Program Contacts: Please provide the name and email address for each individual requested below

Primary contact name
Kasi Kiehlbaugh

Primary contact email address
kkiehlbaugh@arizona.edu

Person who will serve in role of Director of Undergraduate Studies (DUS) for the certificate (This is not always the same as the DUS for affiliated programs or head of managing academic unit)
-

Email address
-

If known, list the members of the certificate oversight committee for this certificate. Note: undergraduate certificate oversight committees shall consist of a minimum of 3 members, 2 of which are faculty and at least one of the 2 is participating faculty in the certificate program. The oversight committee is responsible for 1) qualifications of participating faculty, 2) coordination of admissions recommendations with the Office of Admissions, and 3) curricular changes.
-

Name of Admissions contact
-

Email address
-

Name of Program Coordinator/Program Director
Kasi Kiehlbaugh

Email address
kkiehlbaugh@arizona.edu

Name of Director of Graduate Studies
-

Email address
-

Name of Graduate College Degree Counselor
-

Email address
-

Plan Administration

Offering College
Mel & Enid Zuckerman College of Public Health

Offering Department(s) (If multiple offering departments, list each one)	Department Percent Ownership	Is the Academic Owner the same as the Budget Owner?
Health Professions, Sch of	Health Professions, Sch of - 100%	Yes

Budget Office Owner & Percent Ownership - CUSTOM

-

College Rationale: In consultation with proposing unit's college-level administration, describe how the proposed academic program fits within the mix of programs currently offered by the college, and how it advances the overall mission of the college and university.

The Applied Design for Health minor complements and extends the undergraduate program portfolio of the Mel & Enid Zuckerman College of Public Health (MEZCOPH) by introducing applied design and creative problem-solving as core tools for addressing complex health and well-being challenges. As health issues increasingly span systems, contexts, and disciplines, there is a growing need for educational pathways that help students move from understanding health determinants to designing and testing solutions that respond to real-world conditions.

Within MEZCOPH, undergraduate programs such as the Bachelor of Science in Public Health and its emphasis areas in Global Health, One Health, Environmental and Occupational Health, Health Systems Theory and Practice, and Public Health Practice provide students with strong analytical foundations in population health. This proposed minor adds a complementary dimension by focusing on how students apply that knowledge through human-centered design, prototyping, and applied research. In doing so, it advances the College's mission to improve population health and promote health equity through innovation and experiential learning.

Housed in Health Sciences Design within the School of Health Professions, the minor also broadens MEZCOPH's reach by attracting students from engineering, architecture, business, the arts, and other disciplines who wish to apply their disciplinary expertise to health-related challenges. The program creates a flexible, interdisciplinary pathway that connects MEZCOPH's strengths in health education with the University of Arizona's broader ecosystem of design, research, and innovation, while also serving as a gateway for undergraduates interested in MEZCOPH graduate programs and health-focused professional pathways.

Year 1	Year 2	Year 3
10	15	25

What concrete evidence/data was used to arrive at the numbers?
Projected enrollment estimates are informed by a combination of enrollment patterns for existing undergraduate minors at MEZCOPH and student interest data collected by Health Sciences Design (HSD).

Between December 2023 and January 2024, HSD conducted a university-wide survey to assess interest in health-related design and innovation programs. The survey received 511 responses from students across 17 colleges, including 262 undergraduate respondents, making the results particularly relevant to the proposed undergraduate minor. While the survey was originally developed as market research for a graduate certificate, undergraduate students constituted the largest respondent group.

Among undergraduate respondents, 36% indicated strong interest in enrolling in a health-focused design program (10% "definitely yes" and 26% "probably yes"), with an additional 41% indicating possible interest ("might or might not"). These results suggest a substantial pool of undergraduate students who could be converted into enrollments through targeted advising and marketing once the minor is approved and formally advertised.

Given this demonstrated interest, along with the intentional phasing-in of advising, curriculum awareness, and cross-college pathways during the initial years, the proposed enrollment projections—10 students in Year 1, 15 in Year 2, and 25 in Year 3—are intentionally conservative and consistent with adoption patterns observed for new interdisciplinary minors at MEZCOPH.

Print On Transcript
Yes

Transcript Description
Minor in Applied Design for Health

Transcript Indent (New)
-

Print On Diploma
No

Diploma Indent (NEW)
-

CIP Code (required)
Refer to The National Center for Education Statistics to determine appropriate 6-digit CIP code

51.0722

NSC Classification
-

Program Length Type
Years

Program Length in Years
2

If Program Length is not 2, 4, or 6 years, please explain:
-

SULA Special Program

-

Evidence of Market Demand

Please provide an estimate of the future state-wide and national demand for graduates of the proposed academic program. Please specify the source (e.g., Lightcast; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections. Curricular Affairs can provide a job posting/demand report (from O*NET) by skills/keywords/CIP code of the proposed program; contact curricular_affairs@list.arizona.edu to request the report if needed for your proposal. If job market data is unavailable or not applicable, please explain why and elaborate another justification for the proposed program.

Labor market demand for skills emphasized in the Applied Design for Health minor was examined using data from O*NET OnLine, an occupational information resource sponsored by the U.S. Department of Labor. Because the proposed program is an undergraduate minor that develops transferable, interdisciplinary skills rather than preparing students for a single occupation, workforce demand is best assessed by examining related occupational clusters rather than direct job placement outcomes.

ONET crosswalks CIP code 51.0722 (Healthcare Innovation) to SOC code 11-9111.00 (Medical and Health Services Managers), an occupation that reflects the growing need for professionals who can integrate health knowledge with innovation, systems thinking, and applied problem-solving. ONET currently classifies this occupation as having a “Bright Outlook.” In Arizona, employment in this category is projected to grow by approximately 50% between 2022 and 2032, reaching an estimated 14,390 positions. Nationally, employment is projected to grow by 23% between 2024 and 2034, reaching approximately 759,100 positions.

Median annual wages for this occupational group were $117,960 in 2024, indicating strong long-term earning potential for career pathways that value design, innovation, and health-related competencies.

