

## PROPOSAL FOR A CERTIFICATE PROGRAM

**Date:** 25 October 2025

**School/College/Unit:** Franklin College of Arts and Sciences

**Department/Division:** Department of Anthropology

**Certificate Title:** Health, Arts and Society: Health Humanities

**Effective Term:** Fall 2026

**Which campus(es) will offer this certificate?** Athens

**Level (Undergraduate, Graduate, or Post-Baccalaureate):** Undergraduate

**Program Abstract:** The “**Health, Arts and Society: Health Humanities**” (HARTS) certificate program will provide students with a foundation in interdisciplinary health studies, demonstrating how the arts, humanities and social sciences contribute to the study of health and medicine. The program’s curriculum is structured to teach students the core knowledge and skills they will need to contextualize their pre-health or health-related studies within social, cultural, historical, and aesthetic frameworks. The proposed program is appropriate for students across campus interested in the complex relationship between healthcare, society, and the human condition.

The **Health, Arts and Society** certificate program is inspired by Health and Medical Humanities programs across the United States that have been developed to provide opportunities for students to complement their interests in healthcare fields with training in humanistic approaches. This interdisciplinary certificate program will draw on course offerings across the Franklin College of Arts and Sciences that highlight how the social sciences, arts and humanities contribute to meeting the diverse and complex challenges of medicine and healthcare in the 21st century. It will provide pre-health students with knowledge and skills that will help prepare them for medical or other professional schools in the healthcare sector.

The certificate requires students to complete five elective courses with at least one three-credit course in each of the areas of the arts, humanities and social approaches to health; and finally a required three-credit capstone course led by the certificate coordinator. This capstone course will serve to develop community, create networking opportunities, and ask students to create a project that demonstrates their integration of the academic and professional skills they have developed in the elective courses. This capstone will also be used to assess and improve the certificate program’s success and learning outcomes. As the program is developed, the certificate coordinator will meet with an advisory board to discuss new courses and assessment strategies. This advisory board currently includes Susan Tanner (Associate Professor, Anthropology,

Franklin College), Amy Baldwin (Professor of Medical Education in Microbiology, UGA School of Medicine and AU/UGA Medical Partnership), Kelly Happe (Professor, Communication Studies and Institute for Women's and Gender Studies, Franklin College) and Marni Shindelman (Professor of Photography, Lamar Dodd School of Art, Franklin College).

## **Certificates Offered By One Academic Unit**

### **1. Purpose and Educational Objectives**

State the purpose and educational objectives of the program. How does this program complement the mission of the institution?

The humanities have long been shown to play an important role in health professions education, nurturing essential qualities including empathy, self-efficacy, visual diagnostic skills, and patient-focused care. Extending education beyond biomedical sciences is a core strategy in developing professional values and behaviors, including professional identity formation, and encourages deeper understanding of patients' illness journeys. Therefore, the primary purpose of the Health, Arts, and Society undergraduate certificate will be to teach students to appreciate the holistic nature of health. It will enhance students' pre-health coursework through the addition of interdisciplinary training in the cultural, historical, aesthetic and ethical context of health and healthcare. Students will learn how the arts, humanities, and social sciences complement the technical and scientific training that pre-health students typically receive. Through their coursework, students will build empathy and creativity, strengthen communication and interpersonal skills, and enhance critical thinking about the social contexts of health and care.

This interdisciplinary certificate directly complements the University of Georgia's commitment to creating a pipeline of well-trained future healthcare professionals that are prepared to meet the needs of Georgians and beyond. By providing pre-health students with a deeper understanding of community health needs and social, cultural, and ethical frameworks, the health humanities certificate will complement other campus efforts aimed at positioning the university as a national leader in medical education. Research has shown that experience in the medical humanities enhances medical school preparation and performance<sup>1</sup>.

