



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

Complete this form and submit to the [Office of Curricular Affairs](#).

Requested by (College & School/Department): College of Humanities | Department of Public & Applied Humanities

Proposer’s name, title, email, and phone number: Judd Ruggill | Professor and Head | jruggill@arizona.edu | 520-621-3025

Degree, major and number of students currently enrolled in the major (include dual majors): BA | Applied Humanities | 329

Total number of students that have completed the major in the past 3 years: 92

I. 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	Engineering Approaches	Environmental Systems
First term emphasis was offered	Fall 2018	Fall 2018	Fall 2018	Fall 2018	Fall 2020	Fall 2020	Fall 2022	Fall 2022	Fall 2023	Fall 2023
Minimum units required to complete major core and emphasis (total)	42	42	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	24	24
Additional requirements to complete emphasis (supporting coursework*, lecture series, GPA, non-credit workshop)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA



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Number of students enrolled in emphasis¹	184	77	37	13	8	0	5	2	1	0
Total number of students that have completed emphasis in past 3 years	40	27	14	11	0	0	0	0	0	0

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

II. Name of the proposed emphasis: Consumer, Market & Retail Studies

III. Campus and location offering: Main

IV. Provide a rationale for the proposed new emphasis. Survey your current majors to provide evidence of student interest in/demand for the proposed emphasis – attach the survey questions and results at the end of this proposal. You may also include market analysis data, please contact [Office of Curricular Affairs](#) to request the report for your proposal.

The Fourth Industrial Revolution is bringing with it new opportunities and challenges for higher education, including how best to equip students for professions and positions that do not yet exist. The confluence of physical, biological, and digital realms—a dynamic increasingly mediated by artificial intelligence, data mining, and accurate computer-based language translation—means that a complicated suite of political, economic, and demographic pressures are changing how academic departments and colleges respond with curricula that meet both current pedagogical/research/service commitments and the ones on the horizon. Predictably, then, pathways for innovation and success increasingly—and advantageously—emerge from creative, cross-disciplinary collaborations across campus, collaborations in which multiple partners make the work of new program development easier, more imaginative, and more responsive to a wider range of student needs now and in the future.

The College of Agriculture, Life & Environmental Sciences (CALES) and the College of Humanities (COH) propose just such a collaboration: an undergraduate curriculum designed to prepare students for publicly engaged careers where retailing/consumer science and the humanities meet. The Consumer, Market & Retail Studies emphasis of the BA in Applied Humanities will combine the technical, practical, and professional knowledge essential to careers connected to the design, marketing, and sales of products with the cognitive, creative, international, interpersonal, and intercultural intelligences taught in the humanities. Students will learn fundamental retailing/consumer science perspectives in courses such as “Merchandise Planning & Control” (RCSC 205) and “Consumer Behavior” (RCSC 240), as well as how to apply these perspectives to public-facing, community-connected, and humanities-oriented projects in 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–Consumer, Market & Retail Studies emphasis will be a distinctive addition to the campus ecosystem, be globally unique, and enhance the University’s ability to meet the projected employment demands of the retailing sector in the coming years.² The Consumer, Market & Retail Studies emphasis will also

¹ 1 student listed as emphasis “Not Available.”

² <https://nrf.com/research-insights/state-retail>; <https://www.fortunebusinessinsights.com/industry-reports/retail-analytics-market-101273>; <https://www.ibisworld.com/industry-statistics/market-size/retail-trade-united-states/>; <https://www.trade.gov/ecommerce-sales-size-forecast>.



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create new teaching and undergraduate research opportunities, 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.”³

In Fall 2023, the College of Humanities distributed a student interest survey to its undergraduate listserv. 39 students responded to the survey, with the following results:

Question	Responses
What is your class standing?	<ul style="list-style-type: none"> ● Freshman = 11 ● Sophomore = 9 ● Junior = 8 ● Senior = 11
What is your current major (or majors if you are pursuing more than one)?	<ul style="list-style-type: none"> ● East Asian Studies with a minor in retailing and consumer sciences ● Political Science, Spanish ● Applied Humanities - Business Administration ● Applied humanities with an emphasis in fashion ● Spanish ● Theology ● IDS social behavior and human understanding ● Anthropology, Art History, French ● Mathematics, SDS, French ● Public Health ● Russian ● Humanities ● Spanish and French ● Business Administration ● Humanities BA ● Chinese, biology ● Applied Humanities with a Fashion Emphasis ● Psychology and Italian ● Spanish and Business Administration ● Journalism and french ● East asian studies ● Computer Science and East Asian Studies ● Interdisciplinary Studies ● Applied Humanities ● MS - Art, Media and Entertainment ● Spanish ● Applied Humanities: emphasis in business administration ● Interdisciplinary Studies ● Interdisciplinary Major ● Humanities with a fashion emphasis

³ <https://strategicplan.arizona.edu/about>



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	<ul style="list-style-type: none"> ● Applied Humanities, Business Administration emphasis ● Applied Humanities (Public Health) and Classics ● Interdisciplinary Studies ● BGS Arts Media & Entertainment emphasis ● Business Administration ● East Asian Studies ● applied humanities with a business emphases ● Environmental Studies, Africana Studies ● World Literature
<p>Would you be interested in a Consumer, Market & Retail Studies emphasis in the BA in Applied Humanities?</p>	<ul style="list-style-type: none"> ● Yes = 19 ● No = 20
<p>If so, would you consider adding a BA in Applied Humanities–Consumer, Market & Retail Studies as an additional major to the one(s) you're already pursuing?</p>	<ul style="list-style-type: none"> ● Yes = 16 ● No = 21
<p>Do you know of other students who might be interested in a BA in Applied Humanities–Consumer, Market & Retail Studies?</p>	<ul style="list-style-type: none"> ● Yes = 11 ● No = 28
<p>If so, what is their current major?</p>	<ul style="list-style-type: none"> ● French ● Business ● Applied Humanities with a Fashion Emphasis ● Psychology, Business, Communications ● Business Administration ● East Asian Studies and Finance ● BA in Applied Humanities Fashion Design ● Marketing ● n/a ● Interdisciplinary Degree with emphasis in Arts, Media, and Entertainment ● Marketing
<p>If you have any other feedback for us, please include it below.</p>	<ul style="list-style-type: none"> ● N/A ● N/A ● It sounds cool ● I think this is a good idea!

