



UNDERGRADUATE EMPHASIS (SUB-PLAN) REQUEST FORM  
MAJORS WITHOUT EXISTING EMPHASES (SUB-PLANS)

Route for approval: School director/department head (managing administrator) > College Academic/Associate Dean > Curricular Affairs> Undergraduate Council (UGC) > Undergraduate College Academic Administrators Council (UCAAC)

Complete this form and submit to the [Office of Curricular Affairs](#), no later than January 1 to be considered for inclusion in the following year’s Academic Catalog.

- I. **Requested by (College & School/Department):** College of Humanities, Interdisciplinary Studies Program
- II. **Proposer’s name, title, email and phone number:** Caleb Simmons; Director of Interdisciplinary Studies; [calebsimmons@arizona.edu](mailto:calebsimmons@arizona.edu); 773-383-7933
- III. **Degree, major and number of students currently enrolled in the major (include dual majors):** There are currently no students in the BA in Interdisciplinary Studies (IDSTBA). The College of Humanities is submitting a Request for Substantial Changes to an Existing Program to align this BA program with the Bachelors of Interdisciplinary Studies (BIS). The goal is to provide a BA option for Interdisciplinary Studies students with higher levels of language proficiency. To do so, the BA program needs to include the same emphases as the BIS.
- IV. **Total number of students that have completed the major in the past 3 years:** No students have graduated in the past 3 years, as the program has been inactive.
- V. **Minimum number of units required to complete the major (do not include foundation, general education, general electives or supporting coursework):** 55
- VI. **Names of the proposed emphases:**  
 Arts, Media & Entertainment (AMENT)  
 Economy & Industry (ECI)  
 Global and Intercultural Understanding (GIU)  
 Science, Technology, Health, & Society (STHS)  
 Social Behavior & Human Understanding (SBHU)  
 Sports & Society (SPS)
- VII. **Campus and location offering-**indicate the campus(es) and location(s) where this emphasis will be offered.

<input checked="" type="checkbox"/> Main	<input checked="" type="checkbox"/> UA Online (provide copy of approval to launch)	<input type="checkbox"/> Phoenix Biomedical	<input checked="" type="checkbox"/> X Distance (provide copy of approval)
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**VIII. Provide a rationale for the proposed new emphasis. Survey your current majors to provide evidence of student interest in/demand for the proposed emphasis – attach the survey questions and results at the end of this proposal. Write a short summary of the findings of the survey. Ensure your survey seeks evidence of how the new emphasis will impact existing emphases. You may also include external data (Bureau of Labor Statistics, reports/letters of support from relevant bodies, etc.). Curricular Affairs can provide a job posting/ demand report by skills obtained/outcomes of the proposed emphasis. Please contact [Office of Curricular Affairs](#) to request the report for your proposal.**

The requested emphases are those in the current Bachelor of Interdisciplinary Studies (BIS). All have proven to be in demand by students. The current BIS numbers as of September 6, 2022 are:

- AMENT: 145
- SPS: 108
- ECI: 106
- SBHU: 87
- STHS: 81
- GIU: 34

**IX. At minimum, provide two unique learning outcomes for the proposed emphasis. Which courses in the emphasis will Introduce, Practice, and/or Assess the learning outcomes? Use the table below to provide the information. Add rows as needed.**

The Bachelor of General Studies (now Interdisciplinary Studies) has four general student learning outcomes, with one additional learning outcome specific to each emphasis. We would match this for the BA program. Student learning outcomes for all emphases in Interdisciplinary Studies:

1. Effectively analyze and synthesize the relationship between multiple disciplines of study.
2. Identify and recognize cultural differences and the impact of an educated citizen and responsible member in global society.
3. Demonstrate the ability to communicate effectively ideas using a variety of different media (oral, written, visual) and basic information technologies.
4. Develop and identify the academic preparation, opportunities, and potential contributions to careers in their major field.
5. Emphasis-specific outcome as listed in the following table.

Learning Outcome	Introduced	Practiced	Assessed
Arts, Media and Entertainment (AMENT)  Students will be able to analyze the arts and media in social, cultural,	IDS 396A	IDS 396A, IDS 498A	IDS 498A



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technical, and entertainment contexts.			
<p>Economy and Industry (ECI)</p> <p>Students will be able to describe and apply one or more of the basic concepts of commerce and the key interpersonal skills in workplace relations.</p>	IDS 396A	IDS 396A, IDS 498A	IDS 498A
<p>Global and Intercultural Understanding (GIU)</p> <p>Students will be able to identify and describe contemporary global problems within their historical, cultural, and linguistic contexts and the similarities, differences, and interdependencies among cultures.</p>	IDS 396A	IDS 396A, IDS 498A	IDS 498A
<p>Science, Technology, Health and Society (STHS)</p> <p>Students will be able to identify and apply specific knowledge and skills in the STHS disciplines to solve problems effectively.</p>	IDS 396A	IDS 396A, IDS 498A	IDS 498A
<p>Social Behavior and Human Understanding (SBHU)</p>	IDS 396A	IDS 396A, IDS 498A	IDS 498A



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<p>Students will be able to describe and analyze multiple perspectives on social and cultural change, and assess the strengths and weaknesses of conflicting points of view.</p>			
<p>Sports and Society (SPS)</p> <p>Identify and describe issues related to cultural, gender, and socio-economic diversity as reflected in sports and utilizing specific skills in finance and management to sports-related business problems.</p>	<p>IDS 396A</p>	<p>IDS 396A, IDS 498A</p>	<p>IDS 498A</p>

- X. **Requirements to meet 40% commonality across emphases.** [ABOR Policy 2-221-c. Academic Degree Programs Subspecializations](#) requires all undergraduate emphases within a major to share at least 40% curricular commonality across emphases (known as “major core”-courses counting towards major units and major GPA). List the required major core curriculum required of all emphases. Refer to your existing [advisement report\(s\)](#), if needed. Include the prefix, course number, course title and number of units. Add rows as needed.