### **2. Need for the Program**

There are frequent calls to ensure that future healthcare professionals are equipped to deal with the increasing complexity of providing patient-centered, humanistic care to diverse communities. Baccalaureate programs in the health humanities help to meet this need by providing a pathway for students to develop a more complex knowledge of health and healthcare while exploring the contributions of the arts and humanities to 21st century healthcare. Specifically, training in the health humanities prepares students for the social and cultural nuances of healthcare. Incorporating this as an option for pre-health students allows them to hone their skills in communication, collaboration, critical thinking, and creativity, each of which is critical to participating in the complex U.S. healthcare system as individuals and as part of professional healthcare teams.

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<sup>1</sup>Erin G. Lamb, Sarah L. Berry, and Therese Jones (2022). Baccalaureate Programs in Health Humanities. HHC Curricular Toolkit. <https://healthhumanitiesconsortium.com/publications/hhc-toolkit/>. April 2024.

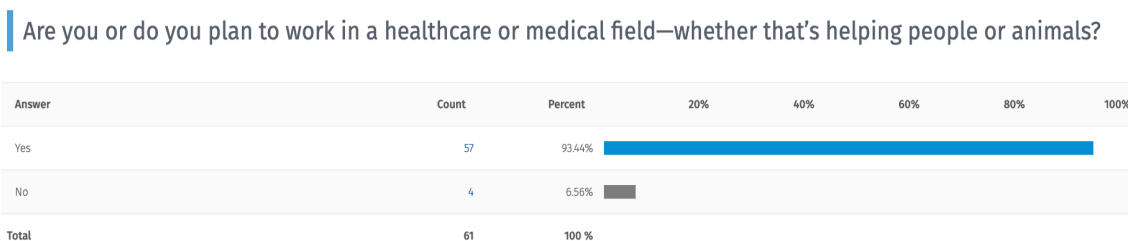
Health humanities programs offer valuable training for applicants to all health professions, including medical, physician assistant, nursing, pharmacy, and other professional schools. Health humanities programs enhance the student’s core academic programs and, through attention to interdisciplinary approaches, cultivate the communication skills, ethical intelligence, and cultural awareness that are increasingly prioritized by admissions committees of professional programs. For the MCAT, coursework in the health humanities will strengthen a student’s ability to critically analyze complex texts and apply social/behavioral concepts that are a component of the Psychological, Social, and Biological Foundations of Behavior section of the exam. Exposure to topics including patient narratives, arts in medicine, and reflective practice found in the humanities can enrich student’s awareness of whole-person health approaches. This holistic preparation ensures graduates possess the interdisciplinary perspective required to navigate patient-centered care and consider the social, cultural, economic and aesthetic nature of health.

- a. Semester/Year of Program Initiation: Fall 2026
- b. Semester/Year of Full Implementation of Program: Fall 2026
- c. Semester/Year First Certificates will be awarded: Fall 2027 or Spring 2028
- d. Annual Number of Graduates expected (once the program is established): 15-20
- e. Projected Future Trends for number of students enrolled in the program: We expect the program to grow to 20-30 graduates annually over the next five years.

### 3. Student Demand

a. Provide documentation of evidence of student demand for this program, including a student survey.

A survey of undergraduate students across key courses in Anthropology, the Visual Arts and Biology was conducted in October 2025. A total of 61 students responded. The most common majors of students who responded to the survey included biology and related programs, anthropology, and the visual arts. Over 90% of survey respondents indicated their career goals were related to a healthcare or medical field suggesting we were able to capture the target student groups.

