

UNDERGRADUATE EMPHASIS (SUB-PLAN) REQUEST FORM
MAJORS WITH EXISTING EMPHASES (SUB-PLANS)

Requests for the creation of a new emphasis requires approval from the school director/department head (managing administrator), college academic dean, Curricular Affairs, Undergraduate Council (UGC), and College Academic Administrators Council (CAAC). Complete this form (for each proposed emphasis) and submit to Martin Marquez (martinmarquez@email.arizona.edu), no later than January 31, 2022 to be considered for inclusion in the 2022-2023 Academic Catalog.

- I. Requested by (College & School/Department):** College of Humanities | Department of Public & Applied Humanities
- II. Proposer’s name, title, email and phone number:** Judd Ruggill | Professor & Head | jruggill@email.arizona.edu | (520) 621-3025
- III. Degree, major and number of students currently enrolled in the major (include dual majors):** BA | Applied Humanities | 223
- IV. Total number of students that have completed the major in the past 3 years:** 25 (the degree launched in Fall 2018, and thus has just begun graduating students).
- V. Complete the table below capturing information about your existing major emphases. Add columns as needed. Delete example (EX) column before submitting.**

Name of existing emphasis plan(s)	Business Administration	Fashion Studies	Public Health	Spatial Organization & Design Thinking	Game Studies	Rural Leadership & Renewal
First term emphasis was offered	Fall 2018	Fall 2018	Fall 2018	Fall 2018	Fall 2020	Fall 2020
Minimum units required to complete major core and emphasis (total)	42	42	42	42	42	42
Minimum upper division (300 level or above) units required to complete major core and emphasis (total)	24	24	24	24	24	24
Additional requirements to complete emphasis (supporting coursework*, lecture series, GPA, non-credit workshop)	NA	NA	NA	NA	NA	NA
Number of students enrolled in emphasis ¹	80	77	43	17	3	1
Total number of students that have completed emphasis in past 3 years	13	5	4	3	0	0

*- courses that do not count towards major units and major GPA, but are required for the major

VI. Name of the proposed emphasis: Medicine

VII. Campus and location offering-indicate the campus(es) and location(s) where this emphasis will be offered.

Main |
 UA Online |
 Phoenix Biomedical |
 Distance (type in location(s) below):

¹ Does not include 2 students listed as Academic Sub Plan "Not Available."

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 Martin Marquez to request the report for your proposal.

The University of Arizona has an impressive history of preparing undergraduate students for healthcare careers, offering a variety of health-related majors and minors hosted by several colleges. Near and long term projections of demand for healthcare workers/services domestically and abroad, however, signal tremendous growth opportunities—and responsibilities—for the University in the area of undergraduate-level health professional preparation in terms of both traditional and new degree pathways.² In the interest of supporting the University’s efforts to meet this demand, and in keeping with the land grant mission and UArizona Strategic Plan, the College of Humanities and College of Medicine-Tucson propose to collaborate on a curriculum designed to assist the campus in producing the number and diversity of healthcare workers needed in the coming years. With coursework in professional and patient wellbeing, medical ethics and professionalism, and the history and state of healthcare in the US and abroad, the BA in Applied Humanities–Medicine will supplement the University’s already outstanding programs and provide an additional avenue for serving the rapidly growing number of students interested in health-related professions. In particular, the degree will focus on the interpersonal aspect of healthcare, an often overlooked yet essential element in discussions of the future of human wellbeing services and systems. The precision medicine, automation, and data generation and analysis that attend the integration of humans and machines forecast by the Fourth Industrial Revolution will place even greater importance on the interpersonal and intercultural intelligences vital to meaningful and effective patient partnerships, which best support disease prevention and care. These intelligences are already strained under the weight of population growth and the structural and financial challenges faced by pre- and post-pandemic health and social systems. To expect an increasingly complex and multidisciplinary future to be fundamentally different is to grossly misread and underestimate the grand challenge of human health on local, state, national, and international political, economic, and cultural landscapes. The proposed BA in Applied Humanities–Medicine will help the University of Arizona continue to lead the nation in training students to connect with, serve, and steward the wellbeing of individuals and communities around the world.

Neither the College of Humanities nor the College of Medicine-Tucson are positioned to embark on this project alone, nor should they: the realities of higher education in the 21st century mandate energetic institutional and cross-disciplinary collaboration, as there is simply no other way to flourish in an era of declining resources, deepening challenges, and proliferating opportunities and obligations. The BA in Applied Humanities–Medicine epitomizes such collaboration, opening new possibilities for students, faculty, and community members and continuing to build on the robust, transdisciplinary, and special relationship the College of Humanities and the College of Medicine-Tucson have begun to develop.

In Fall 2021, the College of Humanities distributed a student interest survey to its undergraduate listserv.³ 85 students responded to the survey, with the following results:

Question	Responses
What is your class standing?	Freshman = 16.47% Sophomore = 18.82% Junior = 32.94% Senior = 31.76%
What is your current major (or majors if you are pursuing more than one)?	Accounting Anthropology Applied Humanities Biology Business Care, Health & Society Chinese Classics Cognitive Science Communication

² <https://www.amnhealthcare.com/latest-healthcare-news/future-for-healthcare-jobs/>.

³ A copy of the survey text is attached, as is the associated Qualtrics survey report.

	<p>Computer Science Creative Writing East Asian Studies Economy & Industry Elementary Education English French Gender & Women's Studies General Studies German Global Studies History Japanese Law Linguistics Microbiology Neuroscience Nursing Nutritional Science Physiology Political Science Pre-nursing Psychology Public Health Religious Studies Russian Spanish Sports Management Sustainable Built Environments World Literature</p>
Would you be interested in a Medicine emphasis in the BA in Applied Humanities?	<p>Yes = 44.71% No = 55.29%</p>
If so, would you consider adding a BA in Applied Humanities–Medicine as an additional major to the one(s) you're already pursuing?	<p>Yes = 26.25% No = 73.75%</p>
Do you know of other students who might be interested in a BA in Applied Humanities–Medicine?	<p>Yes = 47.62% No = 52.38%</p>
If so, what is their current major?	<p>Anthropology Applied Humanities Biology Chemistry East Asian Studies Engineering Family Studies & Human Dev Health Sciences Molecular/Cellular Biology Nursing Pharmacy Physiology Pre-Med Pre-Nursing Psychology Public Health Sociology</p>
If you have any other feedback for us, please include it below.	<p>pay us</p> <p>I would have wanted to follow the path of Applied Humanities-Medicine, as I am in the medical field. I currently work for a diabetic supply company, and am looking to further my career in the medical field. Currently I have been taking core classes in CHS and have enjoyed them.</p> <p>I think its an excellent idea, just not for me.</p> <p>The Health and Human Values Minor/ Club works very closely with topics brought up in this BA. Feel free to reach out to them for partnerships/ further conversation.</p>

