UNDERGRADUATE EMPHASIS (SUB-PLAN) REQUEST FORM
MAJORS WITH 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 (CAAC)

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 | 274

IV. **Total number of students that have completed the major in the past 3 years:** 50

V. **Complete the table below capturing information about your existing major emphases. Add columns as needed.**

Name of existing emphasis plan(s)	Business Administration	Fashion Studies	Public Health	Spatial Organization & Design Thinking	Game Studies	Rural Leadership & Renewal	Medicine	Plant Studies
First term emphasis was offered	Fall 2018	Fall 2018	Fall 2018	Fall 2018	Fall 2020	Fall 2020	Fall 2022	Fall 2022
Minimum units required to complete major core and emphasis (total)	42	42	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	24	24
Additional requirements to complete emphasis (supporting coursework*, lecture series, GPA, non-credit workshop)	NA	NA	NA	NA	NA	NA	NA	NA
Number of students enrolled in emphasis[1]	110	90	36	25	5	3	2	1
Total number of students that have completed emphasis in past 3 years	21	14	7	8	0	0	0	0

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

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

VI. **Name of the proposed emphasis:** Engineering Approaches

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

☑ Main	☐ UA Online (provide copy of approval to launch)	☐ Phoenix Biomedical	☐ Distance (provide copy of approval)

VIII. **Provide a rationale for the proposed new emphasis.**

The Fourth Industrial Revolution is bringing with it all manner of opportunities and challenges for higher education, not the least of which is how best to equip students for professions and positions that will emerge from the confluence of the physical, biological, and digital realms. This moment is made more complicated by a suite of political, economic, and demographic pressures, and by the fact that most departments and colleges already find it quite challenging just to meet their existing pedagogical, research, and service commitments, let alone seek out and establish dynamic new programs. Predictably, then, pathways for innovation and success increasingly—and advantageously—emerge from creative, cross-disciplinary collaborations across campus, ones in which multiple partners make the work of new program development not only easier but more imaginative and responsive to a wider range of student needs.

The College of Engineering (COE) and the College of Humanities (COH) propose just such a collaboration: an undergraduate curriculum designed to prepare students for publicly engaged careers where engineering and the humanities meet. The Engineering Approaches emphasis of the BA in Applied Humanities will combine the technical, practical, and professional knowledge and skills taught in the engineering fields with the cognitive, creative, international, interpersonal, and intercultural intelligences and competencies taught in the humanities. Students will learn fundamental engineering perspectives in courses such as "Introduction to Engineering Design" (ENGR 102B) and "Engineering Communications" (CE 301), and how to apply these perspectives to public-facing, community-connected, and humanities-oriented projects via courses such as "Applied Humanities Practice: Techniques and Technologies for Public Enrichment" (PAH 201) and "Innovation and the Human Condition: Learning How to Improve Life in the Community and Beyond" (PAH 420).

The BA in Applied Humanities–Engineering Approaches will place the University of Arizona in rare and elite institutional company[2] and at the forefront of responses to national, transdisciplinary calls for curricular innovation in engineering and the humanities.[3] Moreover, the Engineering Approaches emphasis will be a distinctive addition to the campus ecosystem, and enhance the University's ability to meet the support demands that will attend robust growth in the engineering sector in the coming years.[4] Finally, the Engineering Approaches emphasis will create new teaching and research opportunities,

[2] http://catalog.mit.edu/interdisciplinary/undergraduate-programs/degrees/humanities-engineering/;
https://news.ucsc.edu/2022/01/neh-grant-humanities-engineering.html
[3] https://peer.asee.org/building-a-better-engineer-the-importance-of-humanities-in-engineering-curriculum.pdf;
https://www.nationalacademies.org/our-work/the-integration-of-the-humanities-and-arts-with-sciences-engineering-and-medicine-in-higher-education;
https://www.chronicle.com/article/building-a-bridge-between-engineering-and-the-humanities/;
https://www.neh.gov/grants/education/humanities-connections;
https://www.rit.edu/news/nsf-awards-rit-engineering-liberal-arts-faculty-grant-integrate-humanities-engineering;
[4] https://swe.org/research/2021/job-outlook/.

