THE UNIVERSITY OF ARIZONA®

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

Requests for the creation of a new emphasis requires approval from the school director/department head (managing administrator), college academic dean, Curricular Affairs, Undergraduate Council (UGC), and College Academic Administrators Council (CAAC). Complete this form (for each proposed emphasis) and submit to Martin Marquez (martinmarquez@email.arizona.edu), no later than October 25, 2019 to be considered for inclusion in the 2020-2021 Academic Catalog.

I. **Requested by (College & School/Department):** College of Humanities, Department of Public & Applied Humanities

II. **Proposer's name, title, email and phone number:** Judd Ruggill, Head, jruggill@email.arizona.edu, 520-621-3025

III. **Degree, major and number of students currently enrolled in the major (include dual majors):** BA, Applied Humanities, 77

IV. **Total number of students that have completed the major in the past 3 years:** The BA in Applied Humanities was launched in Fall 2018. No students have yet completed the major; we expect the first to do so in Spring 2020.

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

Name of existing emphasis plan(s)	Business Administration	Fashion Studies	Public Health	Spatial Organization & Design Thinking
First term emphasis was offered	Fall 2018	Fall 2018	Fall 2018	Fall 2018
Minimum units required to complete major core and emphasis (total)	42	42	42	42
Minimum upper division (300 level or above) units required to complete major core and emphasis (total)	24	24	24	24
Additional requirements to complete emphasis (supporting coursework*, lecture series, GPA, non-credit workshop)	NA	NA	NA	NA
Number of students enrolled in emphasis	28	19	18	12
Total number of students that have completed emphasis in past 3 years	0 (The major was new as of Fall 2018, and thus no students have yet completed the emphasis.)	0 (The major was new as of Fall 2018, and thus no students have yet completed the emphasis.)	0 (The major was new as of Fall 2018, and thus no students have yet completed the emphasis.)	0 (The major was new as of Fall 2018, and thus no students have yet completed the emphasis.)

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

VI. **Name of the proposed emphasis:** Rural Leadership and Renewal

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

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

VIII.   Provide a rationale for the proposed new emphasis. Survey your current majors to provide evidence of student interest in/demand for the proposed emphasis – attach the survey questions and results at the end of this proposal. Write a short summary of the findings of the survey. Ensure your survey seeks evidence of how the new emphasis will impact existing emphases. You may also include external data (Bureau of Labor Statistics, reports/letters of support from relevant bodies, etc.). Curricular Affairs can provide a job posting/ demand report by skills obtained/outcomes of the proposed emphasis. Please contact Martin Marquez to request the report for your proposal.

Rural communities across the country are confronting a multitude of existential threats, from economic stagnation and population decline to environmental degradation and public health crises (e.g., opioid addiction, food insecurity) to persistent systemic racism and, in the case of many indigenous peoples, a long history of wilful neglect.[1] At the same time, there is tremendous hope for renewal in these communities through innovation in the public humanities, agricultural production, and tourism.[2]

According to a recent report published by the National Governors Association, deep and lasting rural renewal will require a new generation of leaders who are cross-disciplinarily trained and able to deploy a range of skills spanning the humanities, innovation, and entrepreneurial leadership, especially in the agricultural arena. Key skills for these leaders include abstract and critical thinking and analysis, facilitating creativity, opportunity recognition, innovation development, resource mobilization, entrepreneurial storytelling, intercultural competence, collaboration, and iterative and transdisciplinary problem solving.[3] These skills—and the knowledge they generate—are not only essential to producing rural leaders, but to enhancing these leaders' capacity to foster change, create an "entrepreneurial and creative milieu," preserve culture and tradition, and shepherd sustainable and broad renewal of their communities.[4]

In keeping with the University of Arizona's land grant mission, new strategic plan, proud status as a Hispanic-Serving Institution, and geographical location on the ancestral homelands of the Tohono O'odham people, the Department of Public and Applied Humanities and the Department of Agricultural Education, Innovation, and Technology propose to deliver a curriculum designed to teach students how to become effective rural leaders in Arizona and beyond. With coursework in agricultural innovation, leadership, and public-facing and applied humanities, the BA in Applied Humanities–Rural Leadership and Renewal will be unique to the State of Arizona, the region, and the country. It will focus on an often overlooked yet essential element in discussions of the Fourth Industrial Revolution (4IR). Rural communities have been powerful engines in previous industrial revolutions, providing the food, natural resources, and personnel to drive innovation in manufacturing, technology, human services, law and public policy, and more. To expect the 4IR to be fundamentally different from its predecessors in this way is to grossly misread and underestimate the importance and influence of rural populations on local, state, national, and international political, economic, and cultural landscapes. The proposed BA in Applied Humanities–Rural Leadership and Renewal will help the University of Arizona continue to lead the

---

[1] Markey, S., Halseth, G., & Manson, D. (2008). Challenging the inevitability of rural decline: Advancing the policy of place in northern British Columbia. *Journal of Rural Studies, 24*(4), 409-421; Tonts, M., Plummer, P., & Argent, N. (2014). Path dependence, resilience and the evolution of new rural economies: Perspectives from rural Western Australia. *Journal of Rural Studies, 36*, 362-375; Armstrong, A., & Stedman, R.C. (2019). Understanding local environmental concern: The importance of place. *Rural Sociology, 84*(1), 93-122; Hamilton, L.C., Hartter, J., Safford, T.G., & Stevens, F.R. (2013). Rural environmental concern: Effects of position, partisanship, and place. *Rural Sociology, 79*(2), 257-281; Hubley, T.A. (2011). Assessing the proximity of healthy food options and food deserts in a rural area in Maine. *Applied Geography, 31*(4), 1224-1231; Rigg, K.K., Monnat, S.M., & Chavez, M.N. (2018). Opioid-related mortality in rural America: Geographic heterogeneity and intervention strategies. *International Journal of Drug Policy*, 57, 119-129.

[2] Balfour, B., Fortunato, M. W-P., & Alter, T.R. (2018). The creative fire: An interactional framework for rural arts-based development. *Journal of Rural Studies, 63*, 229-239; Berglund, K., Gaddefors, J., & Lindgren, M. (2016). Provoking identities: Entrepreneurship and emerging identity positions in rural development. *Entrepreneurship & Regional Development, 28*(1-2), 76-96; Lane, B. (2009). Rural tourism: An overview. In T. Jamal & M. Robinson (Eds.), *The Sage Handbook of Tourism Studies* (pp. 354-370). London: Sage Publications Ltd; Pant, L.P. (2012). Learning and innovation competence in agricultural and rural development. *The Journal of Agricultural Education and Extension*, 18(3), 205-230; Bell, D., & Jayne, M. (2010). The creative countryside: Policy and practice in the UK rural cultural economy. *Journal of Rural Studies*, 26, 209-218.

[3] National Governors Association (2019). Rural prosperity through the arts & creative sector. [on-line]. Accessed July 26, 2019. (https://www.nga.org/ruralarts/).