	<p>It is a little late for me to add this major to my other ones, however it would be extremely helpful to know how pursuing this degree would broaden horizons for someone pursuing medicine.</p> <p>To note, I'm far enough into my education that I would likely not add this major, but if it had been available previously I would have added it.</p> <p>The emphasis in medicine is EXACTLY what I wanted as a freshman. If i wasn't already in deep with my current degrees I would add it in an instant.</p> <p>I would suggest that in addition to the above listed curriculum for this major, an emphasis on, or embedded plan for the requisite pre-med sciences courses to be taken, should be included (or at the very least highlighted and designed to accommodate).</p> <p>Sounds like a great idea, if I had more time I would do it</p> <p>Even though I am not interested since it doesn't apply to my studies, I think it would be a great add-on for other students.</p> <p>I would LOVE this option</p> <p>While it's a little late in the game for me to change my major, I think this is a great opportunity to add. I would've taken it as a freshmen.</p> <p>It's a good idea!</p> <p>I think this would be a great degree for someone entering into their undergrad, I am just so close to graduating I would not change! This sounds like a great degree to allow students pursuing a career in healthcare to combine a humanities approach with it.</p> <p>I feel that having an emphasis on Medicine within the College of Humanities is a great topic to consider. If the College of Humanities could concern partnering with the College of Medicine in having courses that involve more medicine that would be great as well.</p> <p>I think it is a very interesting option that could appeal a lot to pre-health students. It will be a great addition to the major, especially for those who have that interest</p> <p>I'm about to graduate so I'm done with adding majors and minors</p>
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The results of the student interest survey show:

1. There is a solid interest in a Medicine emphasis;
2. A Medicine emphasis would have little, if any, negative impact on existing emphases in the major;

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.

Learning Outcome	Introduced	Practiced	Assessed
Describe the state of healthcare in the context of its history and future.	<ul style="list-style-type: none"> ● MED 101 ● FCM 201 ● FCM 296 ● PHPM 310 ● MED 318 ● HPS 433 	<ul style="list-style-type: none"> ● FCM 296 ● PHPM 310 ● MED 318 ● HPS 433 	<ul style="list-style-type: none"> ● FCM 296 ● PHPM 310 ● MED 318 ● HPS 433
Analyze the challenges, opportunities, and obligations of the healthcare professions.	<ul style="list-style-type: none"> ● MED 101 ● FCM 201 ● FCM 296 ● MED 301 ● FCM 303 ● FCM 401 	<ul style="list-style-type: none"> ● FCM 201 ● FCM 296 ● MED 301 ● FCM 303 ● FCM 401 	<ul style="list-style-type: none"> ● FCM 201 ● FCM 296 ● MED 301 ● FCM 303 ● FCM 401
Describe the direct and indirect impacts of culture and language on healthcare.	<ul style="list-style-type: none"> ● MED 101 ● FCM 201 ● FCM 303 ● PHPM 310 	<ul style="list-style-type: none"> ● MED 101 ● FCM 201 ● FCM 303 ● PHPM 310 	<ul style="list-style-type: none"> ● MED 101 ● FCM 201 ● FCM 303 ● PHPM 310

	<ul style="list-style-type: none"> • MED 318 • FCM 401 • HPS 433 	<ul style="list-style-type: none"> • MED 318 • FCM 401 • HPS 433 	<ul style="list-style-type: none"> • MED 318 • FCM 401 • HPS 433
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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. Delete example (EX) rows before submitting.

<u>Requirement Title / Description</u>	<u>Courses (include prefix, number, title, units)</u>	<u>Minimum units needed to satisfy requirement</u>
Major Core	<ul style="list-style-type: none"> • PAH 200: Introduction to Applied Humanities (3) • PAH 201: Applied Humanities Practice: Techniques & Technologies for Public Enrichment (3) • PAH 372: Intercultural Competence: Culture, Identity, Adaptation & Intercultural Relations (3) • PAH 383: Pre-internship: Building Career Readiness (3) • PAH 420: Innovation and the Human Condition: Learning How to Improve Life in the Community & Beyond (3) • PAH 493: Internship (3) • PAH 498: Senior Capstone (3) • 1 humanities elective from the approved list (3)⁴ 	24
	Total major core upper division units required	15
	Total major core units required	24

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 equal.

<u>Requirement Title/Description</u>	<u>Courses (include prefix, number, title, units)</u>	<u>Minimum units needed to satisfy requirement</u>
Emphasis Core	<ul style="list-style-type: none"> • MED 101: Introduction to Medical Care (2) [NEW] • FCM 201: Being a Healthcare Professional—An Overview (3) • FCM 296: Careers in MedicalHealth Sciences (2) • MED 301: Healthcare Professional Well-being (1) [NEW] • PHPM 310: Healthcare in the U.S. (3) or HPS 433: Global Health (3) • MED 318: History of Medicine (3) [NEW] • FCM 401: Medical Ethics & Professionalism (3) [NEW] • FCM 303: Difficult Conversations in Patient Care: The Art of Empathy (1) [NEW] 	18
	Total emphasis upper division units required	11
	Total major emphasis units required*	18

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

⁴ The electives list is included at the end of this document for reference.

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.