These projections are not intended to suggest that graduates of the minor will enter this occupation directly. Rather, they demonstrate strong and sustained demand for the types of interdisciplinary, design-oriented, and systems-level skills developed through the minor—skills that are increasingly valued across health, technology, policy, and innovation-focused roles. A detailed O*NET report and an in-depth market analysis are included in the Additional Information section of this proposal.

Similar Programs Offered at Arizona Public Universities

Are there similar programs at the University of Arizona?
No

Are there similar programs at Arizona State University?	List all similar programs at the same academic level currently offered at this institution	Number of Students	Accredited
Yes	Health Innovation (undergraduate minor)	5	No

Are there similar programs at Northern Arizona University?
No

Peer Comparison

Select three peers (if possible/applicable) for completing the comparison chart from ABOR-approved institutions, AAU members, and/or other relevant institutions recognized in the field.

Use Peer Comparison Chart from the Curricular Affairs website. The comparison programs are not required to have the same degree type and/or title as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Minors and Certificates may opt to include only 2 peer comparisons.

Peer Comparison Chart v1.pdf

Budget Projection

Complete and upload the budget projection form found here.

Contact your department / college finance manager for more information.

ADH Minor COPH V2 Budget Projection 12.10.25 (Final).xlsx

Campus

Campus

Campus
University of Arizona - Main

Sub Plan Required
No

Locations

Location
Tucson

First Admit Term	Last Admit Term	Teach Out Term
-	-	-

Learning Outcomes (Required three minimum)

Name
Health Foundations: Students will be able to analyze health and well-being challenges using interdisciplinary perspectives, recognizing how real-world contexts influence outcomes at individual, community, and systems levels.

Tags
-

Concepts
Human health and well-being across diverse contexts; Determinants and drivers of health (e.g., social, environmental, behavioral, structural); Interdisciplinary perspectives on health challenges; Contextual complexity and systems influencing health outcomes

Assessment
Written analyses or reflections in health-focused coursework; Contextual framing sections of design projects; Capstone project background/problem framing documentation (direct); Student exit survey (indirect)

Measures
Rubric-based evaluation of students' ability to: analyze health-related contexts, integrate multiple perspectives, articulate how context influences outcomes; review of student responses on the exit survey

Competencies
Contextual and systems analysis, Interdisciplinary reasoning, Critical interpretation of health-related information, Ability to frame complex problems holistically

Name
Design Foundations: Students will be able to apply human-centered design methodologies and tools to investigate problems, generate ideas, and develop user-centered solutions.

Tags
-

Concepts
Human-centered design and design thinking, Prototyping and iterative development, Design communication and visualization, Human factors and usability principles, Design tools and emerging technologies (including AI)

Assessment
Design artifacts (e.g., prototypes, models, visualizations), Studio-based or project-based assignments, Capstone design deliverables (direct); Student exit survey (indirect)

Measures
Rubric-based assessment of: appropriate application of design methods, quality and iteration of design artifacts, alignment between user needs and design decisions; review of student responses on the exit survey

Competencies
Applied design problem-solving, Prototyping and iteration, Visual and multimodal communication, User-centered evaluation and refinement, Adaptation of tools and technologies to design goals

Name
Health + Design Integration: Students will be able to integrate design practice, interdisciplinary collaboration, and research-informed inquiry to design, test, and evaluate interventions that address real-world health and well-being challenges.

Tags
-

Concepts
Integration of design and health knowledge, Research-informed design practice, Interdisciplinary collaboration, Evaluation of design interventions, Innovation in health and well-being contexts

Assessment
Participation in a Vertically Integrated Projects (VIP) research team, Capstone design project (final report, prototype, or presentation), Reflective synthesis connecting research and design practice (direct); Student exit survey (indirect)

Measures	Competencies
Rubric-based evaluation of: integration of research and design, effectiveness of proposed interventions, quality of evaluation and reflection ; review of student responses on the exit survey	Research-informed design practice, Interdisciplinary collaboration and teamwork, Implementation and evaluation of interventions, Reflective practice and continuous improvement, Translation of knowledge into action

Program Requirements

Total units required to complete degree
-

Upper-division units required to complete degree
-

Foundation courses: Second language
-

General education requirements: 32 units

Pre-admission expectations (i.e. academic training to be completed prior to admission)
-

Graduate non-degree status units permitted?
No

If yes, list how many
-

List any special requirements to declare or gain access to this major (completion of specific coursework, minimum GPA, interview, application, etc.)
-

Major units required (includes core and required electives; excludes supporting coursework)
-

Upper-division units required in the major
-

Residency units to be completed in the major
-

Minimum total units required
18

Minimum upper-division units required
9

Total transfer units that may apply to minor
9

Minimum total units required
-

Minimum upper division units
-

Total transfer units that may apply to the certificate
-

List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)
Admission to the minor requires a minimum 2.0 GPA.

Required supporting coursework
Courses that do not count towards major units and major GPA, but are required for the major. Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide course use form from home department for courses not owned by your department

Major requirements
List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed count towards major units and major GPA. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide course use form from home department for courses not owned by your department.

Major requirements
List all major requirements including core and electives/selectives. If applicable, list the emphasis requirements for each proposed emphasis*. Thesis and non thesis options should be listed as separate emphases. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide course use form from home department for courses not owned by your department.

Minor requirements

List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide course use form from home department for courses not owned by your department.

The **Applied Design for Health** minor is intentionally structured to be flexible and interdisciplinary, allowing students from any major to build pathways that align with their academic background, interests, and career goals. Required coursework provides a shared foundation in human-centered design and applied problem-solving, while electives—drawn from across the university—enable students to deepen their understanding of health-related contexts and develop design skills relevant to their chosen field.

Elective options span multiple colleges and disciplines, reflecting the program's emphasis on context-driven design and the idea that effective solutions to health and well-being challenges often require perspectives beyond a single field. This structure lowers barriers to completion by allowing students to apply coursework they may already be taking toward the minor, while still ensuring coherence through required design, health, and research components.

