Thematic Minor

Students majoring in FSHD have the option of declaring a thematic minor. The thematic minor is developed around a theme identified by the student, using courses from two or more disciplines. The major advisor must approve all thematic minors.

The thematic minor must be 18 units, 9 of which must be upper division (300-400 level courses). You can take more than 9 upper division courses if you are interested in more 300-400 level courses.

Steps to Declaring a Thematic Minor:
1) Read this Handbook – familiarize yourself with requirements and guidelines related to the thematic minor
2) Consider how the thematic minor fits your interests and needs – consider what theme(s) you want to focus on
3) Begin choosing classes of interest – use the thematic minor form to keep track of classes you intend to take in the future, and to document classes you have taken already taken toward your thematic minor. Keep a hard copy or electronic version of this form, which you can download from the Thematic Minor section of our FSHD website
4) Meet with your FSHD Academic Advisor to declare your minor and review your course selections
5) Your thematic minor courses can be flexible, meaning you can change your mind about what classes you’d like to take for your minor. If you initially think CHS 305 sounds interesting, and then think SOC 324 actually sounds better, you can update your thematic minor form
6) When you register for or successfully complete a new course for your minor, please update your FSHD advisors by forwarding your updated thematic minor form via email, or attending walk-in advising hours
7) FSHD advisors will update your Advisement Report to reflect the courses taken and approved for your minor

Courses Excluded from the Minor:
- first-year English composition,
- math courses below the level of Calculus 1,
- activity courses (e.g., physical education, fitness, exercise),
- military or naval science, and military aerospace studies in physical fitness, physical competitions, ROTC camps and laboratories (i.e., courses not approved for the Military Science & Leadership Minor may not apply to other minors),
- in most cases, first-year courses in foreign language and American Sign Language that are also used to satisfy the second language requirement in General Education,
- all Tier One courses, per General Education policy.
- *If FSHD courses are used in your thematic minor, these cannot also be used for the FSHD major, pre-major, or supporting FSHD coursework

Sample Themes and Courses for Thematic Minors:
Remember:
- Not all of the courses listed below are offered every semester, check UAccess and the UA catalog to view course availability, and to read course descriptions: https://uaccess.schedule.arizona.edu/psp/uazsapr2/UA_CATALOG/HRMS/h/?tab=DEFAULT
- You may need permission to enroll in many of these classes if you are not a declared major or minor within the department offering the course.
  o For example, if you are not a Sociology Student but want to take a SOC class, you will either need to wait until open registration to register for the course, or contact the Sociology department to inquire about getting added to the course

Thematic Minor Guidelines:
http://catalog.arizona.edu/2015-16/policies/minors.htm
http://registrar.arizona.edu/academics/thematic-minors
o View the Dates and Deadlines website for open registration dates each semester:
https://www.registrar.arizona.edu/courses/dates-deadlines?audience=students&cat1=10&cat2=30

o Make sure you look at “Enrollment Requirements” on UAccess for each class in which you try to register, this will tell you if you need department consent to enroll or if there are specific prerequisites needed

- In general, most classes can be used in a thematic minor, as long as they are not listed above as courses excluded from the minor. If you find a course of interest that is not on the course lists below, check with your advisor about whether or not it can count in your minor. You can pick and choose classes within more than one of the following themes if you wish.

**Counseling Theme:**

SOC 232 - Individuals, Groups, and Society
The sociological study of the relations between individuals and society, including the formation of self and identity, interactions in groups, and the reciprocity between individuals and the social structure.

SOC 324 - Sociology of Sexuality
Impact of individual and community sexual attitudes and behaviors on other sociological and psychological functioning.

SOC 357 - Pursuit of Happiness
However elusive the state of happiness may be for most people, happiness remains a fundamental goal in American society. This course will explore the interplay between individual and social happiness through various documents, including readings and films, and by comparing happiness among groups (ethnic, religious, gender, social class) and across cultures and nations.