Course prefix and number	Title	Course Description	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Department	Faculty members available to teach the courses
FCM 201	Being a Healthcare Professional—An Overview	This course offers an overview of our health care system in the larger context of our society. It includes the history of different healthcare fields, communication with patients, health disparities, discussion of health systems and policy issues, and interprofessional and cross-cultural care. This course offers the student an opportunity to gain an understanding of the means by which the health care sector interacts with the society. This will include how different components of our society, such as housing and the social determinants of health impact on health care. It is an important course for all students in that all of us interact with the health care system at some time in our lives and the health care sector employs close to 10% of the working US population. This course will provide the students the critical thinking skills to evaluate our healthcare system as it plays an increasingly important role in political discourse.	Sp, every year	Family & Community Medicine	Paul Gordon, Patricia Lebensohn
FCM 296	Careers in Medical-Health Sciences	This course will provide students an opportunity to gain insight into how medicine applies to various disciplines involved in medicine and health sciences. These will include Medicine, Nursing, Public Health, Pharmacy, Biomedical Engineering, Social Work, Psychology, Nutrition, Occupational/Physical Therapy and Law. Through an interactive format, students will be challenged with various patient cases to consider the role that each of these disciplines plays in the care of the patient.	Sp, every year	Family & Community Medicine	Paul Gordon, Patricia Lebensohn
PHPM 310	Healthcare in the U.S.	This course describes the structure and function of the various private and public health care entities within the United States. Strengths and weaknesses related to cost, quality and access are analyzed. Basic economic theories that drive financing are also considered.	F, Sp, every year	Community, Environment & Policy	Joe Gerald
HPS 433	Global Health	Examines major health problems of underdeveloped, developed, and emerging nations. Students conduct in-depth analyses of health problems among various populations in multicultural settings, both nationally and internationally.	F, Sp, every year	Health Promotion Sciences	Priscilla Magrath, Ibitola Asaolu

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 rows as needed.

Course	Title	Course Description	Status*	Anticipated first term offered	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Dept.	Faculty members available to teach the courses
MED 101	Introduction to Medical Care	This course offers an overview of both medical ethics and professionalism, which are intimately intertwined in the practice of clinical medicine. Taught by experienced physician ethicists, this course will help students develop critical thinking skills needed to evaluate ethically complex situations encountered in medical practice. The student will begin by examining the history, development, major principles and core competencies in the field of medical ethics. Additional sessions will cover controversial topics in ethics including abortion, medical aid in dying, definitions of death (including brain death), allocation of organs for transplant, reproductive ethics, research ethics, and controversies and considerations at the end of life. Professionalism sessions will address capacity, competence, informed consent, truth-telling, surrogate decision making, confidentiality and professional boundaries within the context of medical ethics. Students may also consider the ethics of public health initiatives, including allocation of life sustaining resources in triage, vaccine allocation, and improvement of the health disparities highlighted by the pandemic.	D	Spring 2022	F, Sp, every year	Medicine	Julia Jernberg, Randy Horwitz
MED 301	Healthcare Professional Well-being	This course will explore the foundations of wellbeing, promoters of wellbeing, detractors from wellbeing, and the systemic and organizational issues that are unique to the healthcare system. Students will learn and practice strategies to build healthy resilience, manage chronic stress, prevent burnout, and practice mindfulness. This Healthcare Professional Wellbeing Course includes concepts and curriculum appropriate for learners interested in any health care career. There are three components of the course: online content (asynchronous), wellness behaviors practices and reflections (individual and asynchronous), weekly in person/zoom class (synchronous and mandatory attendance)	D	Spring 2022	Sp, every year	Family & Community Medicine	Patricia Lebensohn, Mari Ricker
FCM 303	Difficult Conversations in	A critical skill for a healthcare professional is the ability to empathize with patients and team members. There are methods to	S	Spring 2022	Sp, every year	Family & Community Medicine	Paul Gordon, Patricia Lebensohn

	Patient Care: The Art of Empathy	teach and foster empathy and compassion in healthcare professionals through case scenarios discussion, role playing, simulation, practice of being present and mindful, recognizing implicit bias and enhancing emotional intelligence. Being engaged and finding meaning in the healing professions is an antidote to burnout. This course will address the foundations and practices that promote empathy, emotional intelligence, and the clarity and presence to face challenges in difficult conversations and conflicts in teams.					
MED 318	History of Medicine	History of Medicine is an introduction for students to gain a foundational understanding of the development and progression of medical knowledge by using a chronological historical order. The course reviews concepts of health and disease with the advancement of medical and surgical techniques. Students will learn through a variety of methodologies by considering class lectures, review of literature and interactive discussions about how the past affects the future of medical inquiry.	D	Spring 2022	Sp, every year	Medicine	Robert Segal
FCM 401	Medical Ethics & Professionalism	This course offers an overview of both medical ethics and professionalism, which are intimately intertwined in the practice of clinical medicine. Taught by experienced physician ethicists, this course will help students develop critical thinking skills needed to evaluate ethically complex situations encountered in medical practice. The student will begin by examining the history, development, major principles and core competencies in the field of medical ethics. Additional sessions will cover controversial topics in ethics including abortion, medical aid in dying, definitions of death (including brain death), allocation of organs for transplant, reproductive ethics, research ethics, and controversies and considerations at the end of life. Professionalism sessions will address capacity, competence, informed consent, truth-telling, surrogate decision making, confidentiality and professional boundaries within the context of medical ethic. Students may also consider the ethics of public health initiatives, including allocation of life sustaining resources in triage, vaccine allocation, and improvement of the health disparities highlighted by the	S	Spring 2022	Sp, every year	Family & Community Medicine	Patricia Mayer, Violet Siwik

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

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.

Course(s)	Name	Department	Rank	Degree	Faculty/% effort
MED 101	Julia Jernberg	Medicine	Clinical Assistant Professor	MD	10%
	Randy Horwitz	Medicine	Professor	MD, PhD	5%
FCM 201	Paul Gordon	Family & Community Medicine	Professor	MD, MPH	10%
	Patricia Lebensohn	Family & Community Medicine	Professor	MD	5%
FCM 296	Paul Gordon	Family & Community Medicine	Professor	MD, MPH	5%
	Patricia Lebensohn	Family & Community Medicine	Professor	MD	5%
MED 301	Patricia Lebensohn	Family & Community Medicine	Professor	MD	5%
	Mari Ricker	Family & Community Medicine	Associate Professor	MD	5%
FCM 303	Paul Gordon	Family & Community Medicine	Professor	MD, MPH	5%
	Patricia Lebensohn	Family & Community Medicine	Professor	MD	5%
PHPM 310	Joe Gerald	Community, Environment & Policy	Associate Professor	MD/PhD	10%
MED 318	Robert Segal	Medicine	Clinical Professor	MD	10%
FCM 401	Patricia Mayer	Family & Community Medicine	Assistant Professor	MD	5%
	Violet Siwik	Family & Community Medicine	Assistant Professor	MD	5%
HPS 433	Priscilla Magrath	Health Promotion Sciences	Senior Lecturer	PhD	5%
	Ibitola Asaolu	Health Promotion Sciences	Adjunct Lecturer	DrPH MPH	5%

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/declaration of this emphasis.