Minor Requirements

To complete the **Applied Design for Health** minor, students must fulfill the following requirements:

- **Minimum of 18 units** total
- **At least 9 units** must be completed in **HSD-prefixed courses**
- **At least 3 units** from the **Health Foundations** elective category
- **At least 3 units** from the **Design Foundations** elective category
- **At least 3 units** of **health-related directed research,** completed through coursework carrying the **Vertically Integrated Projects (VIP)** course attribute

Eligible VIP coursework includes directed research courses listed explictly below (e.g., **HSD 392, 392H, 492, 492H**) or other available health-related directed research courses carrying the **Course Attribute "Research Experience"** with the value **"Vertically Integrated Project."**

Directed research through the Vertically Integrated Projects (VIP) program is typically completed over multiple semesters. Students generally begin with 1 unit of VIP participation and continue for additional units over subsequent semesters. While students may enroll in up to 3 units in a single semester with instructor approval, sustained participation over time is strongly encouraged.

To support interdisciplinary pathways, students may petition the minor director to apply advisor-approved electives or research experiences not listed toward minor requirements, provided they meet the learning outcomes and experiential intent of the program.

Courses used to satisfy minor requirements must be taken for a letter grade unless otherwise approved.

Core courses (required)

COURSE PREFIX AND NUMBER	UNITS	TITLE
HSD401 Design for Health Workshop	3	Design for Health Workshop: Addressing Human Health Challenges with Design Thinking
HSD498 (new)	3	Health Sciences Design Capstone

Elective courses

Students must select electives from **both categories below**, ensuring exposure to foundational health topics and applied design methods.

Health Foundations electives (choose at least one)

Courses in this category introduce students to diverse ways of understanding human health and well-being, including biological, social, environmental, ethical, cultural, and systems-level perspectives. These electives help students contextualize design challenges and understand the real-world conditions that shape health outcomes.

Elective courses are organized around thematic clusters to support advising and help students identify pathways aligned with their interests and academic backgrounds. Courses may align with multiple clusters, and students are encouraged to work with an advisor to select electives that best support their goals.

COURSE PREFIX AND NUMBER	UNITS	TITLE	COLLEGE	GEN ED STATUS
ACBS437 Food Safety Laws and Legal Pol	3	Food Safety Laws and Legal Policies	CALES	
AFAS444 Rethink Race+Hlth In Us	3	Rethinking Race and Health in the United States	Humanities	Gen Ed
ANTH325 Bodies in Medicine	3	Bodies in Medicine: Introduction to Medical Anthropology	SBS	Gen Ed
AREC150C3 Global Economy of Food	3	Sustaining Life: The Global Economy of Food	CALES	Gen Ed
BIOS216 Understand Health Through Data	3	Understanding Our Health Through Data	MEZCOPH	Gen Ed
CHS305 Suffer+Care In Society	3	Suffering and Care in Society	SBS	
CPH215 Fundamentals of MCH Nutrition	3	Fundamentals of Maternal and Child Health (MCH) Nutrition	MEZCOPH	
CPH402 Climate and Health	3	Climate and Health	MEZCOPH	
CPH457 Global Maternal Health Policy	3	Global Maternal Health: Cultural Perceptions and Policy Approaches	MEZCOPH	

ECOL409 Evol/Infectious Disease	3	Evolution of Infectious Disease	Science	
EHS100 One Health in Action	3	One Health in Action	MEZCOPH	Gen Ed
EHS250 (new)	3	Occupational Health and Safety: Protecting the Modern Worker	MEZCOPH	Gen Ed
EHS375 Intro to Environ & Occu Health	3	Introduction to Environmental and Occupational Health	MEZCOPH	
EHS418 Intr Human Hlth Rsk Asmt	3	Introduction to Human Health Risk Assessment	MEZCOPH	
EHS420 Environment Acquired Illness	3	Environmentally Acquired Illnesses	MEZCOPH	
EHS422 Intro to Occupational Safety	3	Introduction to Occupational Safety	MEZCOPH	
EHS425 PH Lens to Climate Change	3	A Public Health Lens to Climate Change	MEZCOPH	
EHS445 One Health Foundations	3	One Health Foundations	MEZCOPH	
EHS484 Fund Industr+Envir Hlth	3	Fundamentals of Industrial and Environmental Health	MEZCOPH	
HDFS257 Contemporary Families	3	Contemporary Families	CALES	
HDFS323 Infancy/Child Developmnt	3	Infancy/Child Development	CALES	
HDFS377 Adolescence	3	Adolescence	CALES	
HDFS413 Issues In Aging	3	Issues in Aging	CALES	
HDFS427A Mental Health & Family: Adult	3	Mental Health & the Family: Adulthood	CALES	
HPS150C1 Dvlpmnts in Dis & Public Hlth	3	Developments in Disease and Public Health	MEZCOPH	Gen Ed
HPS200 Introduction to Public Health	3	Introduction to Public Health	MEZCOPH	Gen Ed
HPS300 Public Health in 21st Century	3	Public Health in the 21st Century	MEZCOPH	Gen Ed

HPS311 Childhood Obesity	3	Childhood Obesity	MEZCOPH	
HPS350 Prin Hlth Ed+Hlth Promo	3	Principles of Health Education and Health Promotion	MEZCOPH	
HPS387 Hlth Disparities & Minor Hlth	3	Health Disparities & Minority Health	MEZCOPH	Gen Ed
HPS403 Applications Health Promotion	3	Applications in Health Promotion: Behavioral Theories and Health	MEZCOPH	
HPS405 Biology in Public Health	3	Biology in Public Health	MEZCOPH	
HPS408 Disability in Public Health	3	Disability in Public Health	MEZCOPH	
HPS416 The World's Food and Health	3	The World's Food and Health	MEZCOPH	
HPS417 Health Systems Global Health	3	Health Systems in Global Health	MEZCOPH	
HPS433 Global Health	3	Global Health	MEZCOPH	
HRTS320 Gender-Based Violence and HRTS	3	Gender-Based Violence and Human Rights	SBS	
LAW478A Reg. Aspects for Healthcare	3	Legal and Regulatory Aspects for Health Care Delivery	Law	
MAS425 Latino Health Disparities	3	Latino Health Disparities	SBS	
MCB404 Bioethics	3	Bioethics	Science	
MGMT438 Health Care + Mgmt	3	Health Care Organization and Management	Eller	
NSC170C1 Nutrition, Food, and You	3	Nutrition, Food, and You	CALES	Gen Ed
NURS250 Health Equity in Urgent Times	3	Health Equity: Connections, Community & Healing in Urgent Times	Nursing	Gen Ed
PAH350 Health Humanities	3	Health Humanities: Intercultural Perspectives	Humanities	Gen Ed