SOC 397A – Poverty in Tucson Field Workshop
This workshop-based course explores the problem of poverty in the city of Tucson and its impacts on the well-being of local residents. The workshop combines in-class lectures on poverty with extensive training in the collection of survey data. Partnering with various community agencies and nonprofits, this course includes an intensive period of field research where students will interview households in Tucson in order to help our community partners better understand the problem of poverty and identify potential solutions. Over six weeks, students will work in teams to travel to identified households and request their participation in a survey. Students will be given specific goal of surveys to collect and will do so outside the traditional course meeting time. At the end of the course, students will form teams to analyze their data and present their findings back to the community at a forum hosted by the College of Social and Behavioral Sciences.

CHS 305 - Suffering and Care in Society
How societies interpret the reality of human suffering; the organization and politics of care; the status and experiences of individuals whose work involves caring for others.

CHS 306 - Interprofessional Care
This course prepares students who are pursuing a career in the helping professions to work as members of interdisciplinary teams.

HED 350 - Student Outreach
This course will introduce students to literature in college access, outreach, academic achievement, and resiliency. The service-learning component of this course (known as Project SOAR) will allow the students to apply their learning as mentors to students at under-resourced Tucson middle schools on a weekly basis. *Prerequisite(s):* One Tier I INDV course.

PSY 313 - Drugs and the Brain
Humans have used mind-altering drugs for thousands of years. These mind altering drugs come in many forms, ranging from common drugs such as caffeine, Adderall, and alcohol, to illicit drugs such as LSD and heroin. Advances in neuroscience and psychology have greatly expanded our capacity to understand how drugs alter neural circuits and how these alterations affect decision making, perception, and memory. This course
will explore the connection between drugs, brains, and cognition and incorporate recent discoveries in neuroscience, biochemistry, and psychology. The course will be a combination of lectures and discussion of recent brain and behavior related science news and readings from instructors and students.

**Prerequisite(s):** (PSY 101 or PSY 150A1) and PSY 230 and PSY 290A and PSY 297A.

**PSY 352 - Personality**  
Basic concepts and issues in personality theory and research; approaches to personality description and assessment.  
**Prerequisite(s):** PSY 101 or PSY 150A1

**PSY/FSHD 379 - Psychology of Divorce**  
Divorce directly and indirectly affects the majority of people in society. This course will take a critical look at the cycle of marriage, causes of divorce, psychological consequences of divorce for children and parents.  
**Prerequisite(s):** Sophomore or above status

**PSY 381 - Abnormal Psychology**  
Survey of the symptoms and syndromes of abnormal behavior, with emphasis on a scientific, empirical view; primary focus is the description of various symptoms and diagnosis of illness, but research and theories concerning etiology and treatment also will be briefly covered.  
**Prerequisite(s):** PSY 101 or PSY 150A1

**PSY 456 - Psychology of Death and Loss**  
Basic concepts in a psychology of death and loss, with emphasis on both the adjustment to death and loss, and the underlying phenomenal, humanistic and current social considerations.

**FSHD 401 - Basic Skills in Counseling**  
Selected counseling skills and their applications to non-counseling settings. Designed for non-majors needing basic skills in counseling as an adjunct to other primary occupational functions.  
**Prerequisite(s):** 6 units of social science

**FSHD 405 - Theories of Counseling**  
Techniques for the study of human behavior; implications for improving adult-child relationships, applying various theories of counseling.  
**Prerequisite(s):** 6 units of social science

**COMM 407 - Family Communication**  
Focus on issues related to family interaction, functioning, and communication. We will examine research and theories from communication, sociological, and psychological perspectives. Readings and discussions will include coverage of marital, parent-child, sibling, and intergenerational interactions in the family. Research on topics such as marital satisfaction, divorce, courtship, and the impact of the family on its children (and vice versa) will be examined. We will also focus on the nature of family interaction as it is associated with family dysfunction.  
**Prerequisite(s):** COMM 101, COMM 228, COMM 300. COMM 101 and COMM 228 must be completed with a minimum grade of C in each and a minimum GPA of 2.5 across the two courses.

**CPH 178 - Personal Health and Wellness**  
Introduces and analyzes basic personal and community health problems, with emphasis on current scientific information essential to health promotion and maintenance of individual health.