[4] Balfour, B., Fortunato, M. W-P., & Alter, T.R. (2018). The creative fire: An interactional framework for rural arts-based development. *Journal of Rural Studies*, 63, 229-239.

nation in training students to connect with, revitalize, and help steward these historically underserved yet vital communities.

Neither the Department of Public and Applied Humanities nor the Department of Agricultural Education, Innovation, and Technology are positioned to embark on this project alone, nor should they: the realities of higher education in the 21st century mandate energetic institutional and cross-disciplinary collaboration, as there is simply no other way to flourish in an era of declining resources, deepening challenges, and proliferating opportunities and obligations. The BA in Applied Humanities–Rural Leadership and Renewal epitomizes such collaboration, opening new possibilities for students, faculty, and community members and continuing to build upon the robust, transdisciplinary, and special relationship between the College of Humanities and the College of Agriculture and Life Sciences.

In Fall 2019, the College of Humanities and the College of Agriculture and Life Sciences distributed a student interest survey to their respective listservs.[5] 181 students responded to the survey, with the following results:

Question	Majors Listed	Yes	No
What is your current major (or majors if you are pursuing more than one)?	● Africana Studies ● Agricultural Technology Management and Education ● Animal Sciences ● Anthropology ● Applied Humanities ● Arabic ● Architecture ● Biochemistry ● Biology ● Biosystems Engineering ● Chinese ● Classics ● Cognitive Science ● Communication ● Computer Science ● Creative Writing ● Criminal Justice ● Cyber Operations ● Dance ● East Asian Studies ● Ecology ● Education ● Engineering ● Environmental and Water Resource Economics ● Environmental Science ● Evolutionary Biology ● Family Studies and Human Development ● Finance ● French ● General Studies ● Geosciences ● German ● Global Studies ● History ● Italian ● Japanese ● Latin American Studies ● Law ● Linguistics ● Microbiology ● Music ● Natural Resources ● Neuroscience		

---

[5] A copy of the survey text is attached, as are the associated Qualtrics survey reports.

	● Nutrition and Food Systems ● Plant Sciences ● Political Science ● Portuguese ● Pre-Business ● Psychology ● Public Health ● Religious Studies ● Russian and Slavic Studies ● Spanish ● Sports Management ● Veterinary Science		
Would you be interested in a Rural Leadership and Renewal concentration in the BA in Applied Humanities?		69	111
If so, would you consider adding a BA in Applied Humanities–Rural Leadership and Renewal as an additional major to the one(s) you're already pursuing?		37	128
Do you know of other students who might be interested in a BA in Applied Humanities–Rural Leadership and Renewal?		65	114
If so, what is their current major?	● Agricultural Technology Management and Education ● Animal Sciences ● Anthropology ● Agriculture ● Biology ● Biosystems Engineering ● Business ● Communication ● East Asian Studies ● Education ● Engineering ● Environmental Science ● Family Studies and Human Development ● General Studies ● Global Studies ● Natural Resources ● Psychology ● Public Health ● Sociology ● Undecided		
If you have any other feedback for us, please include it below.	● "I think it sounds like a great program and something that could be especially useful in Arizona. I just am not personally interested." ● "I like the idea of the new major! I'm a junior, so, unfortunately, I cannot add on another major at this time." ● "I think this is a great idea, I'm about to graduate but would have loved this option." ● "I feel as though many would pursue this career as either a second major or a minor in conjunction		

	with maybe a Vet Science Major" ● "Although I am not interested in this major, I think it would be an important addition to the majors offered at the U of A, and that it would have a positive impact on the community" ● "I think this would be great major to offer and you may want to talk to students who are pursuing majors related to social services, substance abuse, and similar fields" ● "This would be useful for Agricultural educators, better enabling them to teach, communicate, and understand their students" ● "Even though I am not personally interested in this degree type, I think it would be a great addition given the many rural places we have in Arizona and the representation/restoration they could benefit from" ● "very exciting opportunity" ● "I think it's a great idea" ● "I would have taken this degree path if it would had been offered during the time I was enrolling for college. I feel that this is amazing opportunity for future wildcats to pursue" ● "I think it would be a very interesting major especially for people that come from rural towns. It would definitely add to the variety of majors here at U of A" ● "Sounds like an interesting program, perhaps not as a stand alone major though, but for sure a useful and applicable adjunct to the applied humanities curriculum!"		5

The results of the student interest survey show:

1. Solid interest in a Rural Leadership and Renewal emphasis;

2. A Rural Leadership and Renewal emphasis would have little, if any, negative impact on COH's extant degrees elsewhere in the college;

3. A Rural Leadership and Renewal emphasis would attract new students, not just simply shuffle students from one unit to another.

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

Learning Outcome	Introduced	Practiced	Assessed
Describe the cultural, economic, ecological, and political conditions that influence opportunities for leadership in and renewal of rural communities.	● ALC 309 ● ALC 409 ● ALC 411 ● ALC 422	● ALC 410 ● ALC 411 ● ALC 422	● ALC 410 ● ALC 411 ● ALC 422
Analyze techniques for rural revitalization and heritage preservation in the context of extant and future innovation models.	● ALC 411 ● ALC 412	● ALC 410 ● ALC 411 ● ALC 412	● ALC 410 ● ALC 411 ● ALC 412
Develop strategies for designing, initiating, and scaling rural renewal initiatives that are community-centered, socially just, culturally appropriate, and economically and ecologically sustainable.	● ALC 410 ● ALC 411 ● ALC 422	● AED 437 ● ALC 410 ● ALC 411 ● ALC 422	● ALC 410 ● ALC 411 ● ALC 422

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.**

Requirement Title / Description	Courses (include prefix, number, title, units)	Minimum units needed to satisfy requirement
Major Core	● PAH 200: Introduction to Applied Humanities (3) ● PAH 201: Applied Humanities Practice: Techniques and Technologies for Public Enrichment (3) ● PAH 372: Intercultural Competence: Culture, Identity, Adaptation, and 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 and Beyond (3) ● PAH 493: Internship (3) ● PAH 498: Senior Capstone (3) ● 1 humanities elective from the approved list (3)[6]	24
	Total major core upper division units required	15
	Total major core units required	24

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

Note: a proposed emphasis having similar curriculum with other plans (within department, college, or

---

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

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	● ALC 409: Team and Organizational Leadership (3)[7]
	● ALC 410: Entrepreneurial Leadership in Agriculture and the Life Sciences (3)
	● ALC 411: Principles and Applications of Organizational Innovation (3)
	● ALC 422: Communicating Knowledge in Agriculture and the Life Sciences (3)
	● ALC 499: Independent Study (3)[8]
	● One course from among the following:
	   ● ALC 309: Leadership Principles and Practices (3)[9]
	   ● ALC 412: Translating Emergent Agricultural and Life Sciences Innovations (3) **[New]**
	   ● AED 437: Methods of Facilitating Learning (3)
		18

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

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

---

[7] The Department of Agricultural Education, Innovation, and Technology allows sophomores to enroll in upper division coursework, and the emphasis courses have no formal prerequisites. Students will thus be able to access and complete the emphasis in a reasonable amount of time (i.e., over the course of 6 semesters).