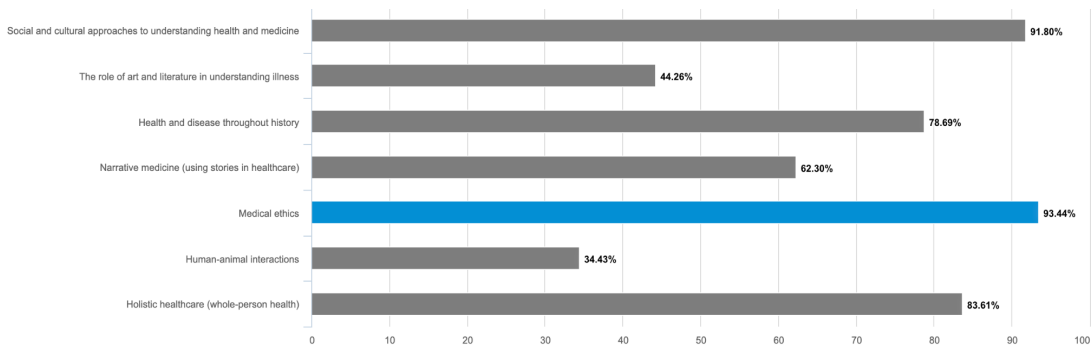


On the whole, the survey indicates sufficient demand for the certificate program and interest in the skills and knowledge they would gain in this interdisciplinary program. Over 90% of respondents agreed that UGA should offer the program. Students also indicated broad support for instruction across the proposed curriculum including attention to the cultural, social, historic, political and aesthetic aspects of health and healthcare.

Do you think UGA should offer an undergraduate program in the interdisciplinary study of medicine through the lens of disciplines such as the arts, humanities, and social/behavioral sciences? This area of study is often called Medical Humanities or Society and Health at other universities.

Answer	Count	Percent	20%	40%	60%	80%	100%
Yes	57	93.44%					
Maybe	4	6.56%					
No	0	0%					
Total	61	100%					

Which of the following topics do you find compelling? (Select all that apply)



Students also indicated broad interest in the professional skills and areas of knowledge commonly associated with training in the medical and health humanities including communication skills and empathy to create better interactions (78% of respondents indicated interest), understanding of cultural and social dynamics to facilitate working across communities in the US and globally (83% indicated interest) and interdisciplinary problem-solving and collaborative/team-based care (77% indicated interest). Students also indicated interest in the use of arts and design principles to improve medicine and healthcare.

**b. Provide evidence that demand will be sufficient to sustain reasonable enrollment.**

As of Fall 2025, there are about 2700 students in the Biology major, the majority of whom are also considered part of the pre-health program at UGA. This is a large pool of potential participants and the level of interest expressed in our survey also supports that demand should support enrollment. If only 2-5% of those students enroll in the certificate program, there will be sufficient enrollment. If demand exceeds our expectations, we believe the program coordinator and associated faculty will have time to adjust to the new responsibilities by creating new courses, help facilitate new sections of the capstone courses specific to the certificate program and build capacity in this area. If student demand exceeds our ability to adjust, we can limit acceptance to the program in order to meet capacity in the required capstone courses.

Beyond those students who aim to become human healthcare practitioners, we may see demand from students in other units and colleges across campus as programs in the health humanities have been shown to build skills in critical thinking, creativity, collaboration and communication. These skills are essential for careers in the broader healthcare industry including marketing,

medical research, consulting, insurance, and in the non-profit healthcare sectors. We anticipate adding courses from qualified and interested faculty from additional units across campus to our list of elective courses in the future.

c. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

Minority student enrollment is expected to be roughly equivalent to the number of students in the pre-health programs at the University of Georgia. According to the Office of Institutional Research, the current enrollment in Biology majors through the Division of Biological Sciences, has 0.2% American Indian, 27.8% Asian, 7.9% Black/African American, 0.1% Hawaiian, and 6.8% Hispanic.

**4. Program of Study**

Provide a detailed program of study for the certificate program, including:

a. Specific course prefixes, numbers, and titles

- 1. Students must take five elective courses across three areas, with a minimum of one course in each area. 13-15 credit hours.**

A: Social and Ethical Dynamics of Health and Healthcare: Select a minimum of one course. Students must take at least one course that addresses the social, cultural, economic, ethical and interpersonal dynamics of health.