**CPH 306 - Drugs and Society**  

**CPH 330 - Human Sexuality**  
Discussion of the basic aspects of human sexuality, including male and female reproductive physiology, congenital defects, sexually transmitted diseases, myths and fallacies, variations of sexual response.  
**Prerequisite(s):** Credit allowed for only one of these courses: CPH 330 or SOC 324.
**CPH 449 - Family Violence**
Considers child sexual and physical abuse, maltreatment and neglect, dating violence, date rape, stalking, domestic violence, workplace harassment, and abuse of elderly and disabled persons. Addresses frequency, causes, health impacts, cultural forces shaping responses, community services and prevention. 
*Prerequisite(s):* Seniors with background in relevant fields or consent of instructor.

**Education Theme:**

**EDL 200 - A Global Perspective on Schooling**
This exploratory course will introduce students to the role of schools in society through a comprehensive review of culture and traditions. Emphasis will be placed on social issues and trends that impact schooling and the implications for the future direction of education. How effective is our current educational system? How has the role of the teacher changed? How does American education "stack up" against other countries and are current reforms really going to improve education? Are among the topical questions addressed in this course. Students will be expected to participate in field study and observation experiences in school settings. 
*Prerequisite(s):* Two courses from Tier One, Individuals and Societies.

**POL 201 - American National Government**
General survey of the constitutional bases, organization, and functioning of the American national government; recent and current trends.

**HED 201 - Foundations of Leadership**
This course will cover a broad range of areas associated with effective leadership including communication, mission and vision, group development, values, ethics, diversity, and creating change.

**HED 350 - Student Outreach**
This course will introduce students to literature in college access, outreach, academic achievement, and resiliency. The service-learning component of this course (known as Project SOAR) will allow the students to apply their learning as mentors to students at under-resourced Tucson middle schools on a weekly basis. 
*Prerequisite(s):* One Tier I INDV course.

**AED 210 - Resiliency and Human Potential**
The course provides a background in resiliency research to assist learners in acquiring the knowledge and strategies to enhance personal and professional resilience. Understand, assess, plan, and apply resiliency practices that manage stress to foster academic, personal and professional development.

**AED 301 - Youth Leadership Development**
Characteristics of effective advisors, leadership styles, strategies for the management and organization of youth groups in agriculture, practice in leadership development techniques.

**AED 309 - Leadership Principles and Practices**
This course introduces learners to a broad range of readings addressing practical and theoretical leadership principles. Participants will be expected to critically examine readings and associated videos/movies. Participants will have the opportunity to apply principles from the course in a field project where particular emphasis will be placed on enhancement of self-awareness and leadership capabilities through the documented development and assessment of the field project.

**AED 409 - Team and Organizational Leadership**
Principles and practices in planning, developing, conducting, and evaluating leadership programs for agricultural groups. The intended audience is the College of Agriculture and Life Sciences (CALS) students. The course focuses on helping students better understand themselves and others; improving group communication; becoming effective leaders and members of groups; improving leadership and personal development skills; assessing leadership situations, determining and administering appropriate leadership strategies, and evaluating results.

**SERP 400 - Survey of Exceptional Students**
Introduction to historical, legal, pedagogical, and social issues underlying services in special education and rehabilitation. Provides an overview of
the characteristics of persons with exceptionalities and disabilities as well as the services available.

**SERP 412 - Violence in Schools and Communities: Crisis Prevention, Intervention, and Response**
This course provides knowledge about school violence, crisis intervention theory, and strategies for use with children in schools. Emphasis is on application to child-centered and school-based crises such as school and community-based violence, suicide, child abuse, and loss and grief. This course also examines prevention and intervention theory for creating peaceable and inclusive classrooms, schools, and communities. The course provides students with basic knowledge and skills for crisis prevention, intervention, response, and recovery in school and community settings.

**SERP 414 - Introduction to Disability Studies and Services**
Overview of disability in the humanities; historical and current perspectives of rehabilitation, education, and public policy.
*Prerequisite(s):* Open to juniors and seniors only.

**Health Theme:**

**PSIO 201 – Human Anatomy and Physiology**
Study of structure and function of the human body. Topics include basic anatomical and directional terminology; fundamental concepts and principles of cell physiology; histology; the integumentary, skeletal, muscular and nervous systems; special senses. Primarily for majors in physiology, biology, and health professions.
*Prerequisite(s):* Department Consent

**PSIO 202 - Human Anatomy and Physiology II**
Study of structure and function of the human body. Topics include cardiovascular, lymphatic, respiratory, urinary, gastrointestinal, endocrine and reproductive systems. Primarily for majors in physiology, biology, and health professions. *Prerequisite(s):* Department Consent, PSIO 201

**MIC 205A – General Microbiology**
Introduction to the diverse lifestyles of bacteria, viruses, fungi, and protozoan parasites, their importance in the biosphere, and their roles in human and animal diseases.
*Prerequisite(s):* MCB 181R or PSIO 201; CHEM 101B or CHEM 103A.