[8] The purpose of the Independent Study is to emphasize community-based research and embed learning directly in the types of communities the students aspire to serve. As such, it is fundamental to the Department of Agricultural Education, Innovation, and Technology's mission, vision, values, and pedagogical approach.

[9] Given the fact that leadership coursework is offered by a variety of departments on campus, we would be open to considering additional options for the requirement satisfied by ALC 309.

XIII. **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
AED 437	Methods of Facilitating Learning	Students will plan, facilitate, and assess learning experiences for myriad learning situations. Students will learn to identify and apply resources and methods for facilitating learning with multiple audiences. Students will also learn how to develop objectives and assessments, as well as design materials to use in the facilitation process.	Sp, every year	Agricultural Education, Technology, and Innovation	Amber Rice[10]
ALC 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.	Sp, Su, every year	Agricultural Education, Technology, and Innovation	Quintin Molina
ALC 409	Team and Organizational Leadership	Principles and practices in planning, developing, conducting, and evaluating leadership programs for agricultural groups. The intended audience is 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.	Sp, every year	Agricultural Education, Technology, and Innovation	Robert Torres
ALC 410	Entrepreneurial Leadership in Agriculture and the Life Sciences	This course is an exploration of the principles and practices of entrepreneurial leadership, and the application of such principles and practices within agricultural and rural communities, the cooperative Extension system, educational organizations and systems, agricultural agencies at the local, state, and federal levels, and agricultural enterprises and life sciences industries. Emphasis is placed on the knowledge and skills required to effectively lead change within and across organizations, communities, and settings that intersect the agricultural and life sciences fields.	Sp, every year	Agricultural Education, Technology, and Innovation	Matthew Mars

---

[10] As with its current degree emphases, the Department is prepared to help support the hiring of additional instructional faculty for courses hosted by the partner unit (the Department of Agricultural Education, Innovation, and Technology) should the need arise.

ALC 411	Principles and Applications of Organizational Innovation	This course provides an introduction to the principles and practices central to organizational innovation and leadership. Frameworks and methods for designing, developing, and implementing innovation within agricultural organizations and industrial settings and environments will be explored. The overarching goal of the course is to equip students with the perspective and skill base necessary to be leaders of innovation and change within agricultural organizations that extend across educational, public, governmental, and industrial settings and environments.	F, every year	Agricultural Education, Technology, and Innovation	Matthew Mars
ALC 422	Communicating Knowledge in Agriculture and the Life Sciences	Principles and processes of knowledge diffusion and methods of transferring appropriate technology to user/clientele groups. Communicating effectively within organizations.	F, Su, every year	Agricultural Education, Technology, and Innovation	Matthew Mars
ALC 499	Independent Study	Independent Study[11]	F, Sp, Su, every year	Agricultural Education, Technology, and Innovation	Matthew Mars

XIV. **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 prefix and number	Title	Course Description	Status*	Anticipated first term offered	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Department	Faculty members available to teach the courses
ALC 412	Translating Emergent Agricultural and Life Sciences Innovations	Students will examine and develop a set of skills that enable them to translate complex scientific and technological innovations in agriculture and life sciences to the general public without degrading the quality of the original science, using contemporary media, including animations, videos and advanced graphics.	S	Fall 2020	S, every year	Agricultural Education, Technology, and Innovation	Emre Toker

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

---

[11] To include a community-based, mini-research project on the role of the humanities and creative industry in the context of rural leadership and renewal.

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

Course	Name	Department	Rank	Degree	Faculty/% effort
AED 437	Amber Rice	Agricultural Education, Technology, and Innovation	Assistant Professor	Ph.D.	0.10
ALC 309	Quintin Molina	Agricultural Education, Technology, and Innovation	Associate Professor of Practice	M.S.	0.10
ALC 409	Robert Torres	Agricultural Education, Technology, and Innovation	Professor	Ph.D.	0.10
ALC 410	Matthew Mars	Agricultural Education, Technology, and Innovation	Associate Professor	Ph.D.	0.10
ALC 411	Matthew Mars	Agricultural Education, Technology, and Innovation	Associate Professor	Ph.D.	0.10
ALC 412	Emre Toker	Agricultural Education, Technology, and Innovation	Mentor-in-Residence	M.S.	0.10
ALC 422	Matthew Mars	Agricultural Education, Technology, and Innovation	Associate Professor	Ph.D.	0.10
ALC 499	Matthew Mars	Agricultural Education, Technology, and Innovation	Associate Professor	Ph.D.	0.10

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

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

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

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

XVII. **Do you want the emphasis name to appear on the transcript?** ☑Yes ☐ No

XVIII. **Do you want the emphasis name to appear on the diploma?** ☑Yes ☐ No

XIX. **Anticipated semester and year to launch the proposed emphasis:** Fall 2020

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

XXI. **Budgetary impact**– indicate new resources needed and source of funding to implement the proposed emphasis. If reallocating resources, indicate where resources will be taken from and the impact this will have on the students/faculty/program/unit.
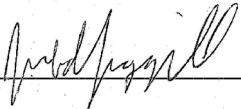
No new resources will be required to implement the proposed emphasis. The courses will simply become part of the faculty members' regular instructional rotation.

Decision process for approval will include:
1) efficiency of course offerings.
2) course offerings are appropriate and match the expertise of the faculty.
3) evidence of sufficient student demand.
3) no major conflict with existing programs.

XXII. **Required signatures**

Managing Unit Administrator (print name and title): ___Judd Ruggill, Head_____

Managing Administrator's Signature: _____   Date: 10/22/19

Managing Unit Administrator (print name and title): _____

Managing Administrator's Signature: _____   Date: _____

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

Dean's Signature: Date: 10/22/19

Dean (printed name and title): _____

Dean's Signature: _____   Date:

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

Joel Hauff, Associate Vice President Academic Initiatives and Student Success and Executive Director for Online and Distance Education Administration

Signature: _____   Date: _____

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

For use by Curricular Affairs:	
Committee	Approval date

Academic Programs Subcommittee	
Undergraduate Council	
College Academic Administrators Council	

☐ Create approval memo
☐ Send memo to college/dept and acad_org listserv
☐ Create emphasis code in UAccess, including secondary major emphasis code
☐ Upload approval memo and proposal documents to UAccess
☐ Notify acad_org of the plan code creation
☐ Notify ADVIP team, include proposers

Sample Major Map

8 Semester Coursework Outline (4 year plan)

Year	Fall	Spring
1	████████████	• PAH 200
2	• PAH 201 • ALC 411	• PAH 372 • ALC 409
3	• PAH 383 • ALC 422	• PAH 493 • ALC 410
4	• PAH 420 • ALC 499 • Humanities Elective	• PAH 498 • AED 437 or ALC 309 or ALC 412