The results of the student interest survey show:

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

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



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Learning Outcome	Introduced	Practiced	Assessed
Demonstrate retailing/consumer science thinking and how to apply this thinking to public-facing, community-connected, and humanities-oriented projects and initiatives.	<ul style="list-style-type: none"> ● RCSC 114 ● FCSC 202 ● RCSC 320 ● RCSC 415 	<ul style="list-style-type: none"> ● RCSC 205 ● RCSC 324 ● RCSC 326 ● RCSC 424 ● RCSC 434 	<ul style="list-style-type: none"> ● RCSC 316 ● RCSC 361 ● RCSC 384 ● RCSC 446 ● RCSC 480
Evaluate data and results from retailing/consumer science-related initiatives taking place in the public sphere, compare the proposed outcomes with known best practices, and communicate recommendations to stakeholders as needed.	<ul style="list-style-type: none"> ● RCSC 240 ● RCSC 260 ● RCSC 324 ● RCSC 346 	<ul style="list-style-type: none"> ● RCSC 305 ● RCSC 310 ● RCSC 325 ● RCSC 330 	<ul style="list-style-type: none"> ● RCSC 350 ● RCSC 380 ● RCSC 405 ● RCSC 440

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

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

⁴ The list of approved electives may be found [here](#).



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XI. Requirements specific to the proposed emphasis. List the required emphasis core, electives, and any special conditions students must meet to complete the emphasis using the table below. Include the prefix, course number, course title, and units for each course. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Highlight and label (NEW) any new courses that must be developed for the emphasis. Add rows as needed.

Note: a proposed emphasis having similar curriculum with other plans (within department, college, or university) may require completion of a [comparison chart](#). Total units required for each emphasis must be equal.

Requirement Title/Description	Courses (include prefix, number, title, units)	Minimum units needed to satisfy requirement
Emphasis Core	<ul style="list-style-type: none"> ● RCSC 114: Introduction to Retailing (3 units) ● RCSC 205: Merchandise Planning & Control (3 units) and RCSC 205A: Merchandise Planning & Control/Buying Lab (1 unit) or RCSC 260: Shopper Data & Business Research (3 units) or FCSC 202: Introduction to Research Methods (3 units) ● RCSC 240: Consumer Behavior (3 units) <p>— and 3 courses from the following —</p> <ul style="list-style-type: none"> ● RCSC 305: Advanced Retail Planning (3 units) ● RCSC 310: Retail Management & Operations (3 units) ● RCSC 316: Retail Business Analysis (3 units) ● RCSC 320: Retail Brand Strategy (3 units) ● RCSC 324: Customer Experience Management (3 units) ● RCSC 325: Retail Innovation & Entrepreneurship (3 units) ● RCSC 326: Product Development (3 units) ● RCSC 330: Food Retailing (3 units) ● RCSC 346: Fundamentals of Marketing (3 units) ● RCSC 350: Supply Chain Management (3 units) ● RCSC 360: Digital Retailing (3 units) ● RCSC 361: Social Media, Influencers & Consumers (3 units) ● RCSC 380: Sustainable Consumption (3 units) ● RCSC 384: Leadership, Management & Ethics (3 units) ● RCSC 399: Independent Study (1-3 units; must complete 3 units) ● RCSC 405: Merchandising Systems (3 units) ● RCSC 415: Retail Store Design, Planning & Display (3 units) ● RCSC 424: Services Retailing (3 units) ● RCSC 434: Omnichannel and Multichannel Retailing (3 units) ● RCSC 440: Customer Research & Insights (3 units) ● RCSC 446: Global Retailing (3 units) ● RCSC 480: Sustainable Retailing (3 units) ● RCSC 492: Directed Research (1-6 units; must complete 3 units) ● RCSC 496A: Topics in Retailing & Consumer Science (3 units) ● RCSC 499: Independent Study (1-3 units; must complete 3 units) 	18



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	Total emphasis upper division units required	9
	Total major emphasis units required*	18

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

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

Course prefix and number	Title	Course Description	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Department	Faculty members available to teach the courses
RCSC 114	Introduction to Retailing	Gain insight into the dynamic world of retailing and many facets of the business of retailing from a consumer-centric perspective. Explore how a retail business works, the issues and challenges involved in retailing, and the future of retailing. Topics include retail management and business practices, consumer behavior, and career options in this exciting industry.	F, Sp, Su, every year	Retailing & Consumer Sciences	Felicia Frontain
FCSC 202	Introduction to Research Methods	An introduction to research methods common to behavioral science.	F, Sp, Su, every year	Family & Consumer Sciences	variable
RCSC 205	Merchandise Planning & Control	This course is essential for anyone seeking a career in the retailing industry in fields such as merchandising, buying, planning, retail marketing, operations, sales, and brand management. Topics include retail planning and control procedures, computing prices and markups, inventory control, sales reporting, productivity metrics, and retail calendar impact. It includes discussions on current industry developments and students learn about practical business decisions that increase profitability.	F, Sp, every year	Retailing & Consumer Sciences	Lance Erickson
RCSC 205A	Merchandise Planning & Control/Buying Lab	This introduction to Microsoft Excel for merchandising and retail buying decision making includes the use of basic mathematical operations, formulas and functions, formatting, and creating charts and graphs. This lab is designed to support the learning objectives and related activities in RCSC 205: Merchandise Planning and Control.	F, Sp, every year	Retailing & Consumer Sciences	Lance Erickson