**SOC 357 - Pursuit of Happiness**
However elusive the state of happiness may be for most people, happiness remains a fundamental goal in American society. This course will explore the interplay between individual and social happiness through various documents, including readings and films, and by comparing happiness among groups (ethnic, religious, gender, social class) and across cultures and nations.

**CHS 305 - Suffering and Care in Society**
How societies interpret the reality of human suffering; the organization and politics of care; the status and experiences of individuals whose work involves caring for others.

**CHS 306 - Interprofessional Care**
This course prepares students who are pursuing a career in the helping professions to work as members of interdisciplinary teams.

**CPH 310 - Health Care 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.

**CPH 350 - Principles of Health Education and Health Promotion**
This course introduces the student to the discipline and profession of health education. Students will examine the concepts of health and wellness, the determinants of health behavior, national health status, the history of health education and health promotion. The student will recognize health education as an important foundation for population-based health care.
**FSHD Thematic Minor Handbook**

**CPH 387 - Health Disparities and Minority Health**
The course will explore gaps in health outcomes associated with race/ethnicity, social class, sex, sexuality, nationality, and migration status. Societal, environmental, and institutional factors that underlay health disparities between and within nations will be considered.

**CPH 412 - Public Health Approach to Mental Health Disorders in the U.S.**
This course will explore the identification and treatment of mental illness in the U.S. and discuss a public health approach to addressing mental health issues.

**PSY 382 – The Psychology of Health Disparities**
Despite the general improvement in national health, racial/ethnic health disparities remain a growing challenge in the United States. The Center for Disease Control reports that racial/ethnic minorities generally suffer higher incidence of most health challenges including infectious diseases, infant mortality, asthma, diabetes, cancer, heart disease, stroke, and earlier mortality compared to non-minorities. These disparities are caused by a combination of individual, genetic, and social/environmental risk factors (Olden & White, 2005). Advances in psychological science are helping to understand how these factors influence risk and contributing to interventions to improve health for all. 
**Prerequisite(s):** PSY 101 or PSY 150A1.

**PSY 383 - Health Psychology**
The relationship of health to mental and behavioral processes. Illnesses and medical treatment from the standpoint of psychology.
**Prerequisite(s):** PSY 101 or PSY 150A

**PSY 456 - Psychology of Death and Loss**
Basic concepts in a psychology of death and loss, with emphasis on both the adjustment to death and loss, and the underlying phenomenal, humanistic and current social considerations.

**COMM 407 - Family Communication**
Focus on issues related to family interaction, functioning, and communication. We will examine research and theories from communication, sociological, and psychological perspectives. Readings and discussions will include coverage of marital, parent-child, sibling, and intergenerational interactions in the family. Research on topics such as marital satisfaction, divorce, courtship, and the impact of the family on its children (and vice versa) will be examined. We will also focus on the nature of family interaction as it is associated with family dysfunction.

**NURS 310 – Family Health & Deafness**
An ecological framework organizes study of individual family and societal response to deafness/hearing impairment occurring across the lifespan (infants-elders).

**NURS 350 - Pathophysiology**
Provides a conceptual integrative approach to selected pathophysiological phenomena and human responses to illness.  
**Prerequisite(s):** PSIO 201 and PSIO 202. Non-majors who wish to enroll should consult the instructor and complete all prerequisites.

**NSC 301 - Nutrition and the Life Cycle**
Role of nutrients in human development. Physiological bases for changes in nutrient requirements throughout the life cycle (pregnancy, lactation, infancy, childhood, adolescence and aging).
**Prerequisite(s):** NSC 101 or NSC 170C1

**NSC 310 – Principles of Human Nutrition in Health and Disease**
Application of basic nutritional principles in the selection of normal and therapeutic diets; designed for students in the health sciences.