6 Semester Coursework Outline (3 year plan)

Year	Fall	Spring
1	• PAH 200 • ALC 411	• PAH 201 • PAH 372 • ALC 409
2	• PAH 383 • ALC 422	• PAH 493 • ALC 410
3	• PAH 420 • ALC 499 • Humanities Elective	• PAH 498 • AED 437 or ALC 309 or ALC 412

4 Semester Coursework Outline (2 year plan)

Year	Fall	Spring
1	• PAH 200 • ALC 411 • PAH 383 • Humanities Elective	• PAH 201 • PAH 372 • ALC 409 • PAH 493
2	• PAH 420	• PAH 498

	● ALC 422 ● ALC 499	● ALC 410 ● AED 437 or ALC 309 or ALC 412

Humanities Electives

Africana Studies Program
● AFAS 223: African Philosophical Worlds (3)
● AFAS 463: Doing Business In/With Africa: A Cultural Perspective (3)

College of Humanities
● HUMS 375: Globalization and Transnational Cinema (3)

Department of East Asian Studies
● CHN 245: Chinese Popular Culture (3)
● CHN 410B: The Anthropology of Contemporary China (3)
● CHN 444: Chinese Media & Culture (3)
● JPN 245: Japanese Anime and Visual Culture (3)
● JPN 425A: Anthropology of Japan: Images and Realities (3)
● KOR 245: K-pop, Webtoons, Ethnic Food, and More: Understanding Korean Pop Culture (3)
● KOR 251: Introduction to Korea through Films (3)
● EAS 444: East Asian Traditions and the Rise of Commercial Civilization (3)
● EAS 466: Japanese and Chinese Nationalism (3)

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

Department of German Studies
● GER 246: Culture, Science and Technology (3)
● GER 315: German for Professional Purposes (3)
● GER 371: Contemporary German Culture (3)
● GER 416: Minority Views in German Culture (3)
● GER 430: Crossing Borders/Crossing Cultures (3)

Department of Public & Applied Humanities
● PAH 220: Collaboration: A Humanities Perspective (3)
● PAH 221: Creating, Imagining, Innovating: Intercultural Approaches to Academic and Career Success (3)
● PAH 240: Some We Love, Some We Hate, Some We Eat: Global Perspectives on Human/Animal Relationships (3)
● PAH 310: Urban Multilingualism: An Introduction to Exploring Diverse Cities (3)
● PAH 320: Working: The Rewards and Costs of Employment (3)
● PAH 350: Health Humanities: Intercultural Perspectives
● PAH 456: Humanities and the Global Creative Economy (3)

Department of Religious Studies and Classics
● CLAS 311: Athens Through the Ages (3)
● RELI 210: Religion in the American Experience (3)
● RELI 230: Religions and Cultures of India (3)
● RELI 335: Rap, Culture and God (3)
● RELI 345: Religion and the Arts in India (3)
● RELI 363: Religion and Sex (3)

- RELI 367: Yoga (3)
- RELI 404: Religion, Gender, and the Body (3)
- RELI 412: Religion and Literature in Latin America (3)

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

Department of Spanish and Portuguese
- PORT 430: Brazilian Civilization (3)
- PORT 463: Topics in Luso-Brazilian Literature (3)
- SPAN 352: Reading Politics and Culture in the Hispanic World (3)
- SPAN 371A/B: Spanish for Business and Economics (3)
- SPAN 430: Issues in Spanish Culture (3)
- SPAN 431: Issues in Spanish-American Culture (3)
- SPAN 433: Issues in Mexican and Mexican-American Culture (3)
- SPAN 480: Service Learning v

Department of Teaching, Learning and Sociocultural Studies
- TLS 386: Global Citizenship: Reading the World and the Word (3)

Fall 2019 Student Interest Survey

The Department of Public & Applied Humanities (College of Humanities) and the Department of Agricultural Education, Technology & Innovation (College of Agriculture and Life Sciences) are proposing to expand the BA in Applied Humanities to include a concentration (sub-plan) in Rural Leadership and Renewal. The BA in Applied Humanities currently offers concentrations in Business Administration, Fashion Studies, Public Health, and Spatial Organization & Design Thinking. Like these other concentrations, the Rural Leadership and Renewal concentration will feature courses in rural development/innovation and courses in the applied humanities. The resulting BA in Applied Humanities–Rural Leadership and Renewal will combine professional skills in the rural renewal field with the cognitive, creative, international, interpersonal, and intercultural skills taught in the humanities, skills that offer a vital edge in today's rapidly changing job market.

The practice of rural leadership and renewal includes, but is not limited to:
- Humanities-based research into the economic, political, and sociocultural features that characterize rural communities;
- Establishing techniques for identifying and understanding the unique challenges and opportunities associated with protecting and sustaining rural communities;
- Building leadership models for launching culturally appropriate revitalization initiatives;
- Developing entrepreneurial strategies for creating and sustaining community capacity connected to rural innovation and renewal;
- Designing public education and outreach strategies for mobilizing resources and community support for rural initiatives;
- Creating assessment techniques for tracking the impact of renewal initiatives on the health and wellbeing of rural communities.

To broadly capture these and other facets of rural renewal, the BA in Applied Humanities–Rural Leadership and Renewal will feature the following courses:
- Entrepreneurial Leadership in Agriculture and the Life Sciences
- Translating Emergent Agricultural and Life Sciences Innovations
- Communication in Agriculture and the Life Sciences
- Leadership Principles and Practices
- Team and Organizational Leadership
- Principles and Applications of Organizational Innovation
- Methods of Facilitating Learning

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

1. Describe the cultural, economic, ecological, and political conditions that influence opportunities for leadership in and renewal of rural communities;
2. Analyze techniques for rural revitalization and heritage preservation in the context of extant and future innovation models;
3. Develop strategies for designing, initiating, and scaling rural renewal initiatives that are community-centered, socially just, culturally appropriate, and economically and ecologically sustainable.

As part of introducing a concentration in Rural Leadership and Renewal, the Department of Public & Applied Humanities and the Department of Agricultural Education, Technology & Innovation are required to survey students to gauge their interest. We would very much appreciate if you would take a moment to help us determine such interest.