serve the land grant mission, and help fulfill the Strategic Plan's promise to produce graduates who are "prepared to lead meaningful lives and improve society."[5]

In Fall 2022, the College of Humanities distributed a student interest survey to its undergraduate listserv.[6] 31 students responded to the survey, with the following results:

Question	Responses
What is your class standing?	- Freshman = 8 - Sophomore = 1 - Junior = 8 - Senior = 14
What is your current major (or majors if you are pursuing more than one)?	- Religious Studies and History - Public Health and Spanish - Electrical & Computer Engineering - Religious Studies - Psychology (BA) & German Studies - Religious Studies - Spatial - Undecided - Psychological Sciences, Spanish with an emphasis in translation and interpretation - Political Science - Classics - Arts Media and Entertainment - Humanities - Spanish & Global Studies - Interdisciplinary Studies - Interdisciplinary - ANTH / RELI - Applied humanities - Applied Humanities with Public Health emphasis and Law - Applied Humanities: Public Health and Communication - Interdisciplinary Studies - IDS - Chemistry, Pharmaceutical, Italian - Biomedical Engineering and German - English, Spanish with a concentration in Spanish and Portuguese - CS & Classics - Fashion Design - Landscape Architecture, Spanish translation - PAH Business Administration - Applied Humanities with Business Administration emphasis and Spanish - German Studies - Spanish
Would you be interested in an Engineering Approaches emphasis in the BA in Applied Humanities?	- Yes = 18 (58.06%) - No = 13 (41.94%)
If so, would you consider adding a BA in Applied Humanities–Engineering Approaches as an additional major to the one(s) you're already pursuing?	- Yes = 12 (38.71%) - No = 19 (61.29%)
Do you know of other students who might be interested in a BA in Applied Humanities–Engineering Approaches?	- Yes = 11 (35.49%) - No = 20 (64.52%)
If so, what is their current major?	- Engineering - Busness, History (? idk which) - Engineering

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[5] https://strategicplan.arizona.edu/about.
[6] The Qualtrics survey report is attached.

	- N/A - Engineering - Engineering - Computer Science - Spanish Translation
If you have any other feedback for us, please include it below.	- I hope this doesn't spread the humanities college department too thin: as has been a largely unacknowledged issue in most of the STEM colleges - This could definitely interest other students - This is a great idea and would have loved it as an option when I joined UofA - This would be a great opportunity for those of us who are interested in engineering. - I think it's a great idea to continue to expand the PAH majors. While I may not be interested in it myself, combining multiple disciplines with PAH provides truly interdisciplinary learning opportunities. - N/A - I think it is a great idea to round out some experience

The results of the student interest survey show:

1. There is a solid interest in an Engineering Approaches emphasis;
2. An Engineering Approaches 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.

Learning Outcome	Introduced	Practiced	Assessed
Demonstrate an understanding of basic engineering thinking and how to apply this thinking to public-facing, community-connected, and humanities-oriented projects and initiatives.	- AME 170B1 - ENGR 102A - ENGR 102B - SIE 415	- CHEE 204 - CE 301 - ECE 175 - ECE 311 - ENGR 102B - ENGR 495A - MSE 220 - SIE 415	- CE 301 - ENGR 495A - MNE/ENGR 422
Evaluate evidence surrounding engineering-related initiatives taking place in the public sphere, compare the proposed outcomes with known best practices, and communicate recommended changes to stakeholders as needed.	- AME 170B1 - ENGR 102A - ENGR 102B	- CE 301 - ECE 311 - ENGR 102B - ENGR/SIE 414 - ENGR 495A - MNE 201 - MSE 220	- CE 301 - ENGR/SIE 414 - ENGR 495A - MNE/ENGR 422