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RCSC 240	Consumer Behavior	Explore consumer behavior and the decision-making processes involved when individuals or groups, select, purchase, use or dispose of products and services to satisfy needs and desires. Discuss consumer behavior theories and practical applications of the concepts to real-world consumption activities.	F, Sp, every year	Retailing & Consumer Sciences	Sabrina Helm
RCSC 260	Shopper Data & Business Research	Build essential skills required to identify market opportunities, change a process, and solve business problems. Explore the principles and methods of business research, use of shopper data, and commonly-used business research techniques within the retail sector. Topics include identification of the research question, development of a research plan, market and consumer research methods, data collection, sampling, data analysis, and research presentations.	F, Sp, every year	Retailing & Consumer Sciences	Kathleen Kennedy
RCSC 305	Advanced Retail Planning	Real-world industry practices in retail buying, planning, allocation, and control. Forecast customer needs and determine how to maximize profit by utilizing the industry data, analytics, and intuition. This course also covers pricing, inventory planning, negotiation, merchandise promotions, and vendor management.	F, Sp, every year	Retailing & Consumer Sciences	Soo Kim
RCSC 310	Retail Management & Operations	Contemporary concepts, principles, and practices of retail operations management. Real-world cases and perspectives for store, digital, and omnichannel retailing. Topics include operations strategy, process design, capacity planning, inventory control, loss prevention, and project management. The topics are integrated using the retail profit model and a systems model of the operations of a retail organization.	F, Sp, Su, every year	Retailing & Consumer Sciences	Soo Kim
RCSC 316	Retail Business Analysis	Develop competencies essential in retail business analysis. Explore the fundamentals of business analysis and apply analysis techniques in retail situations, including basic financial performance analysis, pro-forma financial projections, business model simulation, sensitivity analysis, and return on investment analysis. Particular attention will be given to practical techniques used by business analysts in the retailing industry.	Sp every year	Retailing & Consumer Science	Scott Hessell
RCSC 320	Retail Brand Strategy	Brand management within the retailing industry incorporates retailer brand management, owned and private label brands, vertically-integrated brands, and marketing of branded merchandise and services. Explore brand positioning, brand identity, the planning and implementing of brand marketing programs, growing and sustaining brand equity, and the brand issues and challenges commonly faced by retail brand managers and merchants.	F, Sp, every year	Retailing & Consumer Sciences	Lance Erickson



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RCSC 324	Customer Experience Management	Understanding customers and delivering optimized, personalized experiences can increase customer satisfaction, engagement, and loyalty. This course will cover customer experience (CX) design, testing and evaluation, and management for real-world, digital, and omnichannel shopping environments. Students will use CX consumer research tools including ethnography, video analysis, emotion detection, and digital usability testing (UX) incorporating professional UX applications, eye movement tracking and biometrics. Students will also explore CX management processes including service quality evaluation and management, service blueprinting, customer journey mapping, customer lifecycle model analysis, and customer lifetime value. In this hands-on course, students will learn how to prototype, develop, and test websites, mobile apps, and store experience concepts for testing and build a CX/UX portfolio.	Sp, every year	Retailing & Consumer Sciences	Cory Quales
RCSC 325	Retail Innovation & Entrepreneurship	Creating a new, innovative retailing venture can be both challenging and rewarding. Explore theories and practices of innovation and entrepreneurship in the retailing industry. Learn about what it takes to be an entrepreneur, how to identify new opportunities, the role of innovation, and how to launch and manage the growth of a new retail venture. Students will create and develop an innovative, new retailing concept.	F, Sp, every year	Retailing & Consumer Sciences	Cory Quales
RCSC 326	Product Development	The development and successful launch of new products (goods or services) is essential in contemporary retailing. An overview of innovation process management, concept evaluation, principles and practices for the development, design, marketing and introduction of new products and services. Students research, create, organize, and present a new product development concept and its new product launch strategy.	F, every year	Retailing & Consumer Sciences	Cory Quales
RCSC 330	Food Retailing	Examine food retailing principles, food consumption behavior, and strategic management of food retailing establishments. Learn about merchandising planning and control, food product development, pricing and promotion, operations, supply chain, and human resources in food retailing. Explore current global issues affecting the food industry including production agriculture, sustainability and environmental impact, and waste reduction.	F, Sp, every year	Retailing & Consumer Sciences	Lance Erickson
RCSC 346	Fundamentals of Marketing	Marketing principles and practices for the retailing and services sectors. Learn how to manage the marketing mix (product, price, promotion, distribution) to create competitive advantage and deliver value to consumers, firms, and society	Contact Department	Retailing & Consumer Sciences	Cory Quales