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

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

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

Africana Studies

Spanish, Public Health

spanish

Spacial design and orginization

French

Pre-Business, Spanish

Applied Humanities: Spatial Organization and Design

Applied Humanities – Spatial Organization And Design Thinking

Religious studies

Geoscience and German

East Asian Studies

Computer Science, Spanish
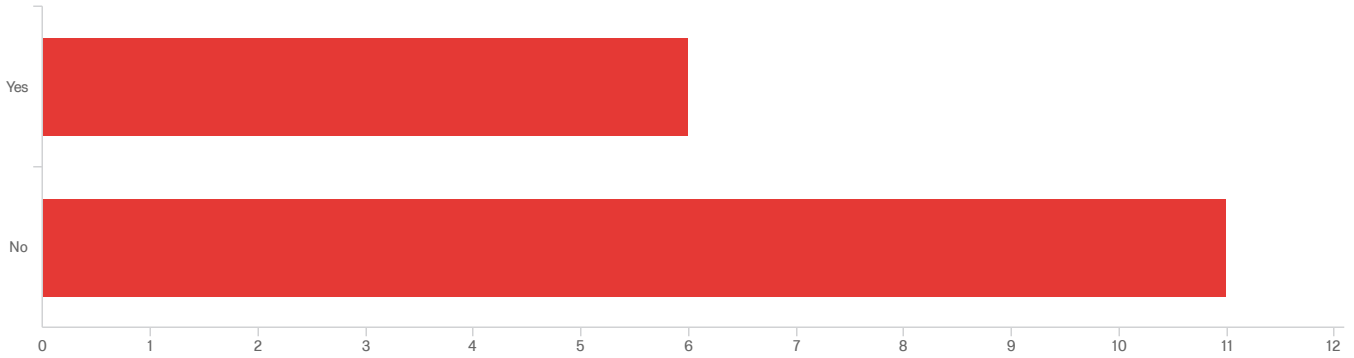
Classics and Religious Studies

Applied Humanities with emphasis in Public Health

EAS-Chinese Studies/Minor:Chemistry

Spanish literature and Elementary Education

Communication, French

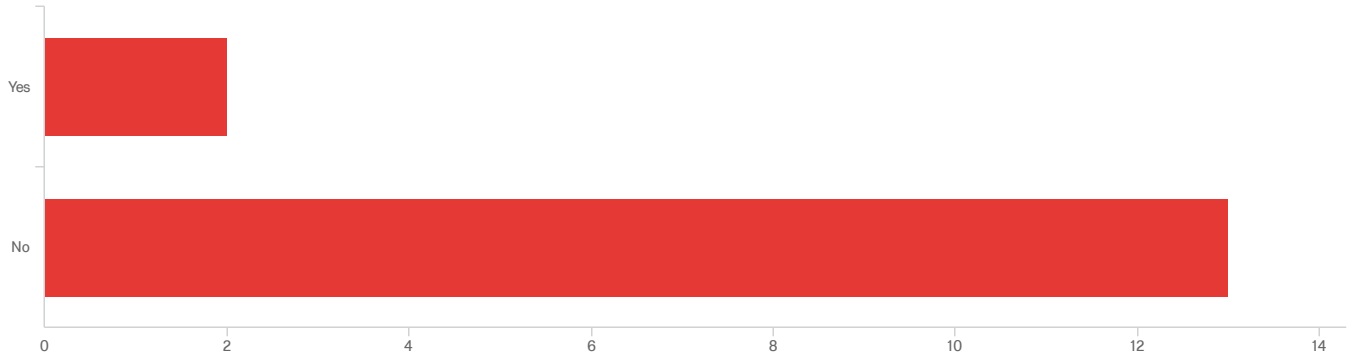Q3 - Would you be interested in a Rural Leadership and Renewal concentration in the BA in Applied Humanities?

| Yes | |
| No | |

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in a Rural Leadership and Renewal concentration in the BA in Applied Humanities?	1.00	2.00	1.65	0.48	0.23	17

#	Field	Choice Count
1	Yes	35.29% 6
2	No	64.71% 11
		17

Showing rows 1 - 3 of 3

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

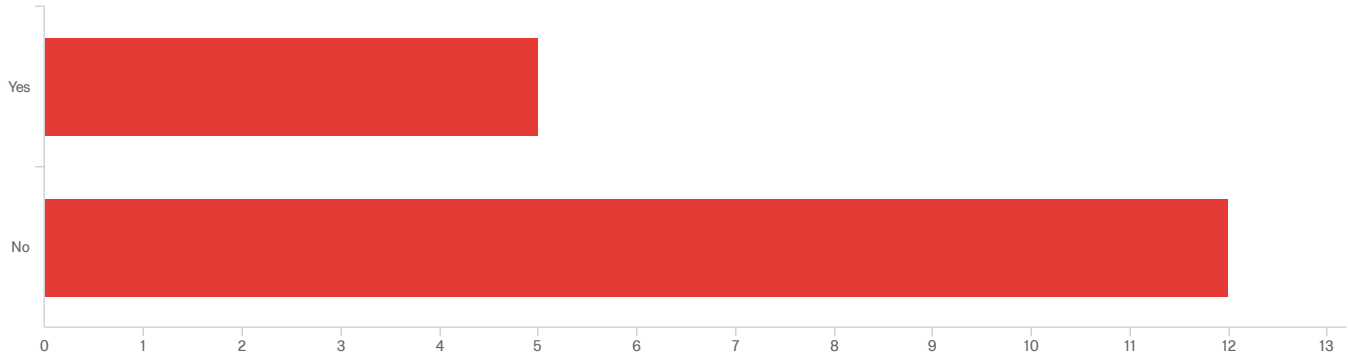| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If so, would you consider adding a BA in Applied Humanities–Rural Leadership and Renewal as an additional major to the one(s) you're already pursuing?	1.00	2.00	1.87	0.34	0.12	15

#	Field		Choice Count
1	Yes	13.33%	2
2	No	86.67%	13
			15

Showing rows 1 - 3 of 3

Q5 - Do you know of other students who might be interested in a BA in Applied Humanities–Rural Leadership and Renewal?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you know of other students who might be interested in a BA in Applied Humanities–Rural Leadership and Renewal?	1.00	2.00	1.71	0.46	0.21	17

#	Field	Choice Count
1	Yes	29.41% 5
2	No	70.59% 12
		17

Showing rows 1 - 3 of 3

Q6 - If so, what is their current major?

If so, what is their current major?

agriculture

Communications

Biosystems Engineering/Business

Different majors

EAS

Undecided

Variety of different majors

N/A

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

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

N/A

Attempting to educate people through a degree about rural communities is a lazy, effortless attempt to learn about rural communities. The ability to learn about rural communities is by interacting and engaging with them safely versus teaching non-rural living people. That inexperience isn't going to be changed by receiving a degree from the UA

I wish more religious studies courses were offered online, especially upper level classes

I think it sounds like a great program and something that could be especially useful in Arizona. I just am not personally interested.

Doesn't seem like an actually applicable major, instead of creating a track that won't be remotely useful in the real world, offer classes so they become secondary traits of all humanities majors

I like the idea of the new major! I'm a junior, so, unfortunately, I cannot add on another major at this time.

N/A

End of Report

Default Report

RLR - BGS
October 15, 2019 3:39 PM MDT

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

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

Cyber Operations

Classics

General studies

BGS

BSG

Religious Studies

Applied humanities

General major

GS- Health, Technology, Science, Society

Public health

General Studies

General Studies

Spanish

East Asian Studies

General Studies

Classics; Russian and Slavic Studies

Pre-Business and Chinese Culture

General Studies

BGS

General Studies with emphasis is IS

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

sports and society

BGS Economy ant Industry

General Studies

Sports management

General Studies

General Studies

BSG

Arts Media and Entertainment

General studies

Japanese Classics Italian

Global Studies and East Asian Studies

Dance, EAS

French and Communication

East Asian Studies, Pre-business

psychological sciences, german studies

law & spanish

Applied humanities

Computer Science, Chinese

Neuroscience and cognitive science, Spanish

Humanities (Public Health Emphasis)

Classics and Anthropology

Global Studies, French, Arabic

Spanish

Pre-Neuroscience and Cognitive Science, Classical Civilizations

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

Spanish and Portuguese / Global Studies

Finance and Spanish & Portuguese

East Asian Studies and Global Studies

Applied humanities

Neuroscience and cognitive science and religious studies

History, Anthropology, and Classics

German, Engineering.