PATH415 Mechanisms of Human Disease	4	Mechanisms of Human Disease	CoM-T	
PCOL320 Toxicology of Substances	3	What's Your Poison? Toxicology of Substances that Surround Us	Pharmacy	
PCOL325 Controversies in Health Care	3	Controversies in Health Care Practice	Pharmacy	Gen Ed
PHIL321 Medical Ethics	3	Medical Ethics	SBS	Gen Ed
PHIL347 Neuroethics	3	Neuroethics	SBS	Gen Ed
PHP150C Aging - Everyone is Doing It!	3	Aging—Everyone Is Doing It!	MEZCOPH	Gen Ed
PHP205 Telehealth: Not just clin care	3	Telehealth: It Is Not Just About Clinical Care	MEZCOPH	Gen Ed
PHP301 Intro to Gerontology	3	Introduction to Gerontology	MEZCOPH	
PHP312 Health & Wellbeing Later Life	3	Health Promotion and Well-being in Later Life	MEZCOPH	
PHP436 Aging Environment & Wellbeing	3	Aging, Environment & Well-being	MEZCOPH	
PHPM225 Intro Addiction Substance Use	3	Introduction to Addiction and Substance Use	MEZCOPH	Gen Ed
PHPM310 Health Care in the U.S.	3	Health Care in the U.S.	MEZCOPH	Gen Ed
PLG211 Equitable Cities	3	Equitable Cities: Gender, Sexuality & Race	CAPLA	Gen Ed
PLS340 Intro to Biotechnology	3	Introduction to Biotechnology	CALES	
PSIO201 Human Anat+Physiology I	4	Human Anatomy and Physiology I	CoM-T	
PSIO202 Human Anat+Physiology II	4	Human Anatomy and Physiology II	CoM-T	
PSY383 Health Psychology	3	Health Psychology	Science	
SOC202 Connecting Society & Health	3	Connecting Society and Health	SBS	Gen Ed

SOC215 Sociology of Aging and Health	3	Sociology of Aging and Health	SBS	
SOC303 Health and Society	3	Health and Society	SBS	
SOC350 Environment, Health, & Society	3	Environment, Health, and Society	SBS	
SOC401 Health Disparities in Society	3	Health Disparities in Society	SBS	
SOC404 Sociology of Mental Health	3	The Sociology of Mental Health	SBS	
SOC410 The Hospital: A Small Society	3	The Hospital as a Small Society: The Social Organization of Medicine	SBS	
SRL150B1 Sport, Leisure & Consumer Cult	3	Sport, Leisure and Consumer Culture	Education	Gen Ed
SRL201 Phys Actv Expl Hum Body	3	Using Physical Activity to Explore the Human Body	Education	Gen Ed
SRL353 Rec/Leisure in Contemp Society	3	Recreation and Leisure in Contemporary Society	Education	Gen Ed

Design Foundations electives (choose at least one)

Courses in this category develop practical design skills and methodologies that support creative problem-solving, communication, and innovation. Depending on course selection, students may explore areas such as prototyping, visualization, user experience, human factors, digital tools, entrepreneurship, data visualization, or emerging technologies.

Elective courses are organized around thematic clusters to support advising and help students identify pathways aligned with their interests and academic backgrounds. Courses may align with multiple clusters, and students are encouraged to work with an advisor to select electives that best support their goals.

COURSE PREFIX AND NUMBER	UNITS	TITLE	COLLEGE	GEN ED STATUS
ARC103B Introduction to Spatial Design	4	Introduction to Spatial Design	CAPLA	

ARC322 Building Construction II	3	Human Factors in Design (course modification submitted)	CAPLA	
ARC345A Visualization and Fabrication	3	Visualization and Fabrication	CAPLA	
ARC345B Prototype and Product	3	Prototype and Product	CAPLA	
ARC405 Interdisciplinary Design	3	Interdisciplinary Design Studio	CAPLA	
ART358 Creative Strategies in Visual	3	Creative Strategies in Visual Design	Art	Gen Ed
BE447 Sensors + Controls	3	Sensors and Controls	CALES	
BSM441 Diagnostic Technologies	3	Diagnostic Technologies and Their Role in Healthcare	SBS	
CHS334 Community Health	3	Community Health Care	SBS	
CHS480 Qual Analysis of Health Data	3	Qualitative Analysis of Health Data	SBS	
COMM369A Health Communication	3	Health Communication	SBS	
CPH230 Climate-Smart Food Security	3	Public Health, Climate Change and Resilient Food Systems	MEZCOPH	Gen Ed
CPH423 Hlth Promo Address Hlth Ineqty	3	Health Promotion Approach to Address Health Inequity	MEZCOPH	
EHS220 Deadly Hype: Truth Age MisInfo	3	Deadly Hype: Finding Truth in the Age of (Mis)Information	MEZCOPH	Gen Ed
ENGL430 User Experience Research	3	User Experience Research in Professional and Technical Writing	SBS	
ENTR406 Prins of Entrepreneurshp	3	Principles of Entrepreneurship	Eller	
ENTR481A Innovation/Translation & ENTR	2	Innovation, Translation and Entrepreneurship	Eller	
ENVS310 Ecosystem Health and Justice	3	Ecosystem Health and Justice	CALES	Gen Ed