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		at large in a semester-long marketing planning project. Discuss some of the opportunities and major challenges marketing managers face.			
RCSC 350	Supply Chain Management	Supply chain management is the design and management of seamless, value-added processes across organizational boundaries to meet the real needs of the end customer. With increasing competition around the globe, supply chain management is both a challenge and an opportunity for retailers. Investigate supply chain challenges, including how to cope with demand and supply uncertainty, how to build and optimize the supply chain organization, global perspectives, and optimization of logistics, inventory, and international trade-related costs	F, Sp, every year	Retailing & Consumer Sciences	Soo Kim
RCSC 360	Digital Retailing	Survey of digital retailing methods and practices for marketing products and services in direct-to-consumer business models. The course will cover website and mobile design, digital authoring and publishing tools, e-commerce business models, electronic merchandising theory, terminology, resources, and practices. Students will learn about digital commerce via applied learning activities and development of a fully functional digital store.	F, Sp, every year	Retailing & Consumer Sciences	Kathleen Kennedy
RCSC 361	Social Media, Influencers & Consumers	Social media and digital influencers have a direct effect on consumer decisions, attitudes, and satisfaction. Learn about the role of social media and digital influencers in consumer decision making, brand awareness and associations, and the theory and practices of digital word-of-mouth (WOM). In this hands-on workshop course, students will engage in applied learning activities and digital experiments including developing a socially-native brand, creating a content marketing campaign, building an influencer persona, and designing a social commerce site. Students will use professional authoring tools to create videos and other multimedia content.	F, every year	Retailing & Consumer Sciences	Kathleen Kennedy
RCSC 380	Sustainable Consumption	Examine consumer behavior in the context of global environmental and social challenges. Sustainability requires a critical shift in consumers' mindset to effectively respond to these challenges. We will discuss adaptation and mitigation strategies for consumers with special emphasis on overconsumption as the main driver of climate change, the reduction of individual and collective ecological footprints, the boundaries in effectively adapting materialist lifestyles, and the intersection of economic, ecological and social inequity. The course provides an introduction into environmental and social sustainability, including the science, theoretical	F, Sp, Su, every year	Retailing & Consumer Sciences	Sabrina Helm



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		concepts, and practical approaches used to analyze and reduce negative impacts of consumer behavior.			
RCSC 384	Leadership, Management & Ethics	Explore leadership and management concepts and practices that lead to more effective, ethical and socially-responsible organizations. Build your professional leadership capabilities in organizational planning, business decision making, negotiation and influence, teamwork, employee motivation and training, organizational goal setting, and business communications. Develop skills for managing the challenges and opportunities of diversity and cultural differences within organizations and the global marketplace. Evaluate and reflect on your career path and career development.	F, Sp, every year	Retailing & Consumer Sciences	Felicia Frontain
RCSC 399	Independent Study	Qualified students working on an individual basis with professors who have agreed to supervise such work.	F, Sp, Su, every year	Retailing & Consumer Sciences	variable
RCSC 405	Merchandising Systems	Offering the right mix of products at the right time and place is one of the best ways for retailers to drive sales and build customer loyalty. Learn about advanced merchandise management systems and processes within the context of omnichannel retail enterprises. Students will apply and utilize a retail software system which provides businesses with a quicker and more efficient process for creating and executing retail enterprise plans. By translating customer knowledge, software allows students to practice to develop better corporate merchandising, thereby increasing profitability.	Sp, every year	Retailing & Consumer Sciences	Soo Kim
RCSC 415	Retail Store Design, Planning & Display	Explore visual merchandising as a retail communication strategy. Learn about concepts, tools, and techniques for retail store design and merchandise display. By participating in creative activities and practical projects, you will practice the visual merchandising process to determine effective visual strategies that improve shopping convenience and customer experiences in sophisticated retail environments.	F, Sp, every year	Retailing & Consumer Sciences	Cory Quailles
RCSC 424	Services Retailing	An in-depth exploration of the marketing of profit-centered services to consumers, highlighting the distinct characteristics of services as compared to physical goods, and the special challenges posed by those characteristics. Strategies employed by service firms to effectively address these special conditions will be studied.	F, Sp, every year	Retailing & Consumer Sciences	Lance Erickson
RCSC 434	Omnichannel and Multichannel Retailing	The integration of physical and digital retail sales channels is transforming how consumers shop and enabling new, innovative go-to-market strategies. Explore how omnichannel and multichannel business models can be used as a differentiator and increase competitiveness of a retailer.	F, Sp, every year	Retailing & Consumer Sciences	Kathleen Kennedy



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		Emphasis on digitalization of retailing, channel innovation, and emerging retail technologies.			
RCSC 440	Customer Research & Insights	Design, interpret, and apply primary and secondary research techniques used to generate customer insights and guide retailers' decision-making. The course combines textbook learning with real-world examples and applications so that students can engage in consumer research in practice.	F, Sp, every year	Retailing & Consumer Sciences	Lance Erickson
RCSC 446	Global Retailing	Analyze the global market environment and retailing structure, systems, issues, and trends in the global retail industry. Explore the macro and micro-context factors that influence retailers' internationalization and entry modes for international retail expansion. You will learn about international retail business and analyze global consumers in terms of cultural differences, and develop retail strategies for international expansion based on global retailer research and global market opportunity assessment.	F, Sp, every year	Retailing & Consumer Sciences	Cory Quailles
RCSC 480	Sustainable Retailing	Examine and develop retailer strategies in response to global environmental and social challenges. Sustainability requires a critical shift in how retail businesses operate, in particular with respect to climate change mitigation and adaptation. The course provides an introduction into the business perspective on environmental and social sustainability, the concept of the circular economy, industry standards, integration of sustainability across the supply chain and customer management, and best practice cases.	Sp, every year	Retailing & Consumer Sciences	Sabrina Helm
RCSC 492	Directed Research	Design and conduct research projects as part of a research team. Gain applied experience in essential components of research work, including for example the theoretical basis of research work, identifying suitable research methods, conducting literature and data base reviews, devising sampling techniques, applying survey or experimental research techniques, transcribing and coding qualitative data, coding quantitative data, data management and basic analysis, developing and presenting research reports, among other activities.	F, Sp, every year	Retailing & Consumer Sciences	variable
RCSC 496A	Topics in Retailing & Consumer Science	The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.	F, Sp, Su, every year	Retailing & Consumer Sciences	variable
RCSC 499	Independent Study	Qualified students working on an individual basis with professors who have agreed to supervise such work.	F, Sp, Su, every year	Retailing & Consumer Sciences	variable



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

Course	Title	Course Description	Status*	Anticipated first term offered	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Dept.	Faculty members available to teach the courses
-	-	-	-	-	-	-	-