Architecture, Religious Studies

Latin American Studies and Spanish Translation and Interpretation

Psychology, Spanish Literature

Music and religious studies

Ecology & Evolutionary Biology

Creative Writing and French

Neuroscience/Cognitive Science, Criminal Justice, Italian

Anthropology (BS), German Studies (BA)

Spanish and Religious Studies

Linguistics and German

Psychology, French

Russian

Applied Humanities / Pre-Medical

Biology and Spanish

Biochemistry & French

Classical Civilization

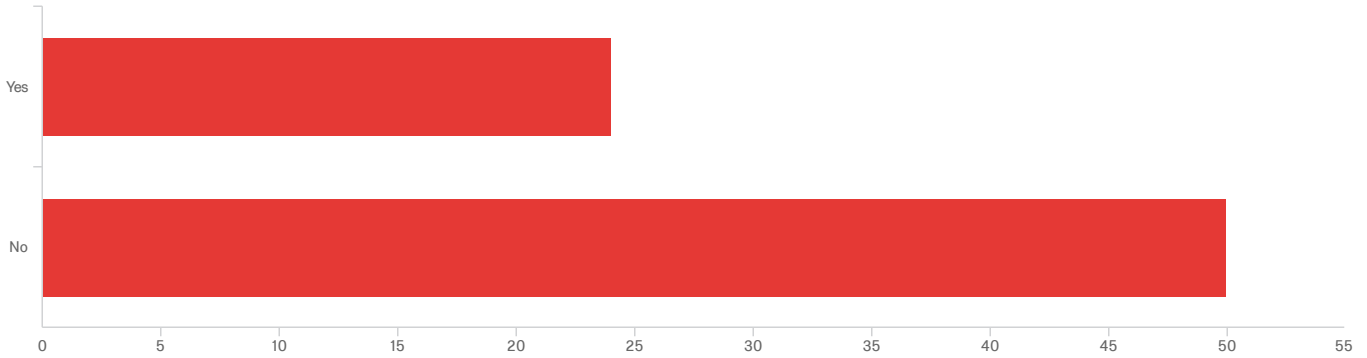Applied Humanities. I wish to also pursue in the Fine Arts

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

History and German Studies

Applied Humanities

L3. Spanish Literature

## Q3 - Would you be interested in a Rural Leadership and Renewal concentration in the BA in Applied Humanities?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in a Rural Leadership and Renewal concentration in the BA in Applied Humanities?	1.00	2.00	1.68	0.47	0.22	74

#	Field	Choice Count	
1	Yes	32.43%	24
2	No	67.57%	50
			74

Showing rows 1 - 3 of 3

Q4 - If so, would you consider adding a BA in Applied Humanities–Rural Leadership and Renewal as an additional major to the one(s) you're already pursuing?
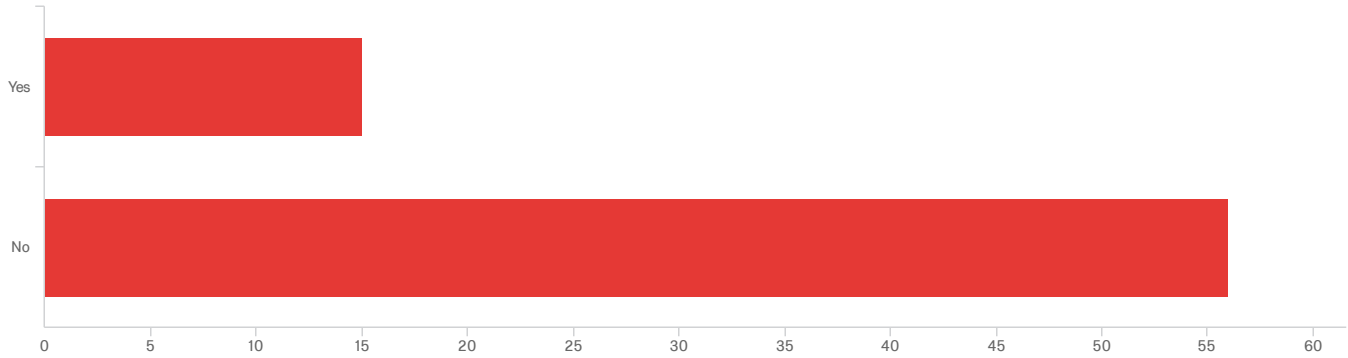
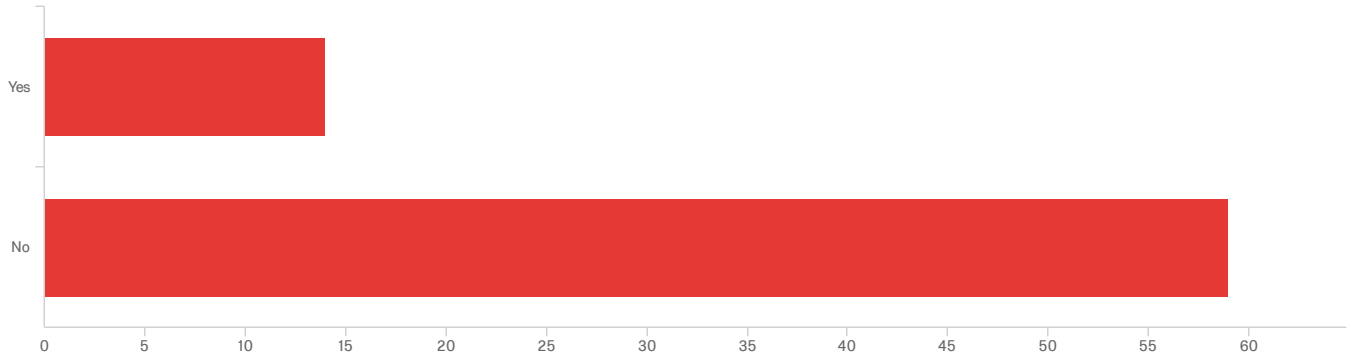| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If so, would you consider adding a BA in Applied Humanities–Rural Leadership and Renewal as an additional major to the one(s) you're already pursuing?	1.00	2.00	1.79	0.41	0.17	71

#	Field		Choice Count
1	Yes	21.13%	15
2	No	78.87%	56
			71

Showing rows 1 - 3 of 3

Q5 - Do you know of other students who might be interested in a BA in Applied Humanities–Rural Leadership and Renewal?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you know of other students who might be interested in a BA in Applied Humanities–Rural Leadership and Renewal?	1.00	2.00	1.81	0.39	0.16	73

#	Field	Choice Count
1	Yes	19.18% 14
2	No	80.82% 59
		73

Showing rows 1 - 3 of 3

Q6 - If so, what is their current major?

