

**BOARD OF HIGHER EDUCATION**

**REQUEST FOR COMMITTEE AND BOARD ACTION**

**COMMITTEE:** Academic Affairs

**NO:** AAC 18-10

**COMMITTEE DATE:** December 5, 2017

**BOARD DATE:** December 12, 2017

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**APPLICATION OF THE UNIVERSITY OF MASSACHUSETTS DARTMOUTH TO  
AWARD THE BACHELOR OF ARTS IN HEALTH AND SOCIETY**

**MOVED:** The Board of Higher Education hereby approves the application of the **University of Massachusetts Dartmouth** to award the **Bachelor of Arts in Health and Society**

Upon graduating the first class for this program, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

**Authority:** Massachusetts General Laws Chapter 15A, Section 9(b)

**Contact:** Winifred M. Hagan, Ed.D., Associate Commissioner for Academic Affairs and Student Success

**BOARD OF HIGHER EDUCATION**  
**December 2017**  
**Bachelor of Arts in Health and Society**

**INTENT AND MISSION**

The mission of the University of Massachusetts Dartmouth (UMD) is to train students to become leaders and innovative practitioners in a wide range of health-related fields and contribute to local, national and global efforts to further the health and well-being of vulnerable populations. The proposed program is aligned with UMD's strategic plan, *UMD Transform2020* by meeting goals that address critical societal issues and contribute to the public good, and which are integrative, interdisciplinary, and promote critical thinking, problem-solving and creativity.

The proposed BA in Health and Society (BA/HS) is intended to engage students in a critical analysis of the multiple factors that impact the health and health behaviors of diverse populations, and the formulation of health-related policy. UMD expects that students will learn to draw on the theoretical perspectives, knowledge bases, and research paradigms in a range of social science fields and humanities to explore health and healing within social, cultural, historical, political, economic, and ecological contexts. UMD intends that the curriculum defines health as encompassing physical, mental, and social well-being and takes a social justice lens to the question of how globalizing economies and structures of inequality shape patterns of illness, the quality of health care, and strategies for promoting health. UMD intends that the program will help students develop a more broad, interdisciplinary and holistic understanding of health and wellness.

The proposed program obtained all necessary governance approvals on campus and was approved by the Board of Trustees of the University of Massachusetts on September 20, 2017. The required letter of intent was circulated on June 30, 2017. No comments were received.

**NEED AND DEMAND**

*National and State Labor Market Outlook*

UMD reports that according to the Bureau of Labor Statistics, the health care and social assistance sectors are projected to become the largest employment sector in the coming decade. Health care and social assistance is projected to increase its employment share from 12.0 percent in 2014 to 13.6 percent in 2024.<sup>1</sup> The same report indicates that health care support occupations and health care practitioners and technical occupations are projected to be the two fastest growing occupational groups during the 2014 to 2024 projections decade. UMD also reports that the Monster.com website listed 182 jobs in health policy in Massachusetts in July 2016 and expects that projected growth in the

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<sup>1</sup> Employment Projections: 2014-24 Summary, Economic News Release.  
<http://www.bls.gov/news.release/ecopro.nr0.htm>. Retrieved July 13, 2016.

health care sector, suggest an increased demand for graduates with specific training in social and policy issues related to healthcare.

### *Student Demand*

UMD expects that the proposed program emphasis on social analysis, critical thinking, cross-connections between disciplines, and oral and written communication skills will draw students inclined towards the social sciences and humanities. It is also expected that the proposed program will be a good fit for students planning careers as health care providers.

UMD has determined that students beginning as freshmen in the Biology, Chemistry, or Medical Laboratory Science departments and don't complete (as evidenced by 48%-57% six-year graduation rates) will find a better pathway to success through the proposed program. UMD finds these percentages to represent ~62 students annually, who leave the UMD and seek health-related interdisciplinary training at other 4-year institutions. The proposed program was developed as a response to retain accepted students building upon their interests and strengths as well as to attract new students.