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?

In the unlikely event of low enrollment or a poor completion rate, the Department will increase recruitment, retention, and advising for the emphasis. If, after two additional academic years, enrollment continues to prove unproductive or unsustainable, the Department will sunset the emphasis over the course of the following year, making special arrangements for students who may need time to complete the degree or transfer to another program. Moreover, emphasis courses will continue to be offered, as the Department of Public & Applied Humanities and its curricular partner (College of Medicine—Tucson) are committed to offering the courses regardless of the emphasis productivity.

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 2022

XX. Number of new faculty hires required to deliver the emphasis: 0

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.

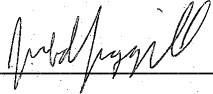
No new resources will be required to implement the proposed emphasis. The courses will simply become part of the faculty members' regular instructional rotation.

The 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;
4. no major conflict with existing programs.

XXII. Required signatures

Managing Unit Administrator (print name and title): Judd Ruggill | Professor and Head | Department of Public & Applied Humanities

Managing Administrator's Signature:  Date: 09/18/21

Managing Unit Administrator (print name and title): _____

Managing Administrator's Signature: _____ Date: _____

Dean (print name and title): Kimberly Jones, Vice Dean for Academic Affairs, College of Humanities

Dean's Signature:  Date: 9/18/21

Dean (printed name and title): _____

Dean's Signature: _____ Date: _____

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: _____

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	
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
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Sample Major Map

8 Semester Coursework Outline (4 year plan)

Year	Fall	Spring
1		<ul style="list-style-type: none"> • PAH 200
2	<ul style="list-style-type: none"> • PAH 201 • MED 101 	<ul style="list-style-type: none"> • PAH 372 • FCM 201
3	<ul style="list-style-type: none"> • PAH 383 • FCM 296 	<ul style="list-style-type: none"> • PAH 493 • MED 301 • PHPM 310 <u>or</u> HPS 433
4	<ul style="list-style-type: none"> • PAH 420 • MED 318 • Humanities elective 	<ul style="list-style-type: none"> • PAH 498 • FCM 401 • FCM 303 (1 unit)

6 Semester Coursework Outline (3 year plan)

Year	Fall	Spring
1	<ul style="list-style-type: none"> • PAH 200 • MED 101 	<ul style="list-style-type: none"> • PAH 201 • PAH 372 • FCM 201
2	<ul style="list-style-type: none"> • PAH 383 • FCM 296 	<ul style="list-style-type: none"> • PAH 493 • MED 301 • PHPM 310 <u>or</u> HPS 433
3	<ul style="list-style-type: none"> • PAH 420 • MED 318 • Humanities elective 	<ul style="list-style-type: none"> • PAH 498 • FCM 401 • FCM 303

4 Semester Coursework Outline (2 year plan)

Year	Fall	Spring
1	<ul style="list-style-type: none"> • PAH 200 • PAH 383 • MED 101 • Humanities elective 	<ul style="list-style-type: none"> • PAH 201 • PAH 372 • PAH 493 • FCM 201
2	<ul style="list-style-type: none"> • PAH 420 • FCM 296 • MED 301 • PHPM 310 <u>or</u> HPS 433 	<ul style="list-style-type: none"> • PAH 498 • MED 318 • FCM 401 • FCM 303

Humanities Electives

Africana Studies Program

- AFAS 223: African Philosophical Worlds (3 units)
- AFAS 463: Doing Business In/With Africa: A Cultural Perspective (3 units)

College of Humanities

- HUMS 200: Health, Culture, and Creativity: Foundations in Health Humanities and the Arts (3 units)

Department of East Asian Studies

- CHN 245: Chinese Popular Culture (3 units)
- EAS 245: Korean Pop Culture (3 units)
- JPN 245: Japanese Anime and Visual Culture (3 units)
- EAS 251: Introduction to Korea through Films (3 units)
- CHN 410B: The Anthropology of Contemporary China (3 units)
- JPN 425A: Anthropology of Japan: Images and Realities (3 units)
- CHN 444: Chinese Media & Culture (3 units)
- EAS 444: East Asian Traditions and the Rise of Commercial Civilization (3 units)
- EAS 466: Japanese and Chinese Nationalism (3 units)

Department of Family & Community Medicine

- FCM 301: Substance Misuse in Maternal & Child Health Populations (3 units)
- FCM 302: Clinical Health Disparities in Sexual & Gender Minority (SGM) Populations (2 units)
- FCM 402: Addressing Health Disparities through Interprofessional Clinical-Community Collaboration (3 units)
- FCM 424A: Arts & Community Health: Intercultural Perspectives & Applications: Part I—Foundation (1 unit)
- FCM 424B: Arts & Community Health: Intercultural Perspectives & Applications: Part II—Disabilities (1 unit)
- FCM 424C: Arts & Community Health: Intercultural Perspectives & Applications: Part III—Aging (1 unit)
- FCM 496A: Advancements in Substance Misuse Research & Clinical Care Seminar (2 units)
- FCM 496E: Introduction to Population Health Management (3 units)

Department of French & Italian

- FREN 230: French Culture (1789-present) (3 units)
- ITAL 230: Introduction to Italian Culture (3 units)
- FREN 231/ITAL 231: Fashion and Culture in France and Italy (3 units)
- ITAL 240: Italian Folklore and Popular Culture (3 units)
- FREN 373: US & Francophone Hip-Hop Cultures (3 units)
- FREN 433: Business French 1 (3 units)
- FREN 434: Business French 2 (3 units)