**Social Work, Pre Law, & Policy Theme:**

**SOC 341 - Juvenile Delinquency**
Nature, causes, and consequences of delinquent behavior.

**SOC 357 - Pursuit of Happiness**
However elusive the state of happiness may be for most people, happiness remains a fundamental goal in American society. This course will explore the interplay between individual and social happiness through various
documents, including readings and films, and by comparing happiness among groups (ethnic, religious, gender, social class) and across cultures and nations. **Prerequisite(s):** None

**SOC 397A – Poverty in Tucson Field Workshop**
This workshop-based course explores the problem of poverty in the city of Tucson and its impacts on the well-being of local residents. The workshop combines in-class lectures on poverty with extensive training in the collection of survey data. Partnering with various community agencies and nonprofits, this course includes an intensive period of field research where students will interview households in Tucson in order to help our community partners better understand the problem of poverty and identify potential solutions. Over six weeks, students will work in teams to travel to identified households and request their participation in a survey. Students will be given specific goal of surveys to collect and will do so outside the traditional course meeting time. At the end of the course, students will form teams to analyze their data and present their findings back to the community at a forum hosted by the College of Social and Behavioral Sciences.

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**EDL 200 - A Global Perspective on Schooling**
This exploratory course will introduce students to the role of schools in society through a comprehensive review of culture and traditions. Emphasis will be placed on social issues and trends that impact schooling and the implications for the future direction of education. How effective is our current educational system?; how has the role of the teacher changed?; how does American education "stack up" against other countries? and are current reforms really going to improve education? are among the topical questions addressed in this course. Students will be expected to participate in field study and observation experiences in school settings. **Prerequisite(s):** Two courses from Tier One INDV

**AED 210 - Resiliency and the Human Potential**
The course provides a background in resiliency research to assist learners in acquiring the knowledge and strategies to enhance personal and professional resilience. Understand, assess, plan, and apply resiliency practices that manage stress to foster academic, personal and professional development.

**AED 301 - Youth Leadership Development**
Characteristics of effective advisors, leadership styles, strategies for the management and organization of youth groups in agriculture, practice in leadership development techniques.

**POL 201 - American National Government**
General survey of the constitutional bases, organization, and functioning of the American national government; recent and current trends.

**POL 476 - Women and the Law**
Legal status of women in America, including constitutional protections, marriage and family relationships, educational and vocational opportunities, political rights, criminal law. **Prerequisite(s):** POL 201

**PA 206 - Public Policy and Administration**
Theory and practice of executive agencies, including policy making and other functions, processes, personnel and fiscal management, and administrative law.

**PA 341 - Juvenile Delinquency**
Nature, causes, and consequences of delinquent behavior.

**PA 441 - Women and Youth in the Justice System**
Examines the treatment of juveniles and women in the American criminal justice system.
**HUSV 301 - Introduction to Human Services**  
Overview of human services. Examination of the history and current directions of human services, service delivery models, professional issues, systems and ecological perspectives, and the helping process.  
**Prerequisite(s):** Instructor consent

**HUSV 420 - Introduction to Crisis Intervention**  
Introduction to the crisis intervention process for para-professionals. Topics include assessments, intervention, and referral. Examination of: settings for crisis intervention, crisis intervention theories, types of crisis issues and clients.  
**Prerequisite(s):** Instructor consent

**HUSV 430 - Substance Abuse Theory and Counseling**  
Examination of issues surrounding substance abuse. Course topics include: impact of use on the individual, families and society, models of addiction, drug classification, assessment methods, intervention models, support groups, confidentiality, and ethics.  
**Prerequisite(s):** Instructor consent

**HUSV 440 - Introduction to Psychopathology**  
An overview of mental disorders, etiology, prevalence, diagnostic criteria. The impact of disorders on those diagnosed and their families. An introductory course for those planning to work in paraprofessional settings.  
**Prerequisite(s):** Instructor consent

**HUSV 450 - Human Services: Multicultural Perspective**  
Multicultural theory and principles within human service settings, including in development and multicultural paraprofessional counseling.  
**Prerequisite(s):** Instructor consent

**CPH 449 - Family Violence**  
Considers child sexual and physical abuse, maltreatment and neglect, dating violence, date rape, stalking, domestic violence, workplace harassment, and abuse of elderly and disabled persons. Addresses frequency, causes, health impacts, cultural forces shaping responses, community services and prevention.  
**Prerequisite(s):** Seniors with background in relevant fields or consent of instructor.