X. Requirements to meet 40% commonality across emphases.

Requirement Title / Description	Courses (include prefix, number, title, units)	Minimum units needed to satisfy requirement
Major Core	- 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)	24

	● PAH 493: Internship (3) ● PAH 498: Senior Capstone (3) ● 1 humanities elective from the approved list (3)[7]	
	Total major core upper division units required	15
	Total major core units required	24

XI. Requirements specific to the proposed emphasis.

<u>Requirement Title/Description</u>	<u>Courses (include prefix, number, title, units)</u>	<u>Minimum units needed to satisfy requirement</u>

Emphasis Core	● One from the following options::
	   ○ AME 170B1: Aeronautics: Science & People (3)
	   ○ ECE 175: Computer Programming for Engineering Applications (3)
	   ○ ECE 311: Engineering Ethics and Contemporary Issues (1) **and** ENGR 102B: Introduction to Engineering Design (2)
	   ○ ENGR 102A: Introduction to Engineering Lecture Series (1) **and** ENGR 102B: Introduction to Engineering Design (2)
	● One from the following options[8]:
	   ○ CHEE 204: Water and Energy: Conventional and Alternative Systems (3)
	   ○ MNE 201: Nonrenewable Resources & Human Civilizations (3-4)
	   ○ MSE 220: Make It…Green! 3-D Printing & the Environment (3)
	● CE 301: Engineering Communications (3)
	● ENGR/SIE 414: Law for Engineers & Scientists (3) **or** ENGR 495A: Science, Health & Engineering Policy & Diplomacy (3)[9]
	● MNE/ENGR 422: Engineering Sustainable Development (3)
	● SIE 415: Technical Sales & Marketing (3)
		18

	Total emphasis upper division units required	12
	Total major emphasis units required*	18

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

XII. Emphasis course/faculty information for existing courses.

Course prefix and number	Title	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Department	Faculty members available to teach the courses
AME 170B1	Aeronautics: Science & People	F, Sp, every year	Aerospace & Mechanical Engineering	Arvind Raman
CE 301	Engineering Communications	F, every year	Civil & Arch Engr & Mechanics	Matt Stoner

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[7] The electives list is included at the end of this document for reference.

[8] For students transferring out of the College of Engineering, requirement 2 may be substituted with any 3 units of AME 2xx, ARCE 2xx, BE 2xx, BME 2xx, CE 2xx, CHEE 2xx, ECE 2xx, ENGR 2xx, MNE 2xx, MSE 2xx, OPTI 2xx, SFWE 2xx, or SIE 2xx.

[9] For students who earn a Certificate in Entrepreneurship & New Venture Development, students will complete both ENTR/SIE 484 **and** ENTR/SIE 487 and thus this requirement will be waived.

CHEE 204	Water and Energy: Conventional and Alternative Systems	Sp, every year	Chemical & Environmental Engr	Byron Hempel
ECE 175	Computer Programming for Engineering Applications	F, Sp, every year	Electrical and Computer Engineering	Loukas Lazos, Ratchaneekorn Thamvichai
ECE 311	Engineering Ethics and Contemporary Issues	F, Sp, every year	Electrical and Computer Engineering	Rich Scholes
ENGR 102A	Introduction to Engineering Lecture Series	F, every year	Engineering Administration	Umar Amjad
ENGR 102B	Introduction to Engineering Design	F, Sp, every year	Engineering Administration	Umar Amjad, Byron Hempel, Kenneth George, Stanley Pau, Hannah Budinoff, Joanna Robertson, Cac Dao, Adrianna Brush, Theodore Trouard
ENGR/SIE 414	Law for Engineers & Scientists	Sp, every year	Systems & Industrial Engr	Alex Dely
ENGR 495A	Science, Health & Engineering Policy & Diplomacy	F, every year	Engineering Administration	Hassan Vafai, Kevin Lansey
MNE 201	Nonrenewable Resources & Human Civilizations	F, every year	Mining & Geological Engr	Isabel Barton
MNE/ENGR 422	Engineering Sustainable Development	F, every year	Mining & Geological Engr	Bradley Ross
MSE 220	Make It…Green! 3-D Printing & the Environment	F, every other year	Materials Science & Engr	Barrett Potter, Douglas Loy
SIE 415	Technical Sales & Marketing	F, Sp, every year	Systems & Industrial Engr	James Wolf, Rodger Elkins