## **OVERVIEW OF PROPOSED PROGRAM**

### *Program Overview*

UMD plans that the proposed program will be housed in the College of Arts and Sciences, and administered by a director from one of the participating departments. The director will be appointed by the Dean of the College of Arts and Sciences and it is planned that the program will be supported by an administrative assistant reassigned from other duties, and by a curriculum committee composed of affiliated faculty from each of the participating departments, who will retain their current faculty offices. This committee will periodically review syllabi for all sections of courses in the major. They will also serve as the curriculum committee for new course proposals in the major. Faculty affiliated with the proposed BA/HS program from the participating departments will serve as faculty advisors to the BA/HS majors in order to guide course selection, career advice, and ensure timely degree completion. UMD expects that most of the required courses for the program are already offered by the College of Arts and Sciences, and the faculty expertise needed to run the core as well as elective courses needed for the proposed BA/HS program is already in place.

### *Duplication*

UMD reports that in a recent review of interdisciplinary health-related undergraduate programs, a team of scholars identified a range of models, including a liberal-arts-inspired alternative to traditional public health majors that is integrative, multidisciplinary, and designed to encourage critical thinking. UMD reviewed numerous interdisciplinary programs in the U.S. and Canada that draw primarily on the social sciences and humanities to explore health-related questions. Well-established BAs in Health and

Society are offered at Rochester University, Vanderbilt University, University of Arizona, University of Texas/Austin, University of Utah; minors in Health and Society are offered at Rutgers University, the University of Washington, and the University of British Columbia; Health and Society concentrations within Sociology majors are offered at the University of Iowa and Yale University. The program at Vanderbilt, which is often featured in the literature on undergraduate population health programs, is similar to the proposed BA/HS. Within Massachusetts similar programs at private institutions include a Science, Society and Policy BA offered at Brandeis University and a Health and Society minor offered at Wellesley College. Similar public programs include a minor in Science, Medicine, and Society at University of Massachusetts Boston, a BS in Public Health Sciences at University of Massachusetts Amherst, and a BS in Health Studies offered at Bridgewater State University.

## ACADEMIC AND RELATED MATTERS

### *Admission*

Admissions requirements to the proposed BA/HS are the same as those of other BA degree programs at UMD. Students may enter the program as first-year students at in any subsequent year of their studies, or as transfer students. Some of the courses required to satisfy prerequisites and distribution requirements for the program are offered at other institutions, and it is expected that these courses will transfer.

UMD reports that students emerging from PK-12, who have completed a high school curriculum meeting *Mass-Core* standards, will be prepared for the proposed BA/HS program. Once the program is approved it is planned that dual enrollment opportunities will be expanded consistent with the *2015 South Coast Development Partnership*, with all first-year courses opened to interested students.

### Program Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
New Full-Time	11	11	22	25	27
Continuing Full-Time	-	10	20	30	40
TOTALS		21	42	55	67
New Part-Time	3	3	6	10	11
Continuing Part-Time	-	6	12	22	33
TOTALS	14	30	60	87	111

### *Curriculum (Attachment A)*

It is expected that students will be required to take 36 credits (12 courses) for the major with the remaining 84 required credits meeting the Distribution and University Studies requirements. Students must earn a minimum C- for required courses for the BA/HS major in order to meet graduation requirements.

### *Internships or field experiences*

UMD plans that students in the proposed program will be required to complete an internship by selecting one of two options in a health-related setting. The internship course is intended to give students hands-on experience in community settings and connect classroom learning with engaged practice. Several faculty in the program are engaged in the campus Community Engaged Research (CER) initiative at UMD, wherein students on campus have the opportunity to participate in community engaged research projects with faculty members. UMD anticipates a number of openings in the CER program specifically for students in the proposed program.

## **RESOURCES AND BUDGET**

### *Fiscal (Attachment B)*

UMD reports that most of the necessary resources to launch the proposed BA/BS are already in place and the budgetary impact of the proposed major is minimal. The proposed budget includes the addition of courses each year as enrollment increases. If enrollments increase beyond projections, additional sections may be needed, but the tuition and fees generated by the additional enrollments are expected to cover these costs.