ANTH 3540 / 3540E	Multicultural Health Care
ANTH 3590	Nutritional Anthropology
ANTH 4540/6540	Health, Biology, and Culture
ANTH 4590/6590	Anthropology of Infectious Disease
CLAS 1030	Medical Terminology
COMM 3350H	Topics in Interpersonal and Health Communication Processes
COMM 4420/6420	Communication and Body Image
COMM(HPRB) 4610/6610	Health Communication
COMM(HPRB) 4625	Communication and Health Disparities
PHIL 2030/2030H/2030E	Introduction to Ethics
PHIL 3220/3220H	Biomedical Ethics
PHIL 4260	Advanced Biomedical Ethics
PSYC 3810	Psychology of Health
SOCI 3100	Medical Sociology
SOCI 3110	Sociology of Health Care
SOCI 4000	Society, Bodies, and Health
WMST 4120/6120	Sex, Politics, Science, and Reproduction
WMST 2500	Introduction to Gender, Women, and Health (new course in

	CAPA review)
WMST 3270S	The Gendered Politics of Food
WMST/EDUC 4400	Bodies, Gender, Sexuality, and Sex Education

**B. Visual Culture and Creative Practice in Healthcare:** Students must select a minimum of one course. These courses demonstrate the aesthetic nature of health, healthcare, and medicine. They include instruction on arts in medicine, creativity, holistic approaches to understanding bodies and visual aesthetics, and communication across different mediums.

ARED 3070	Art and Society: Visual Culture, Diversity and Pedagogy
ARST 1050	Drawing I: Observation and Visual Language
ARST 1080	Three-Dimensional Design
ARST 2000	Figure Drawing
ARST 2205/2205L	Introduction to Photography and Image Culture
ARST 2700	Textile Foundations
ARTS 2100/2100E	Strategic Visual Thinking
ARGD 2030/2030E	Introduction to Typography in Visual Communication
ARGD 3010	Foundations of Graphic Design
ARHI 2000/2000E/2000H	Introduction to Art History: Technique, Style, and Context
ARTS 2000/2000E	Art Appreciation
PEDB 1609	Creative Movement for Well-being
MUSI 1022	Introduction to Music Therapy
MUSI 2020	Introduction to Music

**C. History and Narratives in Health and Healthcare.** Select a minimum of one course. These courses situate health and medicine in history and cultures through attention to the role of time and place in health as well as the value of reflection and narrative writing in medicine.

ANTH 3444	Ancient Human Health
BIOL 4200W	Science and Health Writing
CMLT 2800	Literature and Medicine
CMLT 4444/6444	Literature and Medicine
CMLT 4710/6710	Health and Narratives in Global Asias (new course in CAPA)
ENGL 3836	Literature and the Health Humanities
ENGL 3851S	Writing for Social Justice: The Prison Writing Project
ENGL 4836W/6836W	Writing about Health and Medicine
HIST 2710	Disease and Human History
HIST 3433	History of Medicine
HIST 3740	Disease and Human History
HIST 4065/6065	History of American Medicine to 1865

HIST 4066/6066	History of American Medicine, 1865 to the present
HIST 4445/6445	A Global History of Drugs
HIST(CLAS) 4225/6225	Medicine, Healing, and the Body in Ancient Greece and Rome
HIST(GLOB)(LACS) 3770	Pandemic! Infectious Disease in Global History
HIST 3768	Global History of Public Health Since 1900
SPAN 4003 / 4003W	Medical Spanish
WMST 4650	Reproductive Health in the U.S. and the World (new course in CAPA)

The list of approved courses may be expanded as new offerings are approved.

**2. Students must take a capstone course (Anth 4446), 3-credit**

- a. Students must have completed at least one course in each area above before enrolling in the capstone course.

b. Identify any new courses created for this program

ANTH 4446 : Capstone in Health Humanities (3-credit). Course in development. Students will develop a project that illustrates the integration of their coursework in the certificate program and the value of interdisciplinary approaches to health and healthcare. Students will learn about interdisciplinary research, reflect on the connections across their courses, conduct additional research and present a final product. The course will be led by the program coordinator and serve to build community among the certificate students. If demand exceeds enrollment capacity, the advisory team will coordinate with interested and qualified faculty to develop additional capstone courses.