Department of German Studies

- GER 246: Culture, Science and Technology (3 units)
- GER 315: Business German (3 units)
- GER 371: Contemporary German Culture (3 units)
- GER 416: Minority Views in German Culture (3 units)
- GER 430: Crossing Borders/Crossing Cultures (3 units)

Department of Linguistics

- LING 114: Learning a Foreign Language (3 units)
- LING 201: Introduction to Linguistics (3 units)
- LING 210: American Indian Languages (3 units)
- LING 211: Meaning in Language and Society (3 units)

- LING 320: Language and Social Issues (3 units)
- LING 322: The Structure and Meaning of Words (3 units)
- LING 341: Language Development (3 units)
- LING 388: Language and Computers (3 units)
- LING 408: Computational Techniques for Linguists (3 units)
- LING 432: Psychology of Language (3 units)

Department of Public & Applied Humanities

- PAH 220: Collaboration: A Humanities Perspective (3 units)
- PAH 221: Creating, Imagining, Innovating: Intercultural Approaches for Academic and Career Success (3 units)
- PAH 230: Video Games as Artifacts: Appreciating Interactive Multimedia Entertainment (3 units)
- PAH 231: Global Video Game Cultures and Their Origins (3 units)
- PAH 240: Some We Love, Some We Hate, Some We Eat: Global Perspectives on Human/Animal Relationships (3 units)
- PAH 260: Asian Pacific American Cultures in Public Life (3 units)
- PAH 310: Urban Multilingualism: An Introduction to Exploring Diverse Cities (3 units)
- PAH 320: Working: The Rewards and Costs of Employment (3 units)
- PAH 330: The Video Game Industry: An Introduction to the Business of Making Money with Play (3 units)
- PAH 331: Video Game Studies: Critical/Cultural Approaches (3 units)
- PAH 350: Health Humanities: Intercultural Perspectives (3 units)
- PAH 456: Humanities and the Global Creative Economy (3 units)

Department of Religious Studies & Classics

- CLAS 240: Ancient Athletics (3 units)
- CLAS 313: Health and Medicine in Classical Antiquity (3 units)
- CLAS 329: Art History of the Cinema (3 units)
- RELI 203: Religion and Medicine in the Western Healing Traditions (3 units)
- RELI 210: Religion in the American Experience (3 units)
- RELI 211: Life After Death in World Religions and Philosophies (3 units)
- RELI 212: Introduction to American Indian Religious Traditions (3 units)
- RELI 230: Religions and Cultures of India (3 units)
- RELI 302: Ellis Island, 9/11, and Border Walls: Religion and Immigration in the U.S. (3 units)
- RELI 303: Spirituality and Sickness: Religion and Health in the U.S. (3 units)
- RELI 326: God, Humanity, & Science (3 units)
- RELI 335: Rap, Culture and God (3 units)
- RELI 336: Spirituality, Psychology, and the Mind (3 units)
- RELI 345: Religion and the Arts in India (3 units)
- RELI 359: Buddhism and Healing (3 units)
- RELI 360: Religion, Nature, and Climate Change (3 units)
- RELI 363: Religion and Sex (3 units)
- RELI 367: Yoga (3 units)
- RELI 404: Religion, Gender, and the Body (3 units)
- RELI 406: Religious Diversity in Healthcare: Intercultural Training (3 units)
- RELI 412: Religion and Literature in Latin America (3 units)
- RELI 428A: Globalization, the Environment, and Indigenous Religions (3 units)
- RELI 482: Tantric Buddhism (3 units)

Department of Russian & Slavic Studies

- RSSS 315: Werewolves and Vampires: Slavic Folklore in our Culture (3 units)
- RSSS 325: Eastern Orthodoxy in a Global Age (3 units)

Department of Spanish & Portuguese

- SPAN 352: Reading Politics and Culture in the Hispanic World (3 units)
- SPAN 371A/B: Spanish for Business and Economics (3 units)
- PORT 430: Brazilian Civilization (3 units)

- SPAN 430: Issues in Spanish Culture (3 units)
- SPAN 431: Issues in Spanish-American Culture (3 units)
- SPAN 433: Issues in Mexican and Mexican-American Culture (3 units)
- SPAN 449D: Border Studies (3 units)
- PORT 463: Topics in Luso-Brazilian Literature (3 units)
- SPAN 480: Service Learning (3 units)

Department of Teaching, Learning & Sociocultural Studies

- TLS 386: Global Citizenship: Reading the World and the Word (3 units)

Honors College

- HNRS 305: Narrative Medicine and Healthcare (3 units)

Fall 2021 Student Interest Survey

The College of Humanities and the College of Medicine–Tucson are proposing to expand the BA in Applied Humanities to include an emphasis in Medicine. The BA in Applied Humanities currently offers the following distinct emphases:

- Business Administration
- Fashion Studies
- Game Studies
- Public Health
- Rural Leadership & Renewal
- Spatial Organization & Design Thinking

The Medicine emphasis will feature courses in humanities-oriented healthcare and, like the other concentrations, courses in the applied humanities. The resulting BA in Applied Humanities–Medicine will combine professional training in the healthcare field with the cognitive, creative, international, interpersonal, and intercultural skills taught in the humanities, skills that offer a vital edge in today’s rapidly changing job market.

To broadly capture the human side of contemporary healthcare, the BA in Applied Humanities–Medicine will feature the following courses:

- Introduction to Medical Care
- Being a Healthcare Professional
- Careers in Medical-Health Sciences
- Healthcare in the U.S.
- Medical Ethics and Professionalism
- Global Health
- Healthcare Professional Well-being
- Difficult Conversations in Patient Care: The Art of Empathy

The BA in Applied Humanities–Medicine will focus on three broad learning outcomes. Upon completing the major, students will be able to:

1. Describe the state of healthcare in the context of its history and future;
2. Analyze the challenges, opportunities, and obligations of the healthcare professions;
3. Describe the direct and indirect impacts of culture and language on healthcare.

As part of introducing an emphasis in Medicine, the College of Humanities is surveying students to gauge their interest. We would very much appreciate it if you would take a moment to help us determine such interest.