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

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

Course(s)	Name	Department	Rank	Degree	Faculty/% effort
RCSC 114	Felicia Frontain	Retailing & Consumer Sciences	Assistant Professor of Practice	MS	.90
FCSC 202	variable	Retailing & Consumer Sciences			
RCSC 205	Lance Erickson	Retailing & Consumer Sciences	Associate Professor of Practice	PhD	.90
RCSC 205A	Lance Erickson	Retailing & Consumer Sciences	Associate Professor of Practice	PhD	.90
RCSC 240	Sabrina Helm	Retailing & Consumer Sciences	Associate Professor	PhD	.45
RCSC 260	Kathleen Kennedy	Retailing & Consumer Sciences	Associate Professor of Practice	MBA	.90
RCSC 305	Soo Kim	Retailing & Consumer Sciences	Assistant Professor of Practice	PhD	.90
RCSC 310	Soo Kim	Retailing & Consumer Sciences	Assistant Professor of Practice	PhD	.90
RCSC 320	Lance Erickson	Retailing & Consumer Sciences	Associate Professor of Practice	PhD	.90
RCSC 324	Cory Quailes	Retailing & Consumer Sciences	Associate Professor of Practice	MBA	.90
RCSC 325	Cory Quailes	Retailing & Consumer Sciences	Associate Professor of Practice	MBA	.90
RCSC 326	Cory Quailes	Retailing & Consumer Sciences	Associate Professor of Practice	MBA	.90
RCSC 330	Lance Erickson	Retailing & Consumer Sciences	Associate Professor of Practice	PhD	.90



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RCSC 346	Cory Quailes	Retailing & Consumer Sciences	Associate Professor of Practice	MBA	.90
RCSC 350	Soo Kim	Retailing & Consumer Sciences	Assistant Professor of Practice	PhD	.90
RCSC 360	Kathleen Kennedy	Retailing & Consumer Sciences	Associate Professor of Practice	MBA	.90
RCSC 361	Kathleen Kennedy	Retailing & Consumer Sciences	Associate Professor of Practice	MBA	.90
RCSC 380	Sabrina Helm	Retailing & Consumer Sciences	Associate Professor	PhD	.45
RCSC 384	Felicia Frontain	Retailing & Consumer Sciences	Assistant Professor of Practice	MS	.90
RCSC 399	variable	Retailing & Consumer Sciences	Assistant Professor of Practice		.90
RCSC 405	Soo Kim	Retailing & Consumer Sciences	Assistant Professor of Practice	PhD	.90
RCSC 415	Cory Quailes	Retailing & Consumer Sciences	Associate Professor of Practice	MBA	.90
RCSC 424	Cory Quailes	Retailing & Consumer Sciences	Associate Professor of Practice	MBA	.90
RCSC 434	Kathleen Kennedy	Retailing & Consumer Sciences	Associate Professor of Practice	MBA	.90
RCSC 440	Lance Erickson	Retailing & Consumer Sciences	Associate Professor of Practice	PhD	.90
RCSC 446	Cory Quailes	Retailing & Consumer Sciences	Associate Professor of Practice	MBA	.90
RCSC 480	Sabrina Helm	Retailing & Consumer Sciences	Associate Professor	PhD	.45
RCSC 492	variable	Retailing & Consumer Sciences			
RCSC 496A	variable	Retailing & Consumer Sciences			
RCSC 499	variable	Retailing & Consumer Sciences			

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

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

X. Transfer Student Consideration: Please explain how you have planned and evaluated the changes you requested in the context of: mitigating the complexity of the transfer pathway/curriculum, supporting transfer student success, ensuring transferability of course work from Arizona community colleges



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

Transfer student issues should be minimal as the major has already been field tested over the last 6 years and across the existing 10 emphases with no discernable challenges. There is nothing notably different about the proposed emphasis in Consumer, Market & Retail Studies in terms of structure, proposed campuses (both Main and AZ Online), or frequency of course offerings:

- All of the core courses are offered each semester on both Main and AZ Online campuses;
- There are no prerequisites for any of the core courses save PAH 498: Senior Capstone, which requires senior status. The core courses may thus be taken in any sequence if need be;
- The major may be completed in as few as 4 semesters (see the sample major map below), providing a reasonable time-to-degree for transfer students;
- The emphasis courses are offered in multiple modalities, and there are many different options to choose from each semester;
- There is excellent communication and collaboration between the PAH academic advisor and her counterpart in the partner college, meaning course substitutions and the like will be easily handled. The same is true for course scheduling, transferability, and student success, mitigating a great deal of the complexity often associated with transfer students.

Sample Major Map

8 Semester Coursework Outline (4 year plan)

Year	Fall	Spring
1		● PAH 200
2	● PAH 201 ● RCSC 114	● PAH 372 ● RCSC 240
3	● PAH 383 ● RCSC 260	● PAH 493 ● RCSC 310
4	● PAH 420 ● RCSC 350 ● Humanities elective	● PAH 498 ● RCSC 384

6 Semester Coursework Outline (3 year plan)

Year	Fall	Spring
1	● PAH 200 ● RCSC 114	● PAH 201 ● PAH 372 ● RCSC 240
2	● PAH 383 ● RCSC 260	● PAH 493 ● RCSC 310



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

3	<ul style="list-style-type: none"> ● PAH 420 ● RCSC 350 ● Humanities elective 	<ul style="list-style-type: none"> ● PAH 498 ● RCSC 384
---	--	---

4 Semester Coursework Outline (2 year plan)

Year	Fall	Spring
1	<ul style="list-style-type: none"> ● PAH 200 ● PAH 383 ● RCSC 114 ● Humanities elective 	<ul style="list-style-type: none"> ● PAH 201 ● PAH 372 ● PAH 493 ● RCSC 240
2	<ul style="list-style-type: none"> ● PAH 420 ● RCSC 260 ● RCSC 310 	<ul style="list-style-type: none"> ● PAH 498 ● RCSC 350 ● RCSC 384

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

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

XI. Do you want the emphasis name to appear on the transcript? Yes No

XII. Do you want the emphasis name to appear on the diploma? Yes No

XII. Anticipated semester and year to launch the proposed emphasis: Fall 2024

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



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

XIV. **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 are already 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.