**PSY/ FSHD 379 - Psychology of Divorce**  
Divorce directly and indirectly affects the majority of people in society. This course will take a critical look at the cycle of marriage, causes of divorce, psychological consequences of divorce for children and parents.  
**Prerequisite(s):** Sophomore or above status.

**PSY 458 - Violence and Youth**  
Explores the etiology of youth violence from developmental and socio-cultural perspectives, the influence of societal factors such as media, guns, and gangs on violence among youth.  
**Prerequisite(s):** Sophomore or above standing

**FSHD 401 - Basic Skills in Counseling**  
Selected counseling skills and their applications to non-counseling settings. Designed for non-majors needing basic skills in counseling as an adjunct to other primary occupational functions.  
**Prerequisite(s):** 6 units of social science

**PSY 378 - Psychology, Law and Juvenile Justice**  
This course will address general intersections of various areas of psychology and law. In particular, lessons from developmental, social, clinical, and cognitive psychology will be applied to important substantive issues in criminal law and criminal defenses. In addition, a significant portion of the course will focus on developmental issues in adolescence and their implications for juvenile justice. As such, alternative forms of antisocial behavior (e.g., aggression, delinquency) in adolescence, as well as alternative responses (e.g., rehabilitation, punishment) to these varied behavioral patterns will be explored and discussed in detail.

**PSY 380 - Child Abuse and Neglect: Clinical and Research Issues**  
This course will provide a broad overview of the topic of child abuse and neglect. Including the assessment and treatment of physical abuse, emotional abuse and neglect.  
**Prerequisite(s):** INDV 101 or PSY 101. Sophomore or above status.
PHIL 110 - Logic and Critical Thinking
Designed to improve ability to reason and think critically; emphasis on evaluating and presenting arguments. Includes a basic introduction to logic and scientific reasoning.

FSHD Experiential Learning Courses that can apply to any thematic minor theme:

FSHD 491 – Preceptorship
Specialized work on an individual basis, consisting of instruction and practice in actual service in a department, program, or discipline. Teaching formats may include seminars, in-depth studies, laboratory work and patient study.
Prerequisite(s): Department Consent

FSHD 492 – Directed Research
Individual or small group research under the guidance of faculty.
Prerequisite(s): Department Consent

FSHD 493/494 - Internship/Practicum
Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.
Prerequisite(s): Sophomore or above status. Internship credit (FSHD 493) is only available to students in the FSHD major. Practicum (FSHD 492) is available to students in the pre-major.

FSHD 399/499 – Independent Study
Qualified students working on an individual basis with professors who have agreed to supervise such work.
Prerequisite(s): Department Consent

*You may also apply internship, research, or independent study credit that you register for through other departments
**THEMATIC MINOR FORM**

This form must be used when the minor will consist of courses from two or more disciplines. Courses used in a thematic minor must be related to a common theme, as specified in the justification statement below. The minor must include no fewer than 18 units, of which a minimum of 9 units must be upper division. A minimum 2.00 GPA is required for all course work in the minor, with at least 3 units of University Credit. Courses excluded from the minor: Tier One courses, freshman composition; math courses below Calculus I; military or naval science, and military aerospace studies in physical fitness, physical competitions, ROTC camps and laboratories (i.e., courses not approved for the Military Science/Leadership Minor); activity courses (e.g. physical education, fitness, exercise); and first-year courses in foreign language and American Sign Language that are also used to meet the second language requirement in General Education. *Your major advisor must approve this minor and post the courses listed below in UAccess-Student so they will appear on your Advisement Report. See the Office of the Registrar site for instructions ([http://registrar.arizona.edu/thematicminor.htm](http://registrar.arizona.edu/thematicminor.htm)).*

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**Justification Statement:** Write a paragraph in the space below explaining the theme for your minor:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Major Advisor’s Signature: ___________________________ Phone #: ___________________________ Date: ______________

*Note: If you change majors, this minor is subject to review for compliance with University and College requirements by your new major advisor.*

Office of Curricular Affairs, The University of Arizona 6/15/15