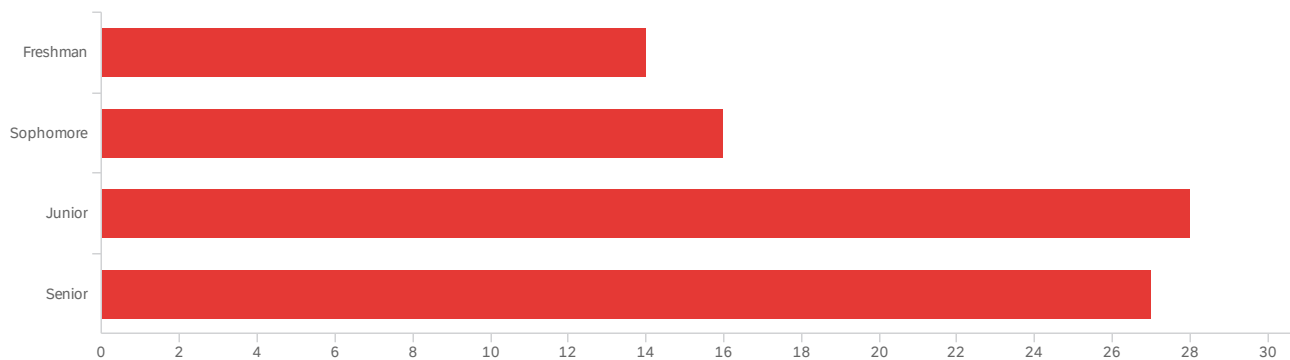
- What is your class standing?
- What is your current major (or majors if you are pursuing more than one)?
- Would you be interested in an emphasis in Medicine in the BA in Applied Humanities? If so, would you consider adding a BA in Applied Humanities–Medicine as an additional major to the one(s) you're already pursuing?
- Do you know of other students who might be interested in a BA in Applied Humanities–Medicine? If so, what is their current major?
- If you have any other feedback for us, please include it below.

Default Report

Applied Humanities-Medicine -- Student Interest Survey (Fall 2021)

September 18, 2021 9:06 AM MDT

Q8 - What is your class standing?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your class standing?	1.00	4.00	2.80	1.06	1.12	85

#	Field	Choice Count
1	Freshman	16.47% 14
2	Sophomore	18.82% 16
3	Junior	32.94% 28
4	Senior	31.76% 27

85

Showing rows 1 - 5 of 5

Q2 - What is your current major (or majors if you are pursuing more than one)?

What is your current major (or majors if you are pursuing more than one)?

EAS, CW

Business and Spanish

History and Religious Studies

Economy and Industry

Classics and Linguistics

japanese culture and history

General studies in social behavioral and human understanding

French Language, Russian Language

B.A Spanish, B.S. Physiology

Accounting/ Spanish Linguistics

BGS

World Literature with a Minor in east Asian Studies

General Studies

Pre-Nursing / Spanish & Portuguese

Spanish, Psychology

gen ed sci, tech, health, society

General Studies

General Studies

Anthropology + EAS

applied Humanities

BA in Applied Humanities Business Administration

General Studies

What is your current major (or majors if you are pursuing more than one)?

Public Health and Spanish

Spanish/ Nursing

BGS: Social Behavior and Human Understanding

French

Physiology and Medical Sciences and Spanish with an emphasis in interpretation and translation

Applied Humanities: Emphasis in Fashion Studies

General Studies: Sports and Society

French, Sustainable Built Environments

Biology with emphasis in Biomedical Sciences and religious studies

BGS Social Behavior & Human Understanding

EAS Chinese language emphasis and Physiology

Political Science

World Literature

Applied Humanities; Game Studies

Care health and society

French and Elementary Education (-COE)

Applied Humanities emphasis Public Health

East Asian Studies

Applied Humanities Public Health emphasis and Physiology and Medical Sciences

Sports Management

Fashion studies

neuroscience/french/linguistics

Applied Humanities

applied humanities with fashion studies emphasis

What is your current major (or majors if you are pursuing more than one)?

Classics and Psychology

Spanish and Psychology

Spanish

Spanish with a Portuguese Emphasis; Biochemistry Minor

fashion studies and business administration

General Studies: Science, Tech, Health & Society Emphasis

Nutritional Science and Spanish

PAH Public Health Emphasis

Arts Entertainment and Media

Applied Humanities; public health emphasis

Russian

Physiology and Spanish

General Studies

Applied Humanities-Public Health

General Studies

General Studies: Global and Intercultural Understanding

General Studies-Social Behavior and Human Understanding

Physiology and German

Spanish Translation & Interpretation

East Asian Studies (Emphasis on Japanese Language) and Mechanical Engineering

BGS with an emphasis in Arts, Media, and Entertainment

Applied Humanities Public Health

Psychology, Religious Studies

Physiology, Russian

What is your current major (or majors if you are pursuing more than one)?

Microbiology and Spanish

Gender and Women's Studies, Religious Studies

Law and PAH with an emphasis in Public Health

German Studies

Spanish linguistics (minor bio chem)

Applied Humanities: Public Health Emphasis and East Asian Studies: Chinese Language Emphasis

Political Science and Spanish

Neuroscience and Cognitive Science, Religious Studies

Religious Studies

Spanish

Applied Humanities with an emphasis in Business Administration

English Literature, East Asian Cultural Studies

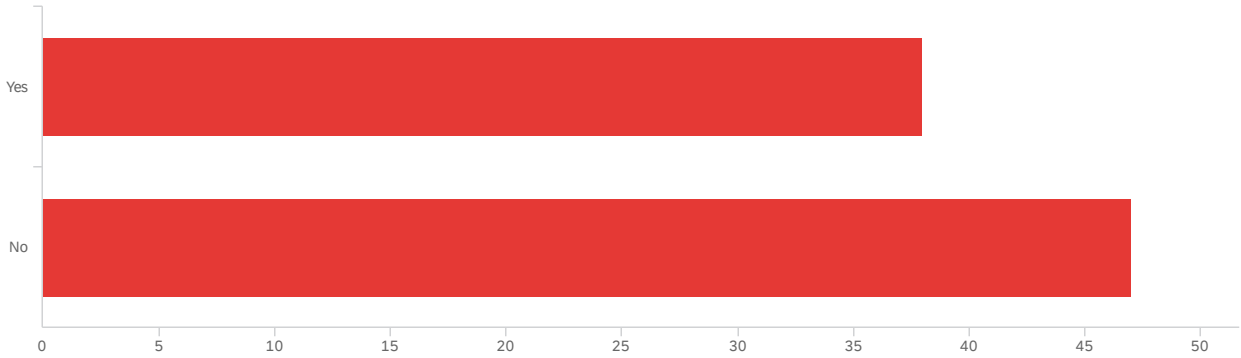
Computer Science, Chinese

Spanish, Psychology, Communication

German, Linguistics, Global Studies

Q3 - Would you be interested in an emphasis in Medicine in the BA in Applied

Humanities?