XIII. **Required signatures**

Managing Unit Administrator (print name and title): Judd Ruggill, Professor and Head, Dept. of Public & Applied Humanities

Managing Administrator’s Signature:  Date: Sep 27, 2023

Managing Unit Administrator (print name and title): _____

Managing Administrator’s Signature: _____ Date: _____

Dean (print name and title): Chantelle Warner, Acting Associate Dean For Faculty Affairs

Dean’s Signature:  Date: Sep 27, 2023

Dean (printed name and title): _____



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

Dean's Signature: _____ Date: _____

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

Craig Wilson, Vice Provost, Online and Distance Education

Signature: _____ Date: _____

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

For use by Curricular Affairs:

Committee	Approval date
Academic Programs Subcommittee	
Undergraduate Council	
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



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

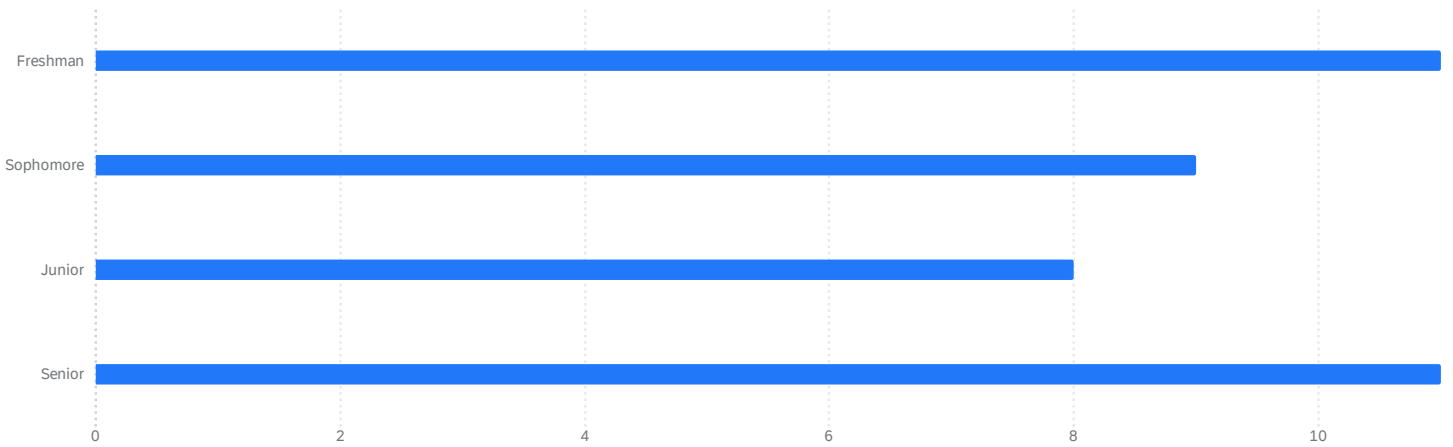
For use by Curricular Affairs:

Committee	Approval date
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Undergraduate Council	
College Academic Administrators Council	

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- Create emphasis code in UAccess, including secondary major emphasis code
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- Notify ADVIP team, include proposers

Responses: 39

What is your class standing? 39 ⓘ



What is your class standing? 39 ⓘ

Q8 - What is your class standing?	Percentage	Count
Freshman	28%	11
Sophomore	23%	9
Junior	21%	8
Senior	28%	11
Sum	100%	39

What is your class standing? 39 ⓘ

What is your class standing?	Average	Minimum	Maximum	Count
Freshman	1.00	1.00	1.00	11
Sophomore	2.00	2.00	2.00	9
Junior	3.00	3.00	3.00	8
Senior	4.00	4.00	4.00	11

