.03: Environmental Citizenship (3 cr)	Provides tools for environmental citizenship by teaching interdisciplinary perspectives on biophysical/sociocultural forces that shape environments. Addresses general processes through local case studies.	GE Course Cross-listed
	ENGLISH 4321: Environmental Literatures, Cultures, and Media (3 cr)	Examines past and present environmental issues from the perspective of English studies, including literary, rhetorical, and cultural analysis of texts and media.	English 2367 or permission of instructor.
ENGLISH 4554: English Studies and Global Human Rights (3 cr)	Covers key human rights concepts and the role that humanities-based methods of analysis can play in the study of human rights. Examines how human rights are described in legal texts, cultural narratives, public discourses, and artistic representations. Also considers conflicting and contested representations, how they work, and how they are used in particular contexts.	GE Course English 2367	

CRITICAL THINKING / REFLECTIVE: 3 HOURS MINIMUM

CRITICAL THINKING / REFLECTIVE: 3 HOURS MINIMUM		
ENGLISH 4573.02: Rhetoric and Social Action (3 cr)	Examination of persuasive strategies in social interaction, such as social movements, political protests, cultural trends, rituals and ceremonies, and everyday practices.	6 cr hrs of English at 2000-3000 level, or permission of instructor. 3 cr hrs in 2367 in any subject is acceptable towards the 6 cr hrs.
FRIT 3052: Mediterranean Voyages: Migrations and Travel (3 cr)	An exploration of human movement in the contemporary Mediterranean: tourism vs migration. Survey of the historical varieties of travel in the Mediterranean and examination of contemporary written and filmed narratives of migration in the Mediterranean zone.	GE Course English 1110 or equiv. Not open to students with credit for CompStd 3052 or Italian 3052.
FRIT 3053: The Black Mediterranean (3 cr)	This course offers a broad survey of the Black Mediterranean, from the Ancient World through the present.	GE Course
FRIT 3054: The 21st Century Skill: Intercultural Competence for Global Citizenship (3 cr)	In this course students will develop cultural self-awareness, intercultural empathy, and an understanding of the patterns of behavior and values of people from different cultural contexts - all skills necessary for working and succeeding in the 21st century.	GE Course Any world language course at the 1103 level, or equiv.
HISTART 4601: Inventing the Americans: (3 cr)	This course is currently under development.	
HISTART 5632: American Painting, Photography and Sculpture from 1900 to the Present (3 cr)	American painting, sculpture and photography from 1900 to the present.	2002 or English 1110 or equiv, or Grad standing, or permission of instructor.
HRS 2530: Evolving Art & Science of Medicine (3 cr)	An analysis of the concepts of health and healing, coupled with an examination of historical developments that have impacted the art and science of the practice of medicine.	GE Course
ITALIAN 2051: Italian Journeys (3 cr)	Introduction to social-cultural trends in Italy as reflected in literary texts and other materials from the beginnings to the Renaissance. Taught in English.	GE Course
ITALIAN 2053: Italian Cinema (3 cr)	Survey of the Italian cinema from the beginnings to today, with special emphasis on neorealism. Taught in English.	GE Course
ITALIAN 2061: Mediterranean Food Culture (3 cr)	This course studies Mediterranean Food Culture by exploring culinary metaphors and the relationships between cuisine and language, while discovering what kinds of tools we need to study food as a cultural product.	GE Course
ITALIAN 3051: Italian Romances (3 cr)	In this course, students will become familiar with the medieval foundations of the romance genre; analyze the figure of the knight errant who wanders far from the center of his or her culture; and investigate the abiding influence of romance storytelling on how stories are told and communities are represented in contemporary literature and film.	GE Course English 1110, or equiv.
MUSIC 2250: Music Cultures of the World (3 cr)	A survey of musical cultures outside the Western European tradition of the fine arts.	GE Course
THEATRE 2367.02: African American Theatre History (3 cr)	Examination of aesthetic and sociological evolution in America of African American theatre, literature, and film.	GE Course English 1110 or equiv, and Soph, Jr, or Sr standing.
WGSST 2340: The Latina Experience (3 cr)	Introduces the important and far reaching issues of Latinas today, recognizing the contributions of these women to U.S. history, the women's movement and feminism.	
WGSST 2230: Gender, Sexuality and Race in Popular Culture (3 cr)	Explores how popular culture generates and articulates our understandings of gender and sexuality and their intersections with race and class.	GE Course

CRITICAL THINKING / REFLECTIVE: 3 HOURS MINIMUM

		WGSST 2317: <i>Introduction to Gender and Cinema: offered AU/SP (3 cr)</i>	A study of the representation of gender in relationship to race, sexuality, and class in cinema. Topics may include stardom, genre, narrative, national cinemas, women and minority filmmakers, and film history.	GE Course Not open to students with credit for 3317.
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Advising

The following is the advising sheet for advisors in ASC and Public Health. Advising will occur in each College, as advisors have regular interactions with undergraduate students.