EPID451 Health Data Mgmt Visual	3	Health Data Management and Visualization	MEZCOPH	
ESOC200 Visual Content Creation	3	Visual Content Creation for the Information Age	Info Science	Gen Ed
ESOC300 Digital Storytelling & Culture	3	Digital Storytelling and Culture	Info Science	
ESOC314 Theories of New Media	3	Theories of New Media	Info Science	
ESOC318 Disruptive Technologies	3	Disruptive Technologies	Info Science	
ESOC340 Info MM Design & Moving Image	3	Information, Multimedia Design & the Moving Image	Info Science	
FCM424A Arts and Community Health I	1	Arts and Community Health: Intercultural Perspectives and Applications: Part I – Foundation	CoM-T	
FCM424B Arts and Community Health II	1	Arts and Community Health: Intercultural Perspectives and Applications: Part II – Disabilities	CoM-T	
FCM424C Arts and Community Health III	1	Arts and Community Health: Intercultural Perspectives and Applications: Part III – Aging	CoM-T	
FTV306 Digital Filmmaking	3	Digital Filmmaking: From YouTube to Netflix	Fine Arts	Gen Ed
HNRS252 Writing the Body	3	Writing the Body	Honors	Gen Ed
HNRS270 Problems to Possibilities	3	Problems to Possibilities	Honors	
HNRS271 Creative Practice and Methods	3	Creative Practice and Methods	Honors	
HNRS370 Past,Present,Future-Innovation	3	Past, Present, Future of Innovation	Honors	
HPS302 Intro Prog Eval in Global Hlth	3	Introduction to Program Evaluation in Global Health	MEZCOPH	Gen Ed
HPS307 Public Health Narratives	3	Public Health Narratives	MEZCOPH	

HPS406 Immrsiv Exp Womens Hlth Resrch	3	Immersive Experiences in Women's Health Research: Course-Based Undergraduate Research Experience	MEZCOPH	
HSD403 (new)	1	Autodesk Fusion: Computer-Aided Design Fundamentals	MEZCOPH	
HSD405 Adobe Illustrator	1	Adobe Illustrator: Vector-based Editing & Communication	MEZCOPH	
HSD406 Adobe Photoshop	1	Adobe Photoshop: Pixel-based Editing & Communication	MEZCOPH	
HSD410 Device Design in Hlth Sciences	3	Device Design in the Health Sciences: Developing Tools for Healthcare Solutions using Design Thinking	MEZCOPH	
HSD415 Design Visualization for Hlth	3	Design Visualization Practices for Health: From Speculations to Resolutions	MEZCOPH	
HSD420 Makerspace Design Practices	3	Makerspaces, Design Practices, and Community Impacts	MEZCOPH	
HSD392 Directed Research	1-6	Directed Research	MEZCOPH	
HSD392H Honors Directed Research	1-6	Honors Directed Research	MEZCOPH	
HSD399 Independent Study	1-4	Independent Study	MEZCOPH	
HSD399H Honors Independent Study	1-4	Honors Independent Study	MEZCOPH	
HSD492 Directed Research	1-6	Directed Research	MEZCOPH	
HSD492H Honors Directed Research	1-6	Honors Directed Research	MEZCOPH	
HSD495 Special Topics in HSD	1-3	Special Topics in Health Sciences Design	MEZCOPH	
HSD496 Topics in HSD	1-3	Topics in Health Sciences Design	MEZCOPH	
HSD497 (new)	1-6	Workshop	MEZCOPH	
HSD499 Independent Study	1-4	Independent Study	MEZCOPH	

HSD499H Honors Independent Study	1-4	Honors Independent Study	MEZCOPH	
ISTA320 Applied Data Visualization	3	Applied Data Visualization	Info Science	
ISTA329 Intro Web Design-Development	3	Introduction to Web Design and Development	Info Science	
ISTA416 Intro: Human Computer Interact	3	Introduction to Human Computer Interaction	Info Science	
ISTA424 Virtual Reality	3	Virtual Reality	Info Science	
LAR440 Contemporary Landscape Arch	3	Contemporary Landscape Architecture	CAPLA	
LAW480B Priv & Cybersec. in Healthcare	3	Data Privacy & Cybersecurity in Healthcare	Law	
MATH263 Intro:Stat+Biostatistics	3	Introduction to Statistics and Biostatistics	Science	
MGMT380 Social Innovation Orgs	3	Social Innovation Organizations	Eller	
MIN236 Materials, Societies & Choices	3	Materials, Societies, & Choices	Engineering	Gen Ed
MSE220 3-D Printing and the Environ	3	Making It...Green: 3D Printing and the Environment	Engineering	Gen Ed
MGMT448 Healthcare Entrepreneurship	3	Healthcare Entrepreneurship	Eller	
MUS302 Recording Studio Prod	3	Recording Studio Production	Fine Arts	
MUS429 Music, Health, Wellness Lab	3	Music, Health & Wellness Story Lab	Fine Arts	
NSC332 Health Coaching	3	Health Coaching	CALES	
NURS355 (new)	3	Scholarly Inquiry in Evidence-Based Practice	Nursing	
OPTI201L Introductory Optics Lab I	1	Introductory Optics Lab I	Optical Sci	
OPTI201R Geomet+Inst Optics	4	Geometrical and Instrumentational Optics	Optical Sci	

OPTI340 Optical Design	3	Optical Design	Optical Sci	
OPTI340A Introduction to Optical Design	1	Introduction to Optical Design	Optical Sci	
PAH160D4 Life in the City of Tomorrow	3	Life in the City of Tomorrow: Time Travel, World Building, and Speculative Futures	Humanities	Gen Ed
PAH201 Applied Humanities Practice	3	Applied Humanities Practice: Techniques and Technologies for Public Enrichment	Humanities	
PAH221 Creating Imagining Innovating	3	Creating, Imagining, Innovating: Intercultural Approaches for Academic and Career Success	Humanities	Gen Ed
PAH420 The Human Condition	3	Innovation and the Human Condition: Learning How to Improve Life in the Community and Beyond	Humanities	
PHP305 Population Hlth Digital Age	3	Population Health in the Digital Age	MEZCOPH	
PHP308 Community Health Education	3	Community Health Education for Disease Outbreaks	MEZCOPH	Gen Ed
PHPM415 Strategic Planning	3	Strategic Planning	MEZCOPH	
PHPM458 Health Care Marketing	3	Health Care Marketing	MEZCOPH	
RED421 Placemaking and Urban Form	3	Placemaking and Urban Form	CAPLA	
SBE301 Intro to Design Thinking	4	Introduction to Design Thinking	CAPLA	
SBS350 Intro Adobe Creative Cloud	3	Introduction to Adobe Creative Cloud for Multimedia Projects	SBS	Gen Ed

Certificate requirements

List all certificate requirements including core and electives. Courses listed must include **course prefix, number, units, and title**. **Mark new coursework (New)**. Include any limits/restrictions needed. Provide course use form from home department for courses not owned by your department.