### *Faculty and Administration (Attachment C)*

The proposed Health and Society major builds on existing faculty within the College of Arts and Sciences with courses included in the proposal having the capacity to enroll new students. Each department has provided letters of support for the proposed program and UMD reports sufficient faculty interest, teaching capacity, college-level support and expertise to offer the curriculum for the first several years. The program will require one course release and a stipend per semester for a Director of the major per contract stipulations. If the proposed degree program grows rapidly then proportionate additional staff and faculty resources will be required. The administration has committed resources to provide support until the program grows large enough to justify hiring a permanent assistant. Advising responsibilities will be met by the Director and affiliated faculty. It is expected that revenue generated from enrollment in the program, as well as current resources, are projected to cover expenses.

*Facilities, Library and Information Technologies*

Current instructional space and library resources are expected to be sufficient to support the program.

*Affiliations and Partnerships*

UMD reports that while there are currently no existing articulation agreements specifically developed for this program, its' core courses are widely taught at other institutions and may make the proposed BA/HS major attractive to students transferring credits under the MassTransfer Block and other existing articulation agreements. Once the program is approved, UMD plans to create program-specific agreements with community colleges in the region, particularly Bristol Community College.

**PROGRAM EFFECTIVENESS**

<b>Goal</b>	<b>Measurable Objective</b>	<b>Strategy for Achievement</b>	<b>Timetable</b>
Recruit and graduate students	<ul style="list-style-type: none"> <li>- graduate 15 H&amp;S majors per year by year 5 of program.</li> <li>- maintain graduation rates similar to other CAS majors</li> </ul>	<ul style="list-style-type: none"> <li>- ensure distribution of program information on campus, locally, and regionally</li> <li>- monitor graduation rates</li> <li>- implement proactive advising</li> </ul>	2018-2022
Maintain excellent faculty teaching	<ul style="list-style-type: none"> <li>- Syllabi and materials are current and relevant.</li> <li>- Faculty teaching is effective and relevant to the program.</li> </ul>	<ul style="list-style-type: none"> <li>- Review of syllabi and course materials by program faculty.</li> <li>- Continued oversight by the department in which the faculty is teaching</li> </ul>	annually from 2018 on
Maintain curricular relevance	<ul style="list-style-type: none"> <li>- courses and overall curriculum meet H&amp;S learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>- regular assessment of syllabi/course learning objectives by H&amp;S FEC</li> <li>- engage in regular AQAD review</li> <li>- implement and review exit surveys of graduates</li> </ul>	annually beginning in 2018 and on regular AQAD cycle
Graduates find relevant job or admission to graduate program	<ul style="list-style-type: none"> <li>- majority (at least 80%) of students placed in relevant jobs/admitted to graduate school within 1 year of graduation</li> </ul>	<ul style="list-style-type: none"> <li>- develop and implement advising strategy</li> <li>- host campus events to familiarize students with career and postgraduate academic opportunities</li> </ul>	annually beginning in 2018.

## **EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE**

The proposed program was reviewed by *Hector Myers*, Ph.D., a full professor at the Center for Medicine, Health and Society in the Psychology Department at Vanderbilt University in Nashville TN, and by *Rebecca Utz*, Ph.D., Associate Professor of Sociology at the University of Utah in Salt Lake City UT.

The reviewers summarized that they are supportive and enthusiastic about the proposed BA/HS and commend the faculty for creating an innovative undergraduate program that provides interdisciplinary training that capitalizes on existing faculty strengths, current curriculum, and available campus resources. The team found that the program addresses a societal need to train students to fill jobs within the rapidly-expanding health, wellness, and health care sectors. The reviewers recommended UMD consider creating tracks and sequences within the major, and that as the program grows to serve a larger number of students, additional resources such as faculty time, administrative support, and an expanded set of course offerings will likely be needed.

UMD responded that tracks within the major will allow students to hone their expertise and suit their long-term goals past graduation. UMD also concurred that additional combined resources within the college will maximize efficiency as the program grows and has begun to shift some administrative support positions within the college to better accommodate all of our interdisciplinary programs.

## **STAFF ANALYSIS AND RECOMMENDATION**

Staff thoroughly reviewed all documentation submitted by the **University of Massachusetts Dartmouth** and the external reviewers. Staff recommendation is for approval of the proposed **Bachelor of Arts in Health and Society** program.