If so, what is their current major?

Public Health, Anthropology

n/a

BGS

Business

Agriculture

NA

Global Studies

None

NA

public health

Anthropology

N/A

sociology

Business / Pre-Medical tracks

Family Planning

Communications

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

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

NA

As having grown up in a rural community and being genuinely interested in the preservation thereof, I notice that this is a realy broad-spectrum major; I wonder if not all rural communities can be described or accurately predicted by certain doctrines. Maybe you should consider including emphases on certain areas or collaborating with other departments to tailor major tracks to certain cultures and regions.

No

NA

I havent looked at any of the government/public policy majors but you might be able to add a rural related emphasis.

I think this is a great idea, I'm about to graduate but would have loved this option.

N/A

What is rural leadership and renewal?

Sounds like an interesting program, perhaps not as a stand alone major though, but for sure a useful and applicable adjunct to the applied humanities curriculum!

End of Report

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

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

Nutrition and food system

Ag Tech Management (AGTM)

Veterinary Science

Veterinary Science

Veterinary Science

AGTM with an emphasis in Field Crop Production

VET SCIENCE

Agricultural tech management

Veterinary Science

Veterinary Science

Anthropology & Plant Science

Plant science

Agriculture Education

Agriculture Education

AGTM

Biosystems Engineering

Microbiology

Environmental and Water Resource Economics

AGTM

family studies and human development

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

Agribusiness Management and Economics

Agribusiness

Agribusiness: management and Economics

Veterinary Science

Veterinary Science

biosystems engineer

Veterinary Science

Biosystems Engineering

Microbiology, East Asian Studies

Veterinary Science

Natural Resources Conservation and Management

Microbiology

Animal Science

Agricultural Economics

Veterinary Science

Environmental science

Education LLL

Microbiology and Biochemistry

Microbiology

AREC

Agribusiness

microbiology

Veterinary Science

Veterinary Science

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

Veterinary Sciences

microbiology

Animal science

Animal Science

Microbiology

Veterinary Science

Veterinary Science

Agricultural Tech Management and Education: Teaching Emphasis

Agricultural Technology Management and Education Emphasis Education

Microbiology

Veterinary Science

Veterinary Science and Law

Sustainable Environment

Environmental Science and Political Science

Family Studies and Human Development

Veterinary sciences

Biosystems Engineering

Animal Science, Agriculture Education

Nutrition and Food Systems

Natural Resource Management with an Emphasis in Conservation Biology

Plant Sciences and Biology with Biomedical Emphasis

Agribusiness Management and Economics

Anthropology and Plant Science

AREC - ECONOMICS EMPHASIS

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

agribusiness marketing and management

agribusiness marketing and management

Vet science

Animal Science

Veterinary Science

Veterinary Science

Natural Resources

Natural Resources

Veterinary Science

Veterinary Science

A

Agriculture Technology and Management

AGTM

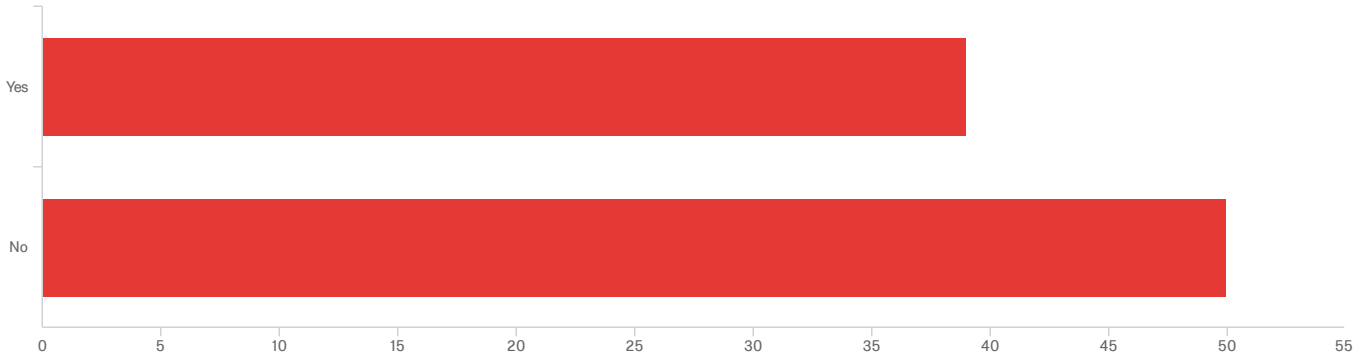Agribusiness Economics & Management

Veterinary Sciences

Agribusiness Economics and Management

Veterinary Science

veterinary science

veterinary science

# Q3 - Would you be interested in a Rural Leadership and Renewal concentration in the BA in Applied Humanities?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in a Rural Leadership and Renewal concentration in the BA in Applied Humanities?	1.00	2.00	1.56	0.50	0.25	89

#	Field		Choice Count
1	Yes	43.82%	39
2	No	56.18%	50
			89

Showing rows 1 - 3 of 3

Q4 - If so, would you consider adding a BA in Applied Humanities–Rural Leadership and Renewal as an additional major to the one(s) you're already pursuing?
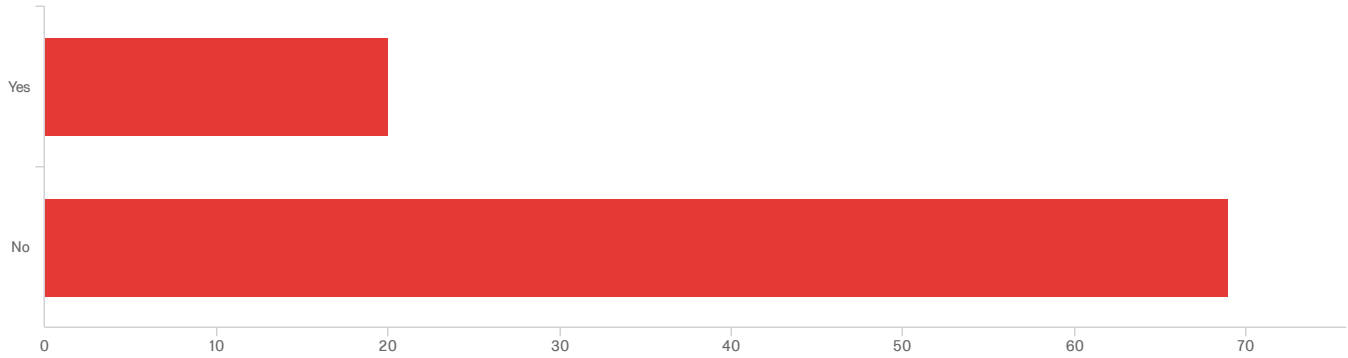
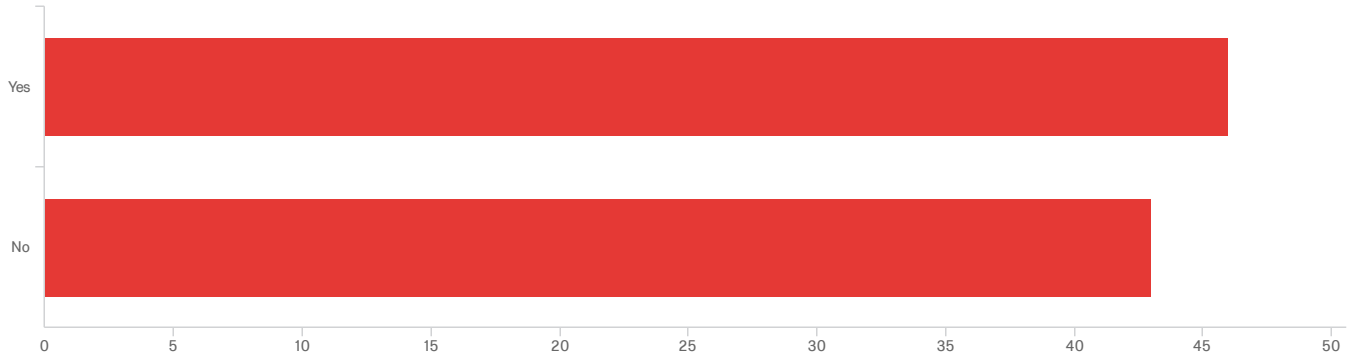| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If so, would you consider adding a BA in Applied Humanities–Rural Leadership and Renewal as an additional major to the one(s) you're already pursuing?	1.00	2.00	1.78	0.42	0.17	89