-

Research methods, data analysis, and methodology requirements?
No

If yes, provide description
-

Internship, practicum, applied course requirements
No

If yes, provide description
-

Senior thesis or senior project required
No

If yes, provide description
-

Master thesis or dissertation required?
No

If yes, provide description
-

Is substitution of required or elective courses permitted at advisor's discretion?
No

If yes, provide description
-

May units earned for the certificate be applied to affiliated graduate programs?
Note: There is no University maximum on the number of units from a certificate program that may also apply toward a UA degree program, subject to time limitations for degree programs.

If yes, list how many
-

Minor: Optional or Required?
-

Can students earning a second degree or major use the second degree/major to satisfy the required minor for this major?
No

Minor requirements
-

Minimum total units required for minor
-

Any restrictions on multiple use of courses?
No

If yes, provide description
-

Additional requirements (provide description and/or attach file)
-

Admissions (Applicable to Undergraduate Majors and Certificates only)

Add to undergraduate admissions application?
No

Add to Next Steps Center for orientation major changes?
No

Admit Type
-

Admissions Criteria
-

If selective criteria, please elaborate
-

Emphases/Subplans (Applicable to Majors only)

No Specializations

Subplan Campus & Locations (Applicable to Majors only)

Subplan Campuses

-

Dependencies

Instructional Modality

Select all that apply
In Person, Fully Online, Hybrid

New Administrative Use

Short Title
ADHMINU

Online campus
No

Status
Active

Display Plan in Public Catalog
No

Catalog Short Description
-

Catalog Display Name
-

Field Of Study
-

HEGIS Code
-

Plan Type (Admin)
-

First Term Valid
-

Learning Outcomes UA - CUSTOM
-

Catalog Image
-

Catalog Display Notifications
-

Allow Integration Sync To SIS
Yes

Additional Information

If necessary, provide any additional information that has not already been captured in the proposal (i.e., preliminary proposal (majors only), ABOR request form, etc.) It could also include the course use/collaboration form, addendum explaining/supporting the budget projection, other helpful information you did not already include in the proposal but that CA and faculty governance committees should be aware of. Please upload your ABOR request form here.
Please see the additional information below about market demand for this minor:

ONET Arizona Employment Trends - SOC Code 11-9111

Undergraduate Minor Market Analysis - Applied Design for Health

Please see the completed forms and related correspondence about course use collaborations relevant to the listed electives:

Course Use Collaboration Form Responses for Applied Design for Health - V012226

ABOR request form: Request to Establish New Academic Minor Program

THE UNIVERSITY OF ARIZONA

New Academic Program
PEER COMPARISON

Select two peers (if possible/applicable) from 4-year AAU members, and/or other relevant institutions recognized in the field. The comparison programs may have a different degree type and/or title as the proposed UA program. Details of the proposed UA program must be consistent throughout all proposal documents.

Program name, degree, and institution	Applied Design for Health (Minor), University of Arizona	Healthy Futures (Minor), Cornell University	Health Innovation (Minor), University of Southern California
Completions for last two years, MAJORS only (can be found on market data report)	[redacted]		
Program Description	The Applied Design for Health minor helps students stand out by building the creative, analytical, and collaborative skills employers are seeking in today's complex, interdisciplinary workforce. Through hands-on design and research experiences, students learn how to identify unmet needs, generate ideas, and develop evidence-informed solutions that improve human health and well-being. Open to students from any major, the minor combines core coursework in design thinking and prototyping with flexible electives across health- and design-related topics. Students work on real-world challenges,	The Cornell Institute for Healthy Futures and the Department of Human Centered Design (HCD) offers a minor in Healthy Futures open to all undergraduate students. Most of today's healthcare spending is on clinical approaches for diagnosing and treating diseases. However, behavioral, social and environmental factors play a large role in determining overall health. Health and wellness professionals of the future must engage in an interdisciplinary effort to successfully compete and contribute to positive change. This minor provides a high caliber, transdisciplinary education in the fields of health, hospitality, and design. This innovative trans-	The Health Innovation Minor is intended for undergraduate students at USC who are interested in collaborative health innovations that leverage the complex intersections of health science expertise, societal need, technology, patient active participation, new business/finance models and inclusive policy for health. Through participation in the minor, students will have the opportunity to: • Identify cross-cutting health challenges and understand their components and interrelations; • Create a diverse team with common interests and different view-points

	strengthen communication and teamwork skills, and learn to navigate complexity from a human-centered perspective. Along the way, they develop transferable skills in collaboration, systems thinking, and iterative problem-solving that are valuable across many careers. A signature feature of the minor is participation in the Vertically Integrated Projects (VIP) program, where students collaborate on faculty-led research teams alongside peers from multiple disciplines. The minor culminates in a capstone design experience focused on applying design principles to real-world health challenges. Graduates leave with a distinctive, applied skill set that complements their major, enhances workforce readiness, and prepares them to contribute meaningfully to improving quality of life in a wide range of professional and community contexts.	disciplinary focus — the first of its kind — has the potential to change industry practices and professional attitudes by breaking down the silos that often undermine creative solutions. This minor may be of particular interest to students enrolled in health, wellness, policy, and hospitality related majors, or students interested in applying their education to problem-solving in the population health and wellness space.	surrounding a health innovation challenge of common interest to the team; • Cross-train in the core aspects of a challenge so as to facilitate collaboration and communication; • Collaborate with other team members to prototype a process or product innovation that addresses a chosen challenge; • Investigate the intersectional components of an impactful innovation and co-design elements from different sectors that are tightly coupled within a challenge; • Use the co-design process to introduce disruptive perspectives across and within participating sectors In the process the students build collaborative innovation skills that are relevant to 21st century environments with an emphasis on health applications for diverse populations. The skills include systems thinking, cross-sector collaboration, integrated innovation, iterative improvement, team-building, project management, design strategy, inclusive design.