**5. Model Program and Accreditation**

- a. Identify any model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

A 2024 overview titled “Health Humanities Baccalaureate Programs in the United States and Canada” produced by Case Western’s School of Medicine notes programs in the health humanities are found across the country. Within Georgia, both Emory University (Human Health major) and Augusta University (Health Humanities Certificate and Health, Society and Policy major) house related programs. While there are no accepted disciplinary standards, programs require a minimum of one humanities course with additional humanities or social sciences electives. Additionally, it is expected that the programs emphasize an interdisciplinary focus on health or medicine.

We drew on the following resources and certificate programs at peer and aspirational institutions to inform the development of our program:

Health Humanities Baccalaureate Programs in the United States and Canada:  
<https://case.edu/medicine/bioethics/education/health-humanities>

John Hopkins University Major in Medicine, Science and the Humanities:  
<https://krieger.jhu.edu/msh/undergraduate/>

Augusta University, Health Humanities Certificate:  
[https://catalog.augusta.edu/preview\\_program.php?catoid=48&poid=11479&returnto=5727](https://catalog.augusta.edu/preview_program.php?catoid=48&poid=11479&returnto=5727)

The proposed program has several important advantages that will distinguish UGA's program from similar programs at our peer and aspirational schools. First, the arts are not consistently a required component of baccalaureate programs at peer and aspirational institutions, which tend to focus heavily on the social sciences and humanities. Our program's inclusion of the arts as a required area will expose students to the breadth of the health humanities and provide more opportunities for students to observe and practice interdisciplinary approaches. Second, while research or capstone courses are required components of other programs, our use of the capstone course to build community, create networking opportunities, and produce a product showcasing how their learning contributes to their professional goals will exemplify the value of high-impact teaching practices.

b. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

Not applicable.

## **6. Student Learning Outcomes**

- Identify the value of the humanities, arts, and social and behavioral sciences to understanding health and healthcare
- Describe the role of the arts in medicine and healthcare
- Describe examples of the social, cultural, or historical context of illness and health
- Articulate the relationship between scholarly inquiry in the health humanities and professional skills and objectives.
- Employ career-ready skills in collaboration and communication.

## **7. Assessment and Admissions**

Describe how the learning outcomes for the program will be assessed. Describe the process and criteria for how students will be admitted to and retained in the program.

Students will indicate interest in entering the certificate program by completing an interest survey. Learning outcomes will be assessed by their products in the capstone course and student self-assessments upon graduation.

**Please submit documentation of the following approvals with the proposal:**

- School / College
  - Department of Anthropology Department Head: Dr. Ted Gragson: 11/4/2025
  - Franklin College of Arts and Sciences Associate Dean, Dr. Paula Lemons:
  
- Use of Courses
  - Department of Anthropology Head, Dr. Ted Gragson, 11/4/2025
  - Lamar Dood School of Art Director, Joseph Peragine, 11/4/2025
  - Director of Biological Sciences, Dr. Kristen Miller
  - Department of Classics Department Head, Dr. Mario Erasmo
  - Department of Communication Studies Head, Dr. Belinda Stillion Southard, 11/4/2025
  - Department of Comparative Literature and Intercultural Studies, Dr. Frans Weiser  
11/4/2025
  - Department of Dance Head, Dr. Rebecca Gose, 11/3/2025
    - Physical Education Basics
  - Department of English Head, Dr. Roland Vegso, 11/3/2025
  - Department of History Head, Dr. Kevin Jones, 11/5/2025
  - Department of Philosophy Head, Dr. Aaron Meskin, 11/5/2025
  - Department of Psychology Head, Dr. Melissa Clark
  - Department of Sociology Head, Dr. William Pridemore, 10/30/25
  - Department of Romance Languages Head, Dr. Dana Bultman
  - Institute of Women's and Gender Studies Director, Dr. Patricia Richards 11/4/2025