## ATTACHMENT A: CURRICULUM

<b>Required (Core) Courses in the Major (Total # courses required = 4)</b>		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
HLT 201	Introduction to Health and Society (initially offered Fall 2017 as ECO 250)	<b>3</b>
SOA 316 - or PSY 390 - or PSY 391 - or PSC 349 - or WGS 312	Research Methods Research Methods in Developmental Psychology (PSY majors only) Research Methods in Social Psychology (PSY majors only) Political Science Research Methods (PSC majors only) Feminist Research Methods (WGS majors and minors only)	<b>3</b>
HLT 400	Community Engaged Research in Health and Society – Variable Topic	<b>3</b>
SOA 450 - or PSC 305	Internship (with Health and Society contract) Internship (PSC majors only, w/ Health and Society contract)	<b>3</b>
<b>Core Elective Courses (Total # courses required = 6) Must be from 4 different disciplines; 5 must be 300-level.</b>		<b>18</b>
AGH 302	Aging & Disability	3
AGH 309	Mental Health and Aging	3
AGH 409	Cognitive Health and Aging	3
ECO 210	Introduction to Health Care Policy	3
ECO 338	Health Economics	3
HST 320	Historical Perspectives on Medicine and Healing	3
PHL 317	Ethics and Health Care Professions	3
PHL 340	Philosophy of Happiness	3
PHL 341	Philosophy of the Good Life	3
PSC/WGS 309	Reproductive Rights and Health	3
SOA 315	Health and Healing	3
SOA 338	Population, Culture, and Environment	3
SOA 3XX	Environmental Justice (becoming permanent course)	3
SOA 3XX	Madness and Sanity in Research, Fiction, and Film (becoming permanent course)	3
SOA 3XX	Rural Health and Culture (becoming permanent course)	3
SOA 3XX	Nation in Therapy (becoming permanent course)	3
<b>General Elective Courses (Total # courses required = 2)</b>		<b>6</b>
300-level elective	See list below	
200 or above elective	See list below	

	<b>Total number of credits required for major</b>	<b>36</b>
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<b>Distribution and University Studies Requirements</b> Attach List of General Education Offerings (Course Numbers, Titles, and Credits)	# of Gen Ed Credits
Common requirements include ENL 101 and 102 and a First Year Seminar	7
Humanities (required: PHL 215: Introduction to Ethics)	9
Literature	6
Foreign Languages (Students Must Demonstrate Advanced Proficiency [202 level] )	0-12
Natural and Physical Sciences (must be from list of approved courses)	9
Mathematics (recommended: MTH 140 Quantitative Reasoning or MTH 147 Statistics)	3
Social Sciences (required: SOA 101 or SOA 111 and PSY 101 recommended: ECO 231, ECO 232, WGS 101, PSC 101)	12
<b>Minimum Subtotal of Distribution &amp; University Studies Credits</b>	<b>46 - 58</b>
<b>Curriculum Summary</b>	
Total number of courses required for the degree	12 for major, 40 for degree
Total credit hours required for degree	36 for major, 120 for degree

**Approved Courses for Natural Science Distribution and University Studies Science requirements**

- BIO 107 Biology of Genetic Disease
- BIO 108 Cancer Biology
- BIO 143 Ecology and Environmental Issues
- CHM 130 Chemistry and the Environment
- CHM 132 Chemistry in Nutrition and Health
- MLS 105 Contemporary Topics in Human Ecology I
- MLS 106 Contemporary Topics in Human Ecology II
- NUR 105 Human Nutrition

**Health and Society General Electives**

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- AGH 220/PSY 220 Lifespan Development
  - AGH 301/PSY 301 Adult Development and Aging
  - AGH 311 Topics in Aging and Health
  - ECO 337 Environmental Economics
  - ECO 343/WGS 344/BLS 343/LST 343  
Economics of Sex & Race Discrimination
  - ECO 344 Work, Jobs and Income
  - PSC 216/WGS 216 Politics of the Social Safety Net
  - PSC/SUS 235 Environmental Policy
  - PSC 311 State Politics
  - PSC 312 Massachusetts Politics
  - PSC 315 Public Policy in America