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

East Asian Studies with a minor in retailing and consumer sciences

Political Science, Spanish

Applied Humanities - Business Administration

Applied humanities with an emphasis in fashion

Spanish

Theology

IDS social behavior and human understanding

Anthropology, Art History, French

Mathematics, SDS, French

Public Health

Russian

Humanities

Spanish and French

Business Administration

Humanities BA

Chinese, biology

Applied Humanities with a Fashion Emphasis

Psychology and Italian

Spanish and Business Administration

Journalism and french

East asian studies

Computer Science and East Asian Studies

Interdisciplinary Studies

Applied Humanities

MS - Art, Media and Entertainment

Spanish

Applied Humanities: emphasis in business administration

Interdisciplinary Studies

Interdisciplinary Major

Humanities with a fashion emphasis

Applied Humanities, Business Administration emphasis

Applied Humanities (Public Health) and Classics

Interdisciplinary Studies

BGS Arts Media & Entertainment emphasis

Business Administration

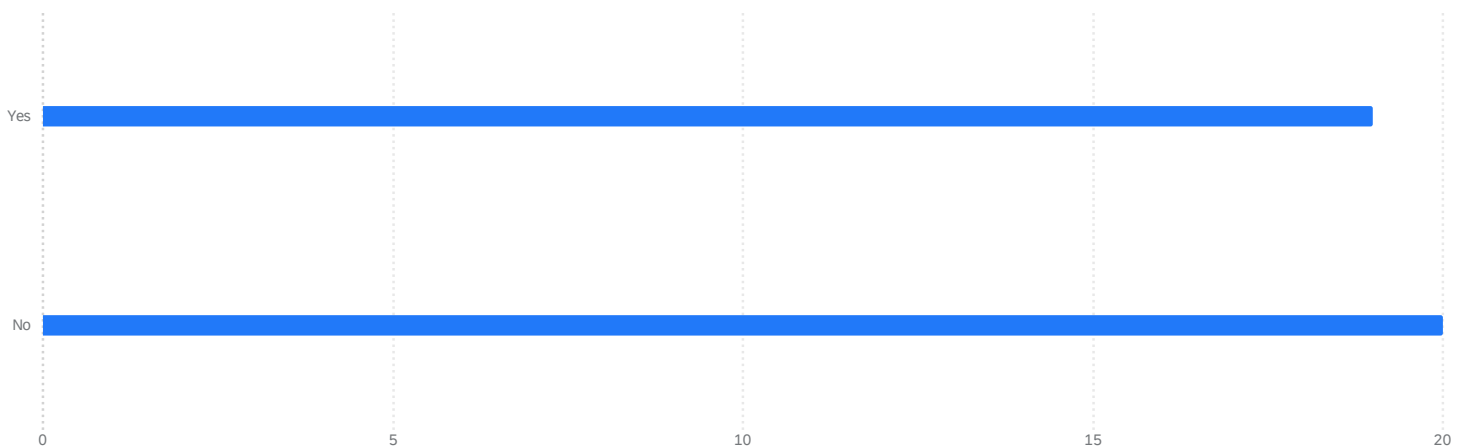
East Asian Studies

applied humanities with a business emphases

Environmental Studies, Africana Studies

World Literature

Would you be interested in an emphasis in Consumer, Market & Retail Studies in the BA in Applied Humanities? 39 ⓘ



Would you be interested in an emphasis in Consumer, Market & Retail Studies in the BA in Applied Humanities? 39 ⓘ

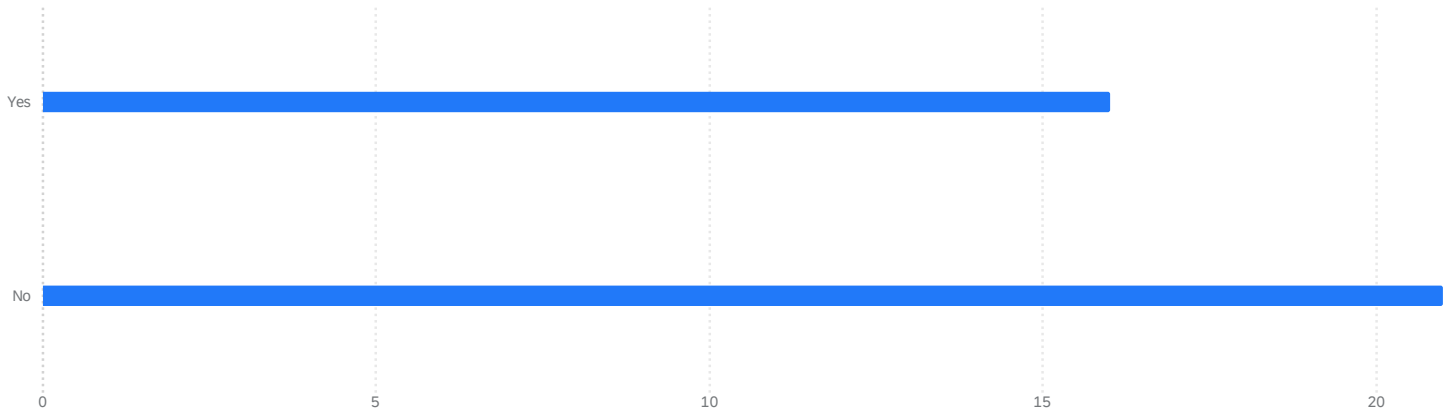
Q3 - Would you be interested in an emphasis in Consumer, Market & Retail Studies in the BA in Applied Humanities?	Percentage	Count
Yes	49%	19
No	51%	20
Sum	100%	39

Would you be interested in an emphasis in Consumer, Market & Retail Studies in the BA in Applied Humanities? 39 ⓘ

Would you be interested in an emphasis in Consumer, Market & Retail Studies...	Average	Minimum	Maximum	Count
Yes	1.00	1.00	1.00	19
No	2.00	2.00	2.00	20

If so, would you consider adding a BA in Applied Humanities–Consumer, Market & Retail Studies as an additional major to the one(s) you're already pursuing?

37 ⓘ



If so, would you consider adding a BA in Applied Humanities–Consumer, Market & Retail Studies as an additional major to the one(s) you're already pursuing?

37 ⓘ

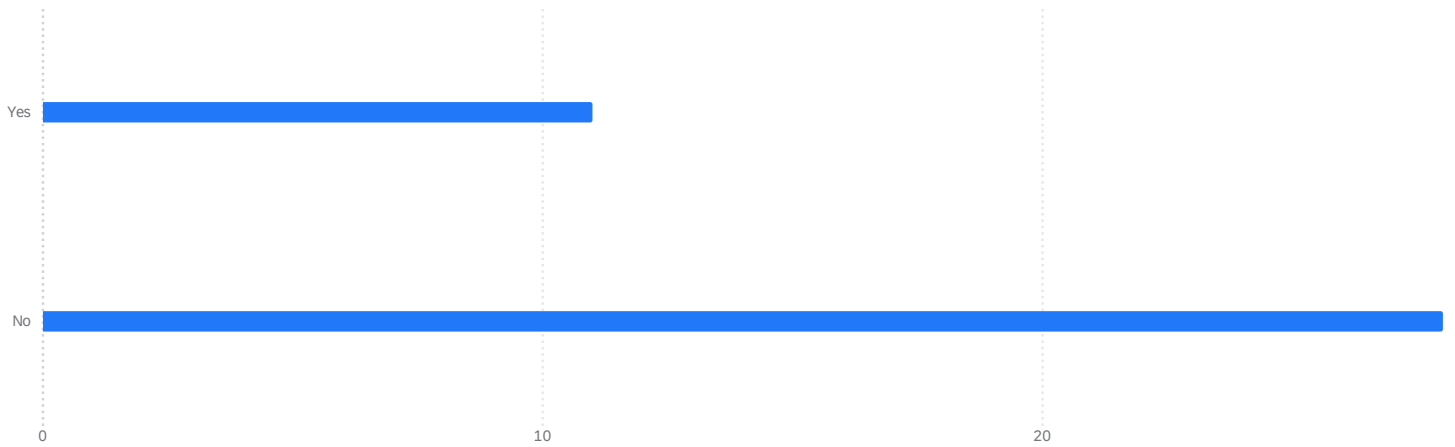
Q4 - If so, would you consider adding a BA in Applied Humanities–Consumer, Market & Retail Studies as an additional major to the one(s) you're already pursuing?	Percentage	Count
Yes	43%	16
No	57%	21
Sum	100%	37