			The minor is a collaborative effort between: the Iovine and Young Academy (IYA); the Schools of Medicine, Pharmacy and Pharmaceutical Sciences, Social Work, Gerontology and Cinematic Arts; the Division of Biokinesiology and Physical Therapy; the School of Dance; the School of Public Policy; the Department of Biomedical Engineering; the Ellison Institute for Transformative Medicine; and the Institute for Creative Technologies.
Target Careers from Market Data Report	51.0722, Healthcare Innovation; 34.0199, Health-Related Knowledge and Skills, Other; healthcare and public health professions (general); human services professions (general); design, engineering, and product development professions (general)	"This minor may be of particular interest to students enrolled in health, wellness, policy, and hospitality related majors, or students interested in applying their education to problem-solving in the population health and wellness space."	This minor appears to be marketed toward students who are interested in broadly applicable career skills, e.g.: "In the process the students build collaborative innovation skills that are relevant to 21st century environments with an emphasis on health applications for diverse populations. The skills include systems thinking, cross-sector collaboration, integrated innovation, iterative improvement, team-building, project management, design strategy, inclusive design."
Emphases? (Yes/No) List, if applicable. <u>For majors only.</u>	No	No	No
Minimum # of units required	18	17	28
Special requirements to gain admission to program? (i.e. pre-	None	None	None

requisites, GPA, application, etc.)			
UG – Level of Math required (if applicable)	N/A	N/A	N/A
UG – Level of Second Language required (if applicable)	N/A	N/A	N/A
Internship, practicum, or applied/experiential requirements? If yes, describe.	Yes—3-unit capstone plus 3 units of directed research through a health-related Vertically Integrated Projects (VIP) team	An internship is included in the course requirements and consists of "1 credit-hour DEA 4020 Supervised Fieldwork."	None
Additional requirements	N/A	"Courses must be completed as letter grade with a grade of B- or better."	N/A

Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

   The Applied Design for Health minor aligns with peer programs at Cornell University and the University of Southern California in its interdisciplinary focus, openness to students from a wide range of majors, and emphasis on preparing undergraduates to address complex health and well-being challenges. Like its peers, the proposed minor integrates perspectives from health and design, prioritizes collaborative and integrative learning, and emphasizes the development of broadly applicable skills that support diverse post-graduation pathways.

   All three programs are designed to complement students' primary fields of study rather than function as standalone professional degrees. The absence of formal prerequisites across the peer programs reflects a shared commitment to accessibility and interdisciplinary participation. Similarly, each program emphasizes transferable competencies—such as systems thinking, collaboration, and problem-solving—that are increasingly valued across health, innovation, and design-related careers.

2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

   The Applied Design for Health minor differs from peer programs in its curricular structure, scope, and emphasis on applied learning. Compared to USC's Health Innovation minor, the proposed program requires fewer units while offering a more focused and integrated experiential pathway that combines faculty-led research through the Vertically Integrated Projects (VIP) program with a culminating design capstone. This structure supports sustained engagement in applied problem-solving rather than short-term or isolated project experiences.

   While the program shares similarities with Cornell's Healthy Futures minor in its interdisciplinary orientation, the proposed minor places greater emphasis on hands-on design practice and research integration. In addition, the Applied Design for Health minor adopts a broader conception of health and well-being, supporting student interests both within and beyond conventional healthcare systems. This includes design challenges related to community contexts, informal care systems, accessibility, health literacy, and quality of life, allowing students from diverse disciplines to apply their expertise to health-related challenges in varied settings.

3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?

   The Applied Design for Health minor is well aligned with the University of Arizona's identity as a research-intensive institution and its emphasis on high-impact undergraduate learning experiences. By integrating faculty-led research through the VIP program with applied design coursework, the minor provides students with sustained, authentic engagement in interdisciplinary problem-solving, an approach that reflects the university's commitment to experiential and applied learning.

   The program's flexibility and accessibility make it particularly well suited to the University of Arizona's diverse undergraduate population. Open to students from any major, the minor allows participants to connect design skills with their existing disciplinary strengths while developing transferable competencies in collaboration, systems thinking, and innovation. These features support a wide range of academic and professional goals and align with UA Health Sciences' broader commitment to preparing graduates who are adaptable, creative, and capable of addressing complex challenges that affect health and well-being across multiple contexts.

ARIZONA BOARD OF REGENTS
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Request to Establish New Academic Minor Program

University: University of Arizona

Name of Proposed Academic Minor Program: Applied Design for Health
Academic Department: Health Sciences Design, School of Health Professions, Mel and Enid Zuckerman College of Public Health
Geographic Site: Main Campus, University of Arizona
Instructional Modality: In person (with some electives in online and hybrid formats)
Total Credit Hours: 18 units
Proposed Inception Term: Spring 2027
Brief Program Description: The **Applied Design for Health** minor provides undergraduate students with structured exposure to human-centered design and applied research methods as they relate to health and well-being. The curriculum integrates foundational instruction in design thinking and prototyping with elective coursework drawn from health-focused and design-oriented disciplines, culminating in a capstone design experience. A distinctive component of the minor is participation in a Vertically Integrated Projects (VIP) team, which enables students to engage in sustained, faculty-led research addressing real-world health-related challenges. Through this combination of coursework and experiential learning, students develop competencies in interdisciplinary problem framing, applied design practice, collaboration, and evaluation of design interventions. The minor aligns with the University of Arizona's mission as a land-grant, research-intensive institution by promoting interdisciplinary education, applied learning, and undergraduate research engagement. Housed within Health Sciences Design in the Mel & Enid Zuckerman College of Public Health, the program complements existing undergraduate offerings—such as the Bachelor of Science in Public Health—by emphasizing the application of knowledge through design and innovation. It also provides a flexible academic pathway for students from engineering, architecture, business, the arts, and other disciplines to apply their disciplinary expertise to health-related challenges, strengthening cross-college collaboration while supporting workforce readiness and graduate study pathways aligned with health, research, and innovation sectors.