Since its inception, the BA in IDS (as well as the old BGS and current BIS) has been an exception to the 40% rule. This allows us to use students’ existing coursework to help them graduate in a timely way.

- XI. **Requirements specific to the proposed emphasis.** List the required emphasis core, electives, and any special conditions students must meet to complete the emphasis using the table below. Include the prefix, course number, course title, and units for each course. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Highlight and label (NEW) any new courses that must be developed for the emphasis. Add rows as needed.
- Note: a proposed emphasis having similar curriculum with other plans (within department, college, or university) may require completion of a [comparison chart](#). Total units required for each emphasis must be**



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equal.

<u>Requirement Title/Description</u>	<u>Courses (include prefix, number, title, units)</u>	<u>Minimum units needed to satisfy requirement</u>
Emphasis	Many courses can count towards the emphasis. A student must take 24 units of coursework that has been approved to count for the specific emphasis.	24
	<b>Total emphasis upper division units required*</b>	N/A
	<b>Total major emphasis units required**</b>	24

\* The major requires 36 UD units, which can come from the concentrations and/or the emphasis.

\*\* All emphases offered for this major must have the same minimum number of units required

**XII. Emphasis course/faculty information for existing courses. Complete the table below for all emphasis coursework. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> "Printable Course Descriptions by Department" On Demand Report; right side of screen). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Add rows as needed.**

<b>Course prefix and number</b>	<b>Title</b>	<b>Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)</b>	<b>Home Department</b>	<b>Faculty members available to teach the courses</b>
IDS 396A	Introduction to Interdisciplinary Studies	Offered every year in the following sessions: F 7W1, 7W2 S 7W1, 7W2 Su 2	Interdisciplinary Studies	Caleb Simmons Liz Kinnamon
IDS 498	Senior Capstone	Offered every year in the following sessions: F 7W1, 7W2 S 7W1, 7W2 Su 2		Caleb Simmons Liz Kinnamon

**XIII. Emphasis course/faculty information for NEW courses. Complete the table below. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Add rows as needed. Add**



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**rows as needed.**

No new courses will be required.

- XIV.** Using the table below, list each faculty member who will contribute to the teaching of courses in this emphasis and the teaching FTE they will contribute. Add rows as needed.

Courses that count towards the degree can come from any college on campus.

- XV. Special conditions for admission to/declaration of this emphasis** – explain in detail the criteria to declare this emphasis, including GPA requirements, completion of courses prior to declaration, application process, interviews, etc. These conditions must be approved by faculty governance to be enforced.

There are no special conditions for admission to any of the IDS emphases.

- XVI. Emphasis productivity** – provide a detailed plan in the case the emphasis does not attract the number of anticipated students and/or the new courses have low enrollments. Will emphasis courses continue to be offered as described in Section XIII and XIV or will students be offered alternative courses from outside the emphasis as substitutions? Is the department/school/college committed to offering the courses regardless of the emphasis productivity?

All six of these emphases have been productive for many years in the Bachelor of Interdisciplinary Studies program. Because students have access to courses from all over campus, we don't anticipate any difficulties with students accessing courses. Because of the revenue-enhancing nature of SCH taught under RCM, and now AIB, we have generally found our partner colleges happy to work with us to get appropriate courses added to the advising reports for Interdisciplinary Studies, and to give our students access during priority registration.

- XVII. Do you want the emphasis name to appear on the transcript?**  Yes  No

- XVIII. Do you want the emphasis name to appear on the diploma?**  Yes  No

- XIX. Anticipated semester and year to launch the proposed emphasis:** Spring 23

- XX. Number of new faculty hires required to deliver the emphasis:**

No new faculty are needed.

- XXI. Budgetary impact**– indicate new resources needed and source of funding to implement the proposed emphasis. If reallocating resources, indicate where resources will be taken from and the impact this will have on the students/faculty/program/unit.

No additional resources are needed, as the intro and capstone courses will continue to be taught as always. If the addition of the BA option in Distance and Online campus leads to a higher number of students there, AIB income will fund any additional sections needed, and any additional advising capacity.

Decision process for approval will include:

- 1) efficiency of course offerings.
- 2) course offerings are appropriate and match the expertise of the faculty.
- 3) evidence of sufficient student demand.




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3) no major conflict with existing programs.

XXII. Required signatures

Managing Unit Administrator (print name and title): Caleb Simmons, Director of Interdisciplinary Programs

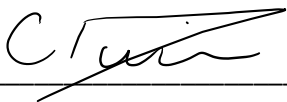
Managing Administrator's Signature:  Date: 9/15/22

Dean (print name and title): Kimberly Jones; Vice Dean of Academic Affairs

Dean's Signature:  Date: 9/15/22

All programs that will be offered through distance learning and/or fully online must include the following signature. The signature of approval does not indicate a commitment to invest in this program. Any potential investment agreement is a separate process.

Craig Wilson, Vice Provost, Online and Distance Education

Signature:  Date: 9/23/22

Note: In some situations, signatures of more than one unit head and/or college dean may be required.

For use by Curricular Affairs:

Committee	Approval date
Academic Programs Subcommittee	
Undergraduate Council	
Undergraduate College Academic Administrators Council	

- Create approval memo
- Send memo to college/dept and acad\_org listserv
- Create emphasis code in UAccess, including secondary major emphasis code
- Upload approval memo and proposal documents to UAccess
- Notify acad\_org of the plan code creation
- Notify ADVIP team, include proposers