If so, would you consider adding a BA in Applied Humanities–Consumer, Market & Retail Studies as an additional major to the one(s) you're already pursuing?

37 ⓘ

If so, would you consider adding a BA in Applied Humanities–Consumer, Marke...	Average	Minimum	Maximum	Count
Yes	1.00	1.00	1.00	16
No	2.00	2.00	2.00	21

Do you know of other students who might be interested in a BA in Applied Humanities–Consumer, Market & Retail Studies? 39 ⓘ



Do you know of other students who might be interested in a BA in Applied Humanities–Consumer, Market & Retail Studies? 39 ⓘ

Q5 - Do you know of other students who might be interested in a BA in Applied Humanities–Consumer, Market & Retail Studies?

Percentage

Count

Yes	28%	11
No	72%	28
Sum	100%	39

Do you know of other students who might be interested in a BA in Applied Humanities–Consumer, Market & Retail Studies? 39 ⓘ

Do you know of other students who might be interested in a BA in Applied Hu...

Average

Minimum

Maximum

Count

Yes	1.00	1.00	1.00	11
No	2.00	2.00	2.00	28

If so, what is their current major? ⓘ

French

Business

Applied Humanities with a Fashion Emphasis

Psychology, Business, Communications

Business Administration

East Asian Studies and Finance

BA in Applied Humanities Fashion Design

Marketing

n/a

Interdisciplinary Degree with emphasis in Arts, Media, and Entertainment

Marketing

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

N/A

N/A

It sounds cool

I think this is a good idea!



Judd Ruggill <jruggill@gmail.com>

Applied Humanities -- Consumer, Market and Retail Studies emphasis

Scaramella, Laura V - (scaramella) <scaramella@arizona.edu>
To: "Ruggill, Judd - (jruggill)" <jruggill@arizona.edu>

Mon, Jul 10, 2023 at 8:30 AM

Judd,

I am thrilled to offer my strongest support for a Consumer Market and Retail Studies emphasis with Applied Humanities. Our experience with the Fashion emphasis has been fantastic and I look forward to a long collaboration with you.

Laura



Laura Scaramella, Ph.D.

Director, John and Doris Norton School of Human Ecology

Interim Department Head, Agricultural Education, Technology & Innovation
Professor and Fitch Nesbitt Endowed Chair, Family Studies and Human
Development Norton School of Human Ecology
THE UNIVERSITY OF ARIZONA

McClelland Park, 401E
PO Box 210078 | Tucson, AZ 85721
Office: 520-621-1666 | Fax: 520-621-9445
scaramella@email.arizona.edu
norton.arizona.edu/

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Request to Add or Remove a Campus and/or Location to an Existing Plan/Sub Plan

All requested changes will be made for all listed Plans/Subplans

Plan/Subplan Name: Consumer, Market & Retail Studies

Campus (select one option): Add Remove

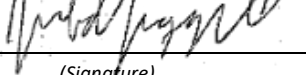
Select Campus: Main AZ Online Distance UA South AZ Global Phoenix-Biomedical Community

Location (select one option): Add Remove


List Location(s): Main

Effective Term: Fall Summer Spring Year: 2024

Required Signatures:

Department Head: Judd Ruggill  09/27/23
(Print) (Signature) (Date)

2nd Department Head: _____
(If applicable) (Print) (Signature) (Date)

* College Dean: Chantelle Warner  Sep 27, 2023
(Print) (Signature) (Date)

* 2nd College Dean: _____
(If applicable) (Print) (Signature) (Date)

For Distance, Online, or Community Campus:

- **For Global Locations** – JP Jones, Global Education, Global Campuses
- **For ODCE Campuses** – Craig Wilson, Vice Provost, Online Education (Online, Distance, Community Campus)

Signature: _____ Date: _____

Other Campuses:

Dean's Signature

(Print) (Signature) (Date)

Office of Curricular Affairs:

Signature: _____ Date: _____









PAH - Undergraduate Emphasis Request Form [Consumer, Market & Retail Studies] (2023 - 2024)_092723

Final Audit Report

2023-09-27

Created:	2023-09-27
By:	Robin Staples (rstaples@arizona.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA3OSMkMGoFdoLc6MCcno1jUaDQ5FsoizZ

"PAH - Undergraduate Emphasis Request Form [Consumer, Market & Retail Studies] (2023 - 2024)_092723" History

-  Document created by Robin Staples (rstaples@arizona.edu)
2023-09-27 - 7:55:50 PM GMT
-  Document emailed to Judd Ruggill (jruggill@arizona.edu) for signature
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-  Email viewed by Judd Ruggill (jruggill@arizona.edu)
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-  Document e-signed by Judd Ruggill (jruggill@arizona.edu)
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-  Document emailed to Chantelle Warner (warnerc@arizona.edu) for signature
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-  Document e-signed by Chantelle Warner (warnerc@arizona.edu)
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