XIII.   **Emphasis course/faculty information for NEW courses.**

Course	Title	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
NA						

*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.**

Course(s)	Name	Department	Rank	Degree	Faculty/% effort
AME 170B1	Arvind Raman	Aerospace & Mechanical Engineering	Senior Academic Advisor	MS	10%
CE 301	Matt Stoner	Civil & Architectural Engineering & Mechanics	Adjunct Professor	MBA	10%
CHEE 204	Byron Hempel	Chemical & Environmental Engineering	Assistant Professor of Practice	PhD	10%
ECE 175	Loukas Lazos	Electrical & Computer Engineering	Professor	PhD	10%
	Ratchaneekorn Thamvichai	Electrical & Computer Engineering	Professor of Practice	PhD	10%
ECE 311	Rich Scholes	Electrical Engineering	Adjunct Associate Professor	MS	10%
ENGR 102A	Umar Amjad	Civil & Architectural Engineering & Mechanics; Engineering Administration	Adjunct Instructor	PhD	10%
ENGR 102B	Umar Amjad	Civil & Architectural Engineering & Mechanics; Engineering Administration	Adjunct Instructor	PhD	10%
	Adrianna Brush	Chemical & Environmental Engineering	Assistant Professor of Practice	PhD	10%
	Hannah Budinoff	Systems & Industrial Engineering	Assistant Professor	PhD	10%
	Cac Dao	Civil & Architectural Engineering & Mechanics	Professor of Practice	PhD	10%
	Kenneth George	Engineering Academic Affairs	Instructor	PhD	10%
	Byron Hempel	Chemical & Environmental Engineering	Assistant Professor of Practice	PhD	10%
	Joanna Robertson	Engineering Academic Affairs	Adjunct	PhD	10%
	Theodore Trouard	Biomedical Engineering	Professor Emeritus	PhD	10%
ENGR/SIE 414	Alex Dely	Systems & Industrial Engineering	Adjunct Instructor	JD	10%
ENGR 495A	Hassan Vafai	Civil & Architectural Engineering & Mechanics	Research Professor	PhD	10%
	Kevin Lansey	Civil & Architectural Engineering & Mechanics	Professor	PhD	10%
MNE 201	Isabel Barton	Mining & Geological Engineering	Assistant Professor	PhD	10%
MNE/ENGR 422	Bradley Ross	Mining Engineering	Professor of Practice	PhD	10%
MSE 220	Barrett Potter	Materials Science & Engineering	Professor	PhD	10%
	Douglas Loy	Materials Science & Engineering	Professor	PhD	10%
SIE 415	James Wolf	Systems & Industrial Engineering	Adjunct	MBA	10%
	Rodger Elkins	Systems & Industrial Engineering	Adjunct	MBA	10%

XV. **Special conditions for admission to/declaration of this emphasis**.

There are no special conditions for admission to/declaration of this emphasis.

XVI. **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 Engineering) 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:** Fall 2023

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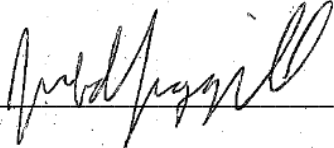
        No new resources will be required to implement the proposed emphasis. The courses will simply become part of the faculty members' regular instructional rotation.

        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.
3) no major conflict with existing programs.