PSC 339/WGS 339 Women and Public Policy  
PSC/SUS 347 Environmental Law  
PSY 204 Social Psych for Non-Majors  
PSY 375/WGS 375/HLT 375 Psychology of Sex Differences  
PSY470/HLT 470 Women's Health  
PSY423/HLT 423 Health Psychology  
SOA 325 Sex, Marriage and Family  
SOA 331 Race and Ethnicity  
SOA 336 Gender, Policy, and Social Justice  
SOA 3xx Sustainable Cities (becoming permanent)  
SOA 356 Wealth, Status and Power  
SOA 365 Women, Girls, and Social Control  
SOA 367 Culture, Power, and Inequality in a Globalized World  
SOA 376/WGS 376 Women and Sexualities Across Cultures  
SOA 378 Urban Issues and Public Policy  
SOA 383 Migration, Citizenship and Belonging  
SOA 386 Sustainability in Action



<b>Third Year Students</b>										
Tuition										
In-State					\$199,363	\$0	\$307,018	\$0	\$482,458	\$0
Out-of-State					\$0	\$0	\$0	\$0	\$0	\$0
Mandatory Fees					\$5,063	\$0	\$7,088	\$0	\$10,125	\$0
<b>Fourth Year Students</b>										
Tuition										
In-State							\$219,299	\$0	\$337,720	\$0
Out-of-State							\$0	\$0	\$0	\$0
Mandatory Fees							\$5,063	\$0	\$7,088	\$0
<b>Fifth Year Students</b>										
Tuition										
In-State									\$241,229	\$0
Out-of-State									\$0	\$0
Mandatory Fees									\$5,063	\$0
<b>Gross Tuition and Fees</b>	\$169,825	\$0	\$447,123	\$0	\$899,471	\$0	\$1,525,657	\$0	\$2,315,138	\$0
<b>Grants</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Contracts</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus budget allocation</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Other Revenues (specify in cell 54)</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	\$169,825	\$0	\$447,123	\$0	\$899,471	\$0	\$1,525,657	\$0	\$2,315,138	\$0

## EXPENDITURE ESTIMATES

	Year 1 2017		Year 2 2018		
	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	New Expenses required for Program
<b>Personnel Services</b>					
Faculty	\$7,500	\$0	\$15,000	\$0	\$22,500
Administrators	\$0	\$0	\$0	\$0	\$0
Support Staff	\$0	\$0	\$0	\$0	\$0
Others	\$0	\$0	\$0	\$0	\$0
Fringe Benefits _____%	\$0	\$0	\$0	\$0	\$0
<b>Total Personnel</b>	<b>\$7,500</b>	<b>\$0</b>	<b>\$15,000</b>	<b>\$0</b>	<b>\$22,500</b>
<b>Operating Expenses</b>					
Supplies	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
Library Resources	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Marketing/Promotional Expenses	\$5,000	\$5,000	\$5,000	\$5,000	\$3,500
Laboratory Expenses	\$0	\$0		\$0	\$0
General Administrative Overhead	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Other (specify)	\$0	\$0	\$0	\$0	\$0
<b>Total Operating Expenses</b>	<b>\$13,000</b>	<b>\$13,000</b>	<b>\$13,000</b>	<b>\$13,000</b>	<b>\$11,500</b>
<b>Net Student Assistance</b>					
Assistantships	\$0	\$0	\$0	\$0	\$0
Fellowships	\$0	\$0	\$0	\$0	\$0
Stipends/Scholarships	\$0	\$0	\$0	\$0	\$0
<b>Total Student Assistance</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Capital</b>					
Facilities / Campus recharges	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
<b>Total Capital</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<b>Total Expenditures</b>	<b>\$20,500</b>	<b>\$13,000</b>	<b>\$28,000</b>	<b>\$13,000</b>	<b>\$34,000</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Total of newly generated revenue</b>	<b>\$169,825</b>	<b>\$447,123</b>	<b>\$899,471</b>	<b>\$1,525,657</b>	<b>\$2,315,138</b>
<b>Total of additional resources required for program</b>	<b>\$20,500</b>	<b>\$28,000</b>	<b>\$34,000</b>	<b>\$41,500</b>	<b>\$49,000</b>
<b>Excess/ (Deficiency)</b>	<b>\$149,325</b>	<b>\$419,123</b>	<b>\$865,471</b>	<b>\$1,484,157</b>	<b>\$2,266,138</b>

## ATTACHMENT C: FACULTY

Overview of Faculty who will teach core courses in the Health and Society program.