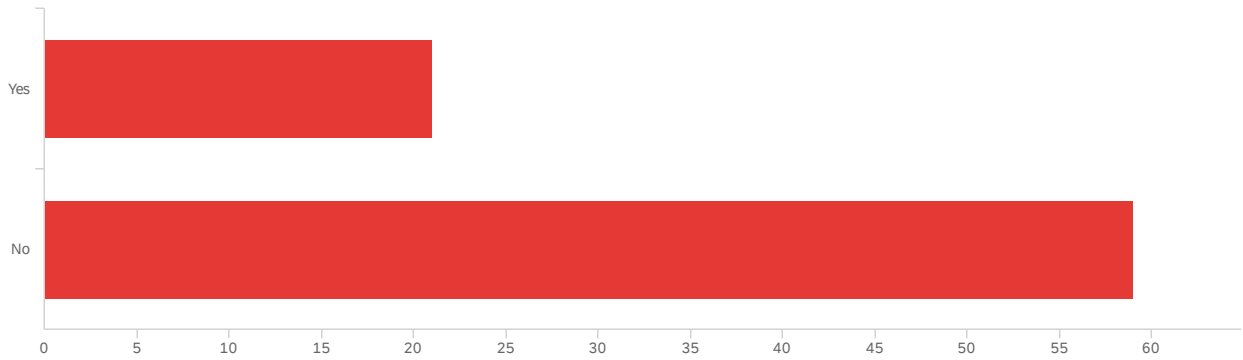
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in an emphasis in Medicine in the BA in Applied Humanities?	1.00	2.00	1.55	0.50	0.25	85

#	Field	Choice Count
1	Yes	44.71% 38
2	No	55.29% 47

85

Showing rows 1 - 3 of 3

Q4 - If so, would you consider adding a BA in Applied Humanities–Medicine as an additional major to the one(s) you're already pursuing?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If so, would you consider adding a BA in Applied Humanities–Medicine as an additional major to the one(s) you're already pursuing?	1.00	2.00	1.74	0.44	0.19	80

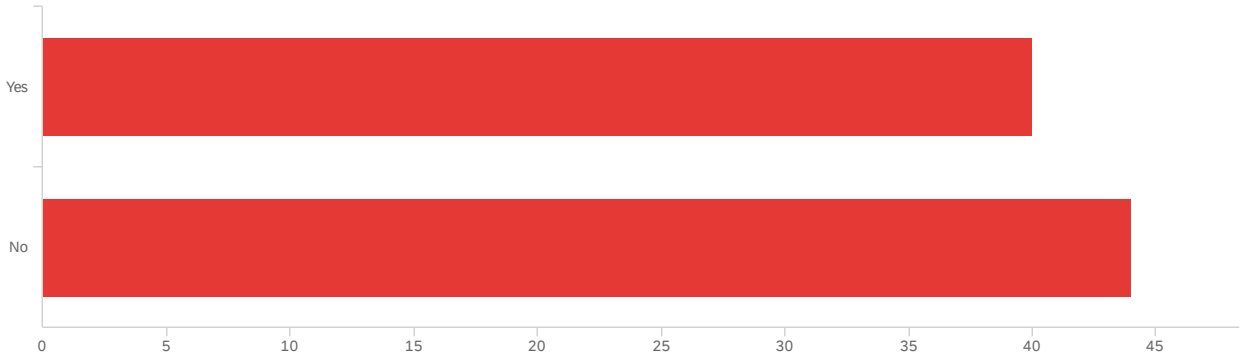
#	Field	Choice Count
1	Yes	26.25% 21
2	No	73.75% 59

80

Showing rows 1 - 3 of 3

Q5 - Do you know of other students who might be interested in a BA in Applied

Humanities–Medicine?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you know of other students who might be interested in a BA in Applied Humanities–Medicine?	1.00	2.00	1.52	0.50	0.25	84

#	Field	Choice Count
1	Yes	47.62% 40
2	No	52.38% 44

84

Showing rows 1 - 3 of 3

Q6 - If so, what is their current major?

If so, what is their current major?

Physiology

Nursing

MCB, Psychology

Pre-Med

Pre-Nursing

Unknown

N/A

Physiology, Biology, Nursing

Psychology

Physiology

Sociology

Chemistry

MCB or Physiology

Public Health

Physiology

Health Sciences

molecular/cellular biology

Applied Humanities

Anthropology; physiology

Science major / biology

Public health and pre nursing major

Pre medical studies students in general, and in particular; those pursuing a pre-med path via the Applied Humanities existing public health emphasis.

If so, what is their current major?

Pharmacy

Public Health

Biology

Pre-med

Psychology

Engineering

PAH w/ Public Health emphasis

Public health

Medicine, Nursing, Public Health

Nursing

unknown

Buddhism

Psychology & Family Studies and Human Development

Freshman, Sophomore

Q7 - If you have any other feedback for us, please include it below.

If you have any other feedback for us, please include it below.

pay us

I would have wanted to follow the path of Applied Humanities-Medicine, as I am in the medical field. I currently work for a diabetic supply company, and am looking to further my career in the medical field. Currently I have been taking core classes in CHS and have enjoyed them.

I think its an excellent idea, just not for me.

N/A

The Health and Human Values Minor/ Club works very closely with topics brought up in this BA. Feel free to reach out to them for partnerships/ further conversation.

n/a

It is a little late for me to add this major to my other ones, however it would be extremely helpful to know how pursuing this degree would broaden horizons for someone pursuing medicine.

To note, I'm far enough into my education that I would likely not add this major, but if it had been available previously I would have added it.