XXII.   **Required signatures**

Managing Unit Administrator (print name and title): Judd Ruggill, Professor and Head _____

Managing Administrator's Signature: _____ Date: 11/23/22

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: 11/23/22

Dean (printed name and title): _____

Dean's Signature: _____ Date:_____

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

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	
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

Sample Major Map

8 Semester Coursework Outline (4 year plan)

Year	Fall	Spring
1		• PAH 200
2	• PAH 201 • AME 170B1	• PAH 372 • CHEE 204
3	• PAH 383 • CE 301	• PAH 493 • ENGR/SIE 414
4	• PAH 420	• PAH 498

	• MNE/ENGR 422 • Humanities elective	• SIE 415

6 Semester Coursework Outline (3 year plan)

Year	Fall	Spring
1	• PAH 200 • AME 170B1	• PAH 201 • PAH 372 • CHEE 204
2	• PAH 383 • CE 301	• PAH 493 • ENGR/SIE 414
3	• PAH 420 • MNE/ENGR 422 • Humanities elective	• PAH 498 • SIE 415

4 Semester Coursework Outline (2 year plan)

Year	Fall	Spring
1	• PAH 200 • PAH 383 • AME 170B1 • Humanities elective	• PAH 201 • PAH 372 • PAH 493 • CHEE 204
2	• PAH 420 • CE 301 • MNE/ENGR 422	• PAH 498 • ENGR/SIE 414 • SIE 415

Approved 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)
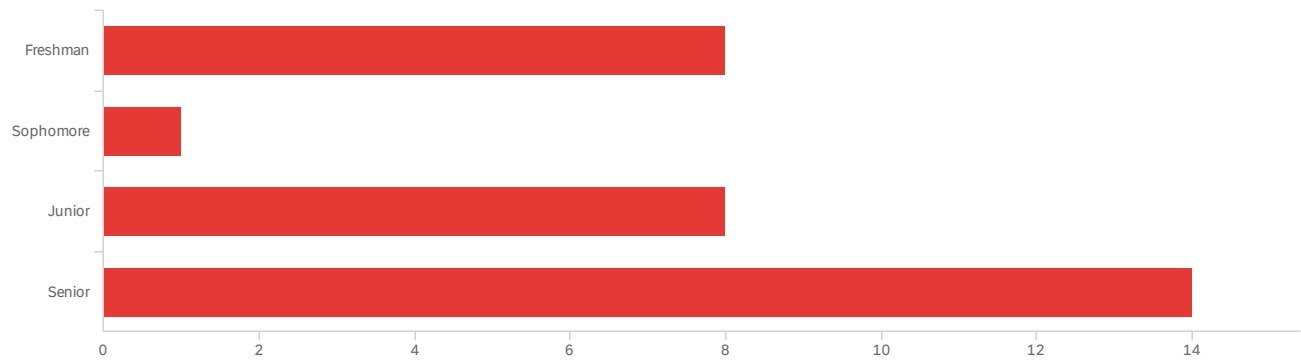
Honors College

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

Default Report

Applied Humanities–Engineering Approaches -- Student Interest Survey (Fall 2022)

November 22, 2022 9:02 PM MST

Q8 - What is your class standing?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your class standing?	1.00	4.00	2.90	1.23	1.51	31

#	Field		Choice Count
1	Freshman	25.81%	8
2	Sophomore	3.23%	1
3	Junior	25.81%	8
4	Senior	45.16%	14
			31

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)?