The Ohio State University Colleges of Arts & Sciences and Public Health

Public Health and the Arts Interdisciplinary Minor

Contact Advisor: College Advisor

Overview

A minor in Public Health and the Arts exposes students to both public health and the arts with the goal of promoting an understanding that community wellbeing encompasses many aspects of daily living and not just individual behavior. By combining foundational courses in public health and arts with discipline-specific courses in arts and humanities, students will gain an understanding and appreciation for how arts and culture are essential components of individual wellness and healthy communities.

Public Health and the Arts Curriculum

Required foundational courses (6 cr)

Foundational Public Health

PUBHLTH 2010 Intro to Global Public Health (3 cr)

Foundational Arts (Choose 1)

ART 2000 Encountering Contemporary Art (3 cr)
 ARTEDUC 2367.01 Visual Culture: Investigating Diversity & Social Justice (3 cr)
 ARTEDUC 2550 Introduction to Visual Culture: Seeing and Being Seen (3 cr)
 DANCE 3401 Dance in Popular Culture (3 cr)

Choose at least three from these electives (9 cr)

Practice / Performance-Based / Service-Learning (3 Cr Minimum):

ART 3009 Film/Video I: Technologies and Analysis (3 cr)
 DANCE 2121 Improvisation (2 cr)
 DESIGN 3105 Exploring Design Thinking (3 cr)
 DANCE 5177 Alexander Technique (2 cr)
 DESIGN 3305 Visualization as Thinking (3 cr)
 DESIGN 3505 Presentation as Thinking (3 cr)
 ENGLISH 2367.07S Literacy Narr of Black Columbus (3 cr)

PUBHLTH/MUSIC 3XXX Figaro Meets Florence Nightingale: The Marriage of Opera and Public Health (4 cr)
 THEATRE 3921S The InterAct Theatre Project for Social Change: (will be offered after 2021)
 THEATRE 5922S Shakespeare & Autism (3 cr)
 WGSST 2326S Feminist Perspectives on Addiction (3 cr)
Critical Thinking / Reflective (3 Cr Minimum):

ARTEDUC 5670 Public Policy and the Arts (3 cr)
 ARTEDUC 5687 The Social World of the Arts (3 cr)
 CLASSICS 2204 Medicine in the Ancient World (3 cr)
 DANCE 3402 Dance in Global Contexts (3 cr)
 ENGLISH 2367.02 Literature in the U.S. Experience (3 cr)
 ENGLISH 3361 Narrative and Medicine (3 cr)
 ENGLISH/GEOG 3597.03 Environmental Citizenship (3 cr)
 ENGLISH 4321 Environmental Literatures, Cultures, and Media (3 cr)
 ENGLISH 4554 English Studies and Global Human Rights (3 cr)
 ENGLISH 4573.02 Rhetoric and Social Action (3 cr)
 FRIT 3052: Mediterranean Voyages Migrations and Travel (3 cr)
 FRIT 3053 The Black Mediterranean (3 cr)
 FRIT 3054 The 21st Century Skill: Intercultural Competence for Global Citizenship (3 cr)
 HISTART 4601 Inventing the Americans: (3 cr)
 HISTART 5632 American Painting, Photography and Sculpture from 1900 to the Present (3 cr)
 HRS 2530 Evolving Art & Science of Medicine (3 cr)
 ITALIAN 2051 Italian Journeys (3 cr)
 ITALIAN 2053 Italian Cinema (3 cr)
 ITALIAN 2061 Mediterranean Food Culture (3 cr)
 ITALIAN 3051 Italian Romances (3 cr)
 MUSIC 2250 Music Cultures of the World (3 cr)
 THEATRE 2367.02 African American Theatre History (3 cr)
 WGSST 2340 The Latina Experience (3 cr)
 WGSST 2230 Gender, Sexuality and Race in Popular Culture (3 cr)
 WGSST 2317: Introduction to Gender and Cinema: offered AU/SP (3 cr)

Public Health and the Arts guidelines

Required for graduation No

Credit hours required A minimum of 12 hrs (some minors require more). 1000 level courses shall not be counted in the minor. At least 6 credit hrs must be upper-level courses.

Transfer and EM credit hours allowed A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

Overlap with the GE A student is permitted to overlap up to 6 credit hours between the GE and the minor.

Overlap with the major and additional minor(s)

- The minor must be in a different subject than the major.
- The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

Grades required

- Minimum C- for a course to be counted on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.
- No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor.

X193 credits No more than 3 credit hours.

Approval required The minor program description sheet indicates if the minor course work must be approved by:

- The academic unit offering the minor, or
- A college/school counselor.

Filing the minor program form The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

Changing the minor Once the minor program is filed in the college office, any changes must be approved by:

- The academic unit offering the minor, or
- A college/school counselor (depending on the minor).