Learning Outcomes and Assessment Plan:

Learning Outcome #1—Health Foundations: Students will be able to analyze health and well-being challenges using interdisciplinary perspectives, recognizing how real-world contexts influence outcomes at individual, community, and systems levels.	
Concepts	• Human health and well-being across diverse contexts • Interdisciplinary perspectives on health challenges • Contextual and systems-level influences on health outcomes
Competencies	• Contextual analysis of health-related challenges • Interdisciplinary reasoning and synthesis • Critical interpretation of health-related information
Assessment Methods	• Written analyses and reflective assignments in health-focused coursework • Problem-framing components of the capstone design project
Measures	**Direct:** Rubric-based evaluation of written work and capstone framing documents **Indirect:** Student self-assessment of interdisciplinary understanding via exit survey

Learning Outcome #2—Design Foundations: Students will be able to apply human-centered design methodologies and tools to investigate problems, generate ideas, and develop user-centered solutions.	
Concepts	• Human-centered design and design thinking • Prototyping and iterative design • Design communication and visualization • Design tools and emerging technologies
Competencies	• Applied design problem-solving • Prototyping and iterative refinement • User-centered evaluation and decision-making • Design communication
Assessment Methods	• Design artifacts and project-based assignments in core design coursework • Capstone design deliverables
Measures	**Direct:** Analytic rubrics assessing use of design methods, quality of artifacts, and user alignment **Indirect:** Student self-assessment of design skill development via exit survey

Learning Outcome #3—Health + Design Integration: Students will be able to integrate design practice, interdisciplinary collaboration, and research-informed inquiry to design, test, and evaluate interventions addressing real-world health and well-being challenges.	
Concepts	• Integration of design and health knowledge • Research-informed design practice • Interdisciplinary collaboration • Evaluation of design interventions

Competencies	• Research-informed design integration • Interdisciplinary teamwork • Implementation and evaluation of interventions • Reflective and adaptive practice
Assessment Methods	• Participation in a Vertically Integrated Projects (VIP) research team • Culminating capstone design project
Measures	**Direct:** Rubric-based evaluation of VIP-related deliverables and capstone projects **Indirect:** Student self-assessment of integrative and collaborative learning via exit survey

Projected Enrollment for the First Three Years:

	Year 1	*Year 2*	*Year 3*
Projected Enrollment	10	15	25

Evidence of Market Demand:

The **Applied Design for Health** minor enhances graduate marketability by adding applied, interdisciplinary competencies—such as human-centered design, collaborative problem-solving, and research-informed innovation—that are increasingly valued across health-related and innovation-oriented roles. When paired with a primary major, the minor signals experience with applied design practice and real-world project work, strengthening workforce readiness for a wide range of career pathways.

Workforce demand was assessed using **O*NET OnLine** (U.S. Department of Labor). O*NET crosswalks **CIP 51.0722 (Healthcare Innovation)** to **SOC 11-9111.00 (Medical and Health Services Managers)**, an occupation classified as having a **"Bright Outlook."** In Arizona, employment in this category is projected to grow by approximately **50% between 2022 and 2032**, while national employment is projected to grow by **23% between 2024 and 2034**, reflecting sustained demand for professionals who combine health knowledge with innovation and systems-level problem-solving skills.

Because this program is an undergraduate minor, it is not intended to prepare graduates for a single occupation. Rather, labor market data are interpreted as indicators of demand for the interdisciplinary skill sets developed through the minor. These projections assume students will apply the minor in combination with their primary field of study and that demand for applied design and improvement skills in health-related contexts will continue to grow.

Similar Programs Offered at Arizona Public Universities:

ASU – Health Innovation, Minor
https://nursingandhealth.asu.edu/programs/minors/health-innovation

New Resources Required? (i.e., faculty and administrative positions; infrastructure, etc.):

The Applied Design for Health minor is **resource-neutral** and does not require new faculty, staff, facilities, or infrastructure. All coursework, advising, and experiential learning components will be supported through existing faculty expertise, courses, and administrative structures within Health Sciences Design, the Mel & Enid Zuckerman College of Public

Health, and collaborating academic units. Participation in the Vertically Integrated Projects (VIP) program and the capstone experience will be accommodated within existing university resources. Implementation of the minor will not negatively impact current programs or operations.
Plan to Request Program/College Fee? ☐ YES ☒ NO **Estimated Amount:** **Fee Justification:** Not applicable Note: The fee setting process requires additional steps, and forms need to be completed. Please work with your university and the ABOR Finance team to complete a fee request.
Specialized Accreditation? ☐ YES ☒ NO **Accreditor:** Not applicable

Executive Director Signature: _____

Date: _____

THE UNIVERSITY OF ARIZONA

BUDGET PROJECTION FORM

Name of Proposed Program or Unit: UG Minor in Applied Design for Health, School of Health Professions, Mel & Enid Zuckerman College of Public Health

Budget Contact Person:	Projected 1st Year 2026 - 2027	2nd Year 2027 - 2028	3rd Year** 2029- 2030
METRICS			
Net increase in annual college enrollment UG	10	15	25
Net increase in college SCH UG	45	68	113
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE			
FUNDING SOURCES			
Continuing Sources			
UG Revenue	8,325	12,488	20,813
Grad Revenue			
Program Fee Revenue (net of revenue sharing)			
F and A Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	$ 8,325	$ 12,488	$ 20,813
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	$ -	$ -	$ -
TOTAL SOURCES	$ 8,325	$ 12,488	$ 20,813
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty			
Other Personnel (advisors, program directors, etc.)			
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	$ -	$ -	$ -
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	$ -	$ -	$ -
TOTAL EXPENDITURES	$ -	$ -	$ -
Net Projected Fiscal Effect	$ 8,325	$ 12,488	$ 20,813