Religious Studies and History

Public Health and Spanish

Electrical & Computer Engineering

Religious studies

Psychology(BA) & German studies

Religious Studies

Spatial

Undecided

Psychological Sciences, Spanish with an emphasis in translation and interpretation

Political Science

Classics

Arts Media and Entertainment - Humanities

Spanish & Global Studies

Interdisciplinary studies

Interdisciplinary

ANTH / RELI

Applied humanities

Applied Humanities with Public Health emphasis and Law

Applied Humanities: Public Health and Communication

Interdisciplinary Studies

IDS

Chemistry, Pharmaceutical, Italian

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

Biomedical Engineering and German

English, Spanish with a concentration in spanish and portuguese

Cs & Classics

Fashion Design
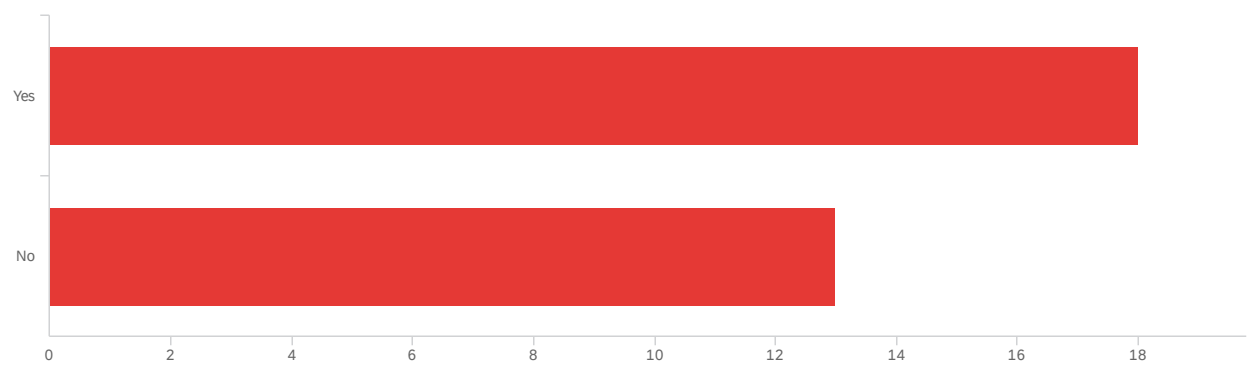
Landscape Architecture,Spanish translation

PAH business administration

Applied Humanities with Business Administration emphasis and Spanish

German Studies

Spanish

Q3 - Would you be interested in an emphasis in Engineering Approaches in the BA in Applied Humanities?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in an emphasis in Engineering Approaches in the BA in Applied Humanities?	1.00	2.00	1.42	0.49	0.24	31

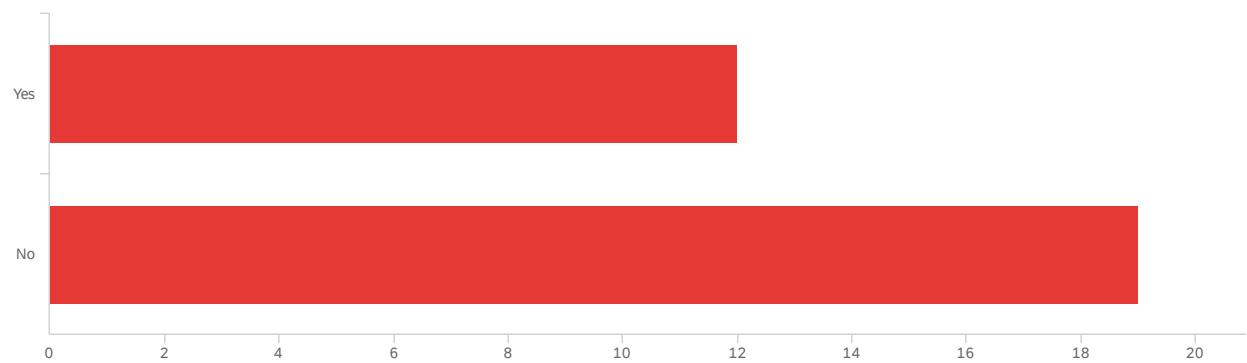| #	Field		Choice Count
1	Yes	58.06%	18
2	No	41.94%	13
			31