Participating Colleges

College of Arts and Sciences
Curriculum and Assessment Services
154 Denney Hall
64 Annie & John Glenn Ave
<http://artsandsciences.osu.edu>

College of Public Health
Office of Academic Programs and Student Services
100 Cunz Hall
1841 Neil Avenue
<https://cph.osu.edu/>

References

1. Smith MR, Young K. Public Health Programs See Surge in Students Amid Pandemic. The Associated Press, November 17, 2020. <https://khn.org/news/public-health-degree-programs-see-surge-in-students-amid-pandemic/> Accessed January 13, 2021.
2. Murphy B. Applications to medical school up big. Is it the “Fauci effect”? American Medical Association. December 18, 2020. <https://www.ama-assn.org/residents-students/preparing-medical-school/applications-medical-school-big-it-fauci-effect>. Accessed January 13, 2021.
3. DeSalvo KB, O’Carroll PW, Koo D, Auerbach JM, Monroe JA. Public Health 3.0: Time for an Upgrade. *American Journal of Public Health*, 2016; 106(4): 621-622.
4. Sonke, J., Golden, T., Francois, S., Hand, J., Chandra, A., Clemmons, L., Fakunle, D., Jackson, M.R., Magsamen, S., Rubin, V., Sams, K., Springs, S. (2019). *Creating Healthy Communities through Cross-Sector Collaboration [White paper]*. University of Florida Center for Arts in Medicine / ArtPlace America.
5. Skorton D, Bear A, Editors. National Academies of Sciences, Engineering, and Medicine. 2018. *The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education: Branches from the Same Tree*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24988>.
6. Healthy People 2000. Centers for Disease Control and Prevention. https://www.cdc.gov/nchs/healthy_people/hp2000.htm. Accessed 1/10/2021.
7. Yearby R & Mohapatra S. Law, Structural Racism, and the COVID-19 Pandemic. *Journal of Law and the Biosciences*: <https://academic.oup.com/jlb/article/doi/10.1093/jlb/ljaa036/5849058>.
8. Opiel RA, Gebeloff R, Lai KKR, Wright W, Smith M. The fullest look yet at the racial inequity of coronavirus. *The New York Times*. July 5, 2020 2020. Available from: <https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html?action=click&module=RelatedLinks&pgtype=Article>. Accessed December 11, 2020.
9. Centers for Disease Control and Prevention. Health equity considerations and racial and ethnic minority groups. <https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html>. Published July 24, 2020. Updated 2020. Accessed 12/11, 2020.
10. Ogedegbe G, Ravenell J, Adhikari S, et al. Assessment of racial/ethnic disparities in hospitalization and mortality in patients with COVID-19 in New York City. *JAMA Netw Open*. 2020;3(12):e2026881. <https://doi.org/10.1001/jamanetworkopen.2020.26881>



Michael S. Bisesi, PhD, REHS, CIH
Senior Associate Dean and Director, Academic Affairs
Professor and Chair (Interim), Environmental Health Sciences
Fellow, AIHA
(614) 247-8290 bisesi.12@osu.edu

W. Randy Smith, Vice Provost for Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210

January 20, 2021

Dear Dr. Smith:

The College of Public Health is in full support of the Undergraduate Minor in Public Health and the Arts offered jointly with the College of Arts and Sciences. The program was developed by Professor Amy Ferketich in collaboration with faculty from ten Arts & Humanities departments (Professor Julia Hawkins is the Arts and Sciences faculty representative on the proposal).

The proposed minor is designed to teach students how community wellbeing and health outcomes can be improved through collaborations between public health professionals and artists (defined broadly). This minor will offer students from numerous undergraduate majors an opportunity to enhance their degree plan of study.

In addition to the proposal, you will find attached all of the required information about this program, including the rationale, the degree requirements and the advising sheet. The next step will involve review within the Colleges of Public Health and Arts and Sciences.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael S. Bisesi', written in a cursive style.

Michael S. Bisesi
Vice Dean, Academic Affairs & Academic Administration
Professor and Interim Chair, Division of Environmental Health Sciences
College of Public Health



January 15, 2021

Maria Miriti, Chair
Arts and Sciences College Curriculum Committee
The Ohio State University

Dear Maria and Committee Members,

On behalf of the College of Arts and Sciences, I am pleased to support a thoroughly timely and innovative minor program proposal, *Public Health and The Arts*. This interdisciplinary program is the result of thoughtful deliberation by faculty in the College of Public Health and those in ASC's Arts and Humanities Division to provide students with an examination of the societal determinants of health and, especially, of health equity.

Armed with the basic introduction to the two areas of study in the core, the program then invites students to pursue this examination by choosing at least one high impact practical course, and at least one course that provides for critical analyses of societal determinants of health and health equity. A third course can be chosen from either of these two options.

I feel this unique, well-conceived minor program will be an important addition the College of Arts and Sciences' continuing efforts to expand our catalog of interdisciplinary programs. The College appreciates your consideration of the proposal which we highly endorse.

Sincerely,



THE OHIO STATE UNIVERSITY

Deborah Haddad, PhD
Assistant Dean, Curriculum
College of Arts and Sciences