#	Field		Choice Count
1	Yes	22.47%	20
2	No	77.53%	69
			89

Showing rows 1 - 3 of 3

Q5 - Do you know of other students who might be interested in a BA in Applied Humanities–Rural Leadership and Renewal?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you know of other students who might be interested in a BA in Applied Humanities–Rural Leadership and Renewal?	1.00	2.00	1.48	0.50	0.25	89

#	Field		Choice Count	
1	Yes		51.69%	46
2	No		48.31%	43
				89

Showing rows 1 - 3 of 3

Q6 - If so, what is their current major?

If so, what is their current major?

AGTM and Ag Ed

Animal Science

n/a

n/a

AGTM

Animal Sciences

N/A

N/A

Agriculture Technology, Management and Education

N/A

Engineering

Engineering

Biosystems Engineering

Agricultural Management

n/a

Agribusiness

Agribusiness

Animal Science

Agriculture Technology Management

science; biology majors

N/A

Agricultural Science

If so, what is their current major?

Agro-Business

Natural Resources Conservation and Management

Agricultural Technology Management and Education

Natural resources

Sociology

Psychology, Humanities, and Education

Healthcare related

Agribusiness

Agriculture Management and Education

Agriculture Management and Education

N/A

Agriculture

No comments

Animal Science

Agricultural Technology Management and Education Emphasis Education

N/A

Agricultural Economics

Agricultural related majors (i.e. business)

AGTM, Ag Ed,

Unsure

Ag business, Ag communications, Ag Education

Something to do with Animal Sciences

Not sure

If so, what is their current major?

not sure, most likely public health or agricultural sciences

AGTM

Agricultural Technology Management and Education

AGTM LEADERSHIP

vet science

Vet Science

Ag ED

Environmental sciences

Environment sciences

AGTM, Animals Science

N/A

Natural Resources

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

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

n/a

n/a

N/A

N/A

considerations for minors

None

It would be cool to do Some rural lifestyle related classes

n/a

Nope!

N/A

I feel as though many would pursue this career as either a second major or a minor in conjunction with maybe a Vet Science Major

Are you looking for science students or humanities students? Students studying science tend to frown upon "leadership" majors so maybe change the name to something less polarizing.

I don't know a whole lot about the major proposed, but just from the name it seems very valuable.

N/a

Although I am not interested in this major, I think it would be an important addition to the majors offerd at the U of A, and that it would have a positive impact on the community.

While I am not personally interested in this BA, I think it would be an important addition to the majors offered at the university, and would have a positive impact on the community.

No comments

I wouldn't necessarily want to pursue it as a major, but perhaps as a minor it would be something I'd be interested in

I think this would be great major to offer and you may want to talk to students who are pursuing majors related to social services, substance abuse, and similar fields.

This would be useful for Agricultural educators, better enabling them to teach, communicate, and understand their students.

N/A

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

N/a

N/A

Provide more information

Even though I am not personally interested in this degree type, I think it would be a great addition given the many rural places we have in Arizona and the representation/restoration they could benefit from.

very exciting opportunity

I think its a great idea

In addition to the major, would the option to have a minor be available?

I would have taken this degree path if it would had been offered during the time I was enrolling for college. I feel that this is amazing opportunity for future wildcats to pursue.

Can it be a minor?

When creating a survey asking about interest, describe the major in detail. I have no clue what this major even means

I think this would be an interesting major to add to CALS, and would be interesting to many people especially if they come from a rural background.

I think it would be a very interesting major especially for people that come from rural towns. It would definitely add to the variety of majors here at U of A.

Maybe switch the title or add planning/development into it. It doesnt sound very appealing to me and I come form a rural place. I would want to focus on community development + leadership not renewal. Some rural places dont need renewing, coming from an person with reservation background. I think its important to understand human development for all societies before giving the term renewal to the major.

End of Report

From:	Ruggill, Judd - (jruggill)
To:	Marquez, Martin - (martinmarquez)
Subject:	Fwd: Rural Leadership and Renewal - Email of Support
Date:	Friday, October 25, 2019 4:04:37 PM
Attachments:	image003.png

Hi Martin:

Bobby Torres (AETI) sent me an email letter of support (below). Thanks in advance for adding it to the Rural Leadership and Renewal proposal, and please let me know if there are other materials or information I can provide.

Cheers,

Judd

---------- Forwarded message ---------
From: **Torres, Robert M - (rtorres1)** <rtorres1@email.arizona.edu>
Date: Fri, Oct 25, 2019 at 3:53 PM
Subject: Rural Leadership and Renewal - Email of Support
To: Ruggill, Judd - (jruggill) <jruggill@email.arizona.edu>
Cc: Mars, Matthew M - (mmars) <mmars@email.arizona.edu>

Hi Judd,

Thank you for your request.

This email will serve to document our unit's support for and approval of the Rural Leadership and Renewal proposal. We look forward to helping our partner deliver the curriculum.

Please let me know if you have questions.

Best,

Bobby

Robert M. Torres, PhD

Neely Family Endowed Professor & Dept Head

Roger & Nancy Huber Eminent Faculty Scholar

Past President, American Association for Agricultural Education

Fellow, American Association for Agricultural Education

Fellow, The Bart Cardon Academy for Teaching Excellence, CALS

205 Saguaro Hall | 1110 E. South Campus Dr. | Tucson, Az, 85721

Telephone: 520-621-1523 | Email: rtorres1@arizona.edu