The emphasis in medicine is EXACTLY what I wanted as a freshman. If i wasn't already in deep with my current degrees I would add it in an instant.

I would suggest that in addition to the above listed curriculum for this major, an emphasis on, or embedded plan for the requisite pre-med sciences courses to be taken, should be included (or at the very least highlighted and designed to accommodate).

Sounds like a great idea, if I had more time I would do it

Even though I am not interested since it doesn't apply to my studies, I think it would be a great add-on for other students.

I would LOVE this option

While it's a little late in the game for me to change my major, I think this is a great opportunity to add. I would've taken it as a freshmen.

It's a good idea!

I think this would be a great degree for someone entering into their undergrad, I am just so close to graduating I would not change! This sounds like a great degree to allow students pursuing a career in healthcare to combine a humanities approach with it.

I feel that having an emphasis on Medicine within the College of Humanities is a great topic to consider. If the College of Humanities could concern partnering with the College of Medicine in having courses that involve more medicine that would be great as well.

I think it is a very interesting option that could appeal a lot to pre-health students.

It will be a great addition to the major, especially for those who have that interest

I'm about to graduate so I'm done with adding majors and minors

End of Report

Department of Pharmacology
College of Medicine

1501 N. Campbell Avenue
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Tucson, AZ 85724-5050
(520) 626-6400 Telephone
(520) 626-4182 Fax



October 26, 2021

RE: Letter of support for Applied Humanities–Medicine

Dear review Committee Members,

We in the College of Medicine-Tucson (COM-T) are excited to support the proposed emphasis in Medicine for the Bachelor of Arts in Applied Humanities. We have worked closely with the Department of Public & Applied Humanities and the College of Humanities (COH) Dean's Office to develop the emphasis, and we see it as a natural fit and valuable counterpart to our recently approved Bachelor of Science in Medicine. We approve of the emphasis title (Medicine) and will be able to accommodate Applied Humanities students in our FCM and MED courses. We also acknowledge and support the degree title that will appear on the diploma (Applied Humanities–Medicine), in keeping with the naming conventions of approved Applied Humanities emphases.

We look forward to the launch of this emphasis and the growth and collaboration opportunities it holds for COM-T, COH, and the University of Arizona.

Sincerely,

Todd W. Vanderah, Ph.D.
Professor & Head of Pharmacology, COM
Joint Appointment with Anesthesiology and Neurology
Co-Director of the MD/PhD Program
Director of the Comprehensive Pain and Addiction Center
Email: vanderah@email.arizona.edu Office phone: (520) 626-7801

Kevin F. Moynahan, MD
Professor, Medicine
Vice Dean, Education
Co-Director, Societies Program



Judd Ruggill <jruggill@gmail.com>

Update and Request

Ehiri, John E - (jehiri) <jehiri@arizona.edu>
To: "Ruggill, Judd - (jruggill)" <jruggill@arizona.edu>
Cc: "Jones, Kimberly A - (kjones)" <kjones@arizona.edu>

Fri, Nov 5, 2021 at 8:53 PM

Hi Judd:

Please accept my sincere apologies for the delay in responding. I was out for knee surgery and returned to the office just this week. Yes, it should be fine for you to include these courses. We will continue to monitor and review to determine if, and when support is needed.

Best regards,

John

++++
John Ehiri, PhD, MPH, MSc (Econ.)

Professor of Public Health

Associate Dean for Academic Affairs



1295 N. Martin Ave.

Suite A317H

Tucson, AZ 85724, USA

Email: jehiri@arizona.edu

Phone: 520-626-1355

From Springer Publishers

Maternal and Child Health:

Global Challenges, Programs and Policies

Ehiri, John (Ed.)

<http://www.springer.com/medicine/book/978-0-387-89244-3>

Other Scientific Publications:

<https://pubmed.ncbi.nlm.nih.gov/?term=ehiri+j&sort=date>

From: Ruggill, Judd - (jruggill)
Sent: Wednesday, November 3, 2021 9:04 PM
To: Ehiri, John E - (jehiri) <jehiri@arizona.edu>
Cc: Jones, Kimberly A - (kjones) <kjones@arizona.edu>
Subject: Re: Update and Request

Hi John:

I'm just circling back on this in case it's gotten lost in the shuffle -- I received an automated out-of-office reply on the original send.

Cheers,

Judd

On Sat, Oct 30, 2021 at 2:31 PM Judd Ruggill <jruggill@email.arizona.edu> wrote:

Hi John:

I hope this finds you well, and getting ready for the headlong rush to the end of the semester. I'm reaching out with an update and a request.

First, the update. As you know, MEZCOPH and COH partner on the Public Health emphasis of the BA in Applied Humanities. The emphasis is progressing nicely, and currently has 41 majors. Moreover, we were able to successfully bring it to AZ Online this semester. As a reminder, if demand from our students for your courses becomes too great, our dean has promised to assist MEZCOPH with resources for instructional support.

In terms of the request, we're hoping MEZCOPH might be amenable to allowing Applied Humanities students to enroll in PHPM 310 and HPS 433. We're partnering with COM-T on an emphasis in medicine to help support their new BS in Medicine. COM-T is keen to see a medicine-themed emphasis in the BA in Applied Humanities to increase access to and interest in their curricula.

COM-T has suggested the following courses for the emphasis, two of which are in MEZCOPH (highlighted below):

- MED 101: Introduction to Medical Care
- FCM 201: Being a Healthcare Professional—An Overview
- FCM 296: Careers in MedicalHealth Sciences
- MED 301: Healthcare Professional Well-being

- FCM 303: Difficult Conversations in Patient Care: The Art of Empathy

- PHPM 310: Healthcare in the U.S. **or** HPS 433: Global Health

- MED 318: History of Medicine
- FCM 401: Medical Ethics & Professionalism

Would MEZCOPH be open to allowing PHPM 310 and HPS 433 to be included in a medicine-themed emphasis in the BA in Applied Humanities?

Many thanks for your consideration, and I'm cc'ing COH Vice Dean Kim Jones on this message in case you have dean's level questions or she wants to weigh in.

Cheers,

Judd

Judd Ruggill

Head | Department of Public & Applied Humanities

College of Humanities

University of Arizona

jruggill@email.arizona.edu