Showing rows 1 - 3 of 3

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

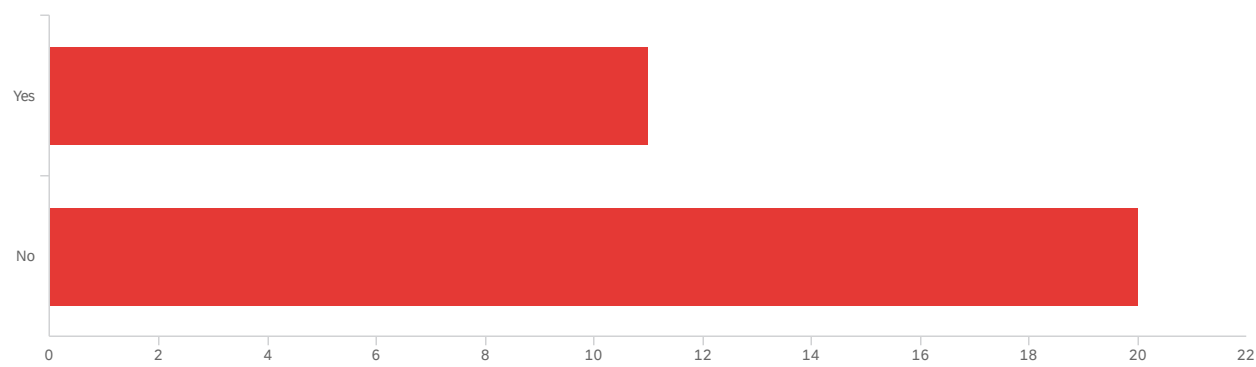| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If so, would you consider adding a BA in Applied Humanities–Engineering Approaches as an additional major to the one(s) you're already pursuing?	1.00	2.00	1.61	0.49	0.24	31

#	Field		Choice Count
1	Yes	38.71%	12
2	No	61.29%	19
			31

Showing rows 1 - 3 of 3

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

Humanities–Engineering Approaches?

#	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–Engineering Approaches?	1.00	2.00	1.65	0.48	0.23	31

#	Field		Choice Count	
1	Yes		35.48%	11
2	No		64.52%	20
				31

Showing rows 1 - 3 of 3

Q6 - If so, what is their current major?

If so, what is their current major?

Engineering

Business, History(? idk which)

Engineering

N/A

Engineering

Engineering

Computer Science

Spanish Translation

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.

I hope this doesnt spread the humanities college department too thin: as has been a largely unacknowledged issue in most of the STEM colleges

This could definitely interest other students.

This is a great idea and would have loved it as an option when I joined UofA

This would be a great opportunity for those of us who are interested in engineering.

I think it's a great idea to continue to expand the PAH majors. While I may not be interested in it myself, combining multiple disciplines with PAH provides truly interdisciplinary learning opportunities.

N/A

I think it is a great idea to round out some experience

End of Report

A | Engineering

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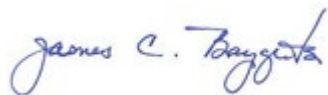Tucson, AZ 85721

16 November 2022

Dear Greg,

We in the College of Engineering (ENGR) hereby express our support for the proposed emphasis in Engineering Approaches for the Bachelor of Arts in Applied Humanities. We have worked with the Department of Public & Applied Humanities and the College of Humanities (COH) administration to develop the emphasis.

We approve of the emphasis title (Engineering Approaches) and will be able to accommodate Applied Humanities students in the relevant courses, enumerated as part of the emphasis core, viz.

AME 170B1; ECE 175; ENGR 102A/B; ECE 311; ChEE 204; MNE 201; MSE 220; CE 301; ENGR/SIE 414; ENGR 495A; MNE/ENGR 422; SIE 415

We also acknowledge and support the degree title that will appear on the diploma (Applied Humanities–Engineering Approaches), in keeping with the naming conventions of approved Applied Humanities emphases.

We look forward to the launch of this emphasis and opportunities for collaboration between ENGR and COH, which develop therefrom.

James C. Baygents, Ph.D.
Associate Dean, Academic Affairs
College of Engineering