Name of faculty member (Name, Degree and Field, Title)	Te n- ure d Y/N	Courses Taught C indicates core course. E indicates elective. OL indicates course currently taught online.	# of sectio ns	Division or College of Employment	Full- or Part- time	In other departm ent/ progra m	Sites where individu al will teach progra m courses
Achilov, Dilshod Assistant Professor Political Science	N	PSC 349 Political Science Research Methods	1	College of Arts and Sciences	Full-time	No	Dartmou th
Beggs, Courtney Part-time Lecturer	N	WGS 312 Feminist Research Methods	1	College of Arts and Sciences	Full-time	No	Dartmou th
Berggren, Heidi Associate Professor Political Science	Y	PCS 303 Reproductive Rights and Health	1	College of Arts and Sciences	Full-time	No	Dartmou th
Darst, Robert Associate Professor Political Science	Y	PSC 305 Internship	1	College of Arts and Sciences	Full-time	No	Dartmou th
Fugate, Jennifer Assistant Professor Psychology	N	PSY 391 Methods in Social Psychology	1	College of Arts and Sciences	Full-time	No	Dartmou th
Hartnett, Patrice Full-time Lecturer Psychology	N	PSY 390 Research Methods in Developmental Psychology	1	College of Arts and Sciences	Full-time	No	Dartmou th

Jones, Robert Associate Professor Economics	Y	ECO 338 Health Economics HLT 201 Intro to Health & Society ECO 2xx Health Care Policy	1 1 1	College of Arts and Sciences	Full-time	No	Dartmou th
Klimt, Andrea Professor Sociology & Anthropology	Y	SOA 315 Health & Healing SOA 316 Research Methods HLT 201 Intro to Health & Society	2 1 1	College of Arts and Sciences	Full-time	No	Dartmou th
Knauer, Lisa, Ph.D. Professor Sociology & Anthropology	Y	SOA 350 Environmental Justice SOA 450 Internship	1 1	College of Arts and Sciences	Full-time	No	Dartmou th
Kulick, Rachel Assistant Professor Sociology & Anthropology	N	SOA 316 Research Methods SOA 450 Internship	2 1	College of Arts and Sciences	Full-time	No	Dartmou th
Meral, Merve Ph.D. Associate Professor Economics	Y	ECO 338 Health Economics	1	College of Arts and Sciences	Full-time	No	Dartmou th
Mulnix, Jennifer Associate Professor Philosophy	Y	PHL 340 Philosophy of Happiness PHL 341 Philosophy of the Good Life	1 1	College of Arts and Sciences	Full-time	No	Dartmou th
Revell, Andrew Associate Professor Psychology	Y	AGH 302 Aging & Disability AGH 309 Mental Health and Aging AGH 409 Cognitive Health and Aging	1 1 1	College of Arts and Sciences	Full-time	No	Dartmou th
Robinson, Robin Professor	Y	SOA 316 Research Methods	1 1	College of Arts and Sciences	Full-time	No	Dartmou th

Sociology & Anthropology		HLT 400 Community Engaged Research in Health and Society SOA 3xx Madness & Sanity in Research, Fiction, and Film SOA 3xx Rural Health and Culture SOA 450 Internship	1 1 1				
Roscoe, Douglas Professor Political Science	Y	PSC 349 Political Science Research Methods	1	College of Arts and Sciences	Full-time	No	Dartmouth
de Sá, Glória Associate Professor Sociology & Anthropology	Y	SOA 338 Population, Environment & Culture SOA 3xx Nation in Therapy SOA 450 Internship	2 1 1	College of Arts and Sciences	Full-time	No	Dartmouth
Sandby-Thomas, Peter Full-time Lecturer Political Science	N	PSC 349 Political Science Research Methods	1	College of Arts and Sciences	Full-time	No	Dartmouth
Walker, Tim Professor History	Y	HST 320 Historical Perspectives on Health and Healing	1	College of Arts and Sciences	Full-time	No	Dartmouth