

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).

- I. Requested by (College & School/Department):** College of Humanities | Department of Public & Applied Humanities
- II. Proposer’s name, title, email and phone number:** Judd Ruggill | Professor & Head | jruggill@email.arizona.edu | (520) 621-3025
- III. Degree, major and number of students currently enrolled in the major (include dual majors):** BA | Applied Humanities | 223
- IV. Total number of students that have completed the major in the past 3 years:** 25 (the degree launched in Fall 2018, and thus has just begun graduating students).
- V. Complete the table below capturing information about your existing major emphases. Add columns as needed. Delete example (EX) column before submitting.**

Name of existing emphasis plan(s)	Business Administration	Fashion Studies	Public Health	Spatial Organization & Design Thinking	Game Studies	Rural Leadership & Renewal
First term emphasis was offered	Fall 2018	Fall 2018	Fall 2018	Fall 2018	Fall 2020	Fall 2020
Minimum units required to complete major core and emphasis (total)	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
Additional requirements to complete emphasis (supporting coursework*, lecture series, GPA, non-credit workshop)	NA	NA	NA	NA	NA	NA
Number of students enrolled in emphasis ¹	80	77	43	17	3	1
Total number of students that have completed emphasis in past 3 years	13	5	4	3	0	0

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

VI. Name of the proposed emphasis: Plant Studies

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):

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

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.

Thanks to changing cultural attitudes and habits, ongoing scientific discovery, and recent technological and business innovation, there are tremendous educational and professional opportunities at the intersection of the humanities and plant sciences. Commercial sectors such as marijuana-related production and services (recreational and medical), industrial composting and organic building materials development, and plant-derived beauty, health, and consumer products and services are seeing tremendous growth domestically and abroad.² At the same time, communities of all kinds are investing in shared green spaces, urban agriculture and agricultural tourism, seed libraries and seed saving, native plant nurseries and cultivation, and more.³ Especially exciting are the public-facing initiatives that work toward the direct and tangible improvement of the human condition, initiatives that apply knowledge of self and community in service to the measurable betterment of society.⁴

The School of Plant Sciences (College of Agriculture & Life Sciences) and the Department of Public & Applied Humanities (College of Humanities) propose a transdisciplinary and collaborative curriculum designed to prepare students for publicly engaged careers where the humanities and plant sciences meet. Such careers include Horticultural Product Management, Organic Farming, Horticultural Therapy, Floriculturist, Plant Videographer, Horticulture Writer, Ethnobotany, Permaculture Designer, Agronomy Sales Management, Environmental Outreach Coordinator, Plant Records Specialist, Biosecurity Specialist, and many others. The number of soil- and plant-related jobs are expected to grow by nearly 7% by 2029, and 27% of all USDA jobs will be in the “Food and Biomaterials Production” and “Education, Communications, and Governments Services” sectors by 2025.^{5,6} Notably, all of these opportunities combine plant science and humanities expertise.

The Plant Studies emphasis of the BA in Applied Humanities will combine the scientific, technical, and professional knowledge and skills taught in the plant sciences with the cognitive, creative, international, interpersonal, and intercultural intelligences taught in the humanities. Students will learn fundamental plant science in courses such as “Plant Biology” (PLS 240) and “Principles and Techniques of Plant Propagation and Culture” (PLS 330), and how to apply this science to public-facing, community-connected, and humanities-oriented projects via courses such as “Applied Humanities Practice: Techniques and Technologies for Public Enrichment” (PAH 201) and “Innovation and the Human Condition: Learning How to Improve Life in the Community and Beyond” (PAH 420).

The BA in Applied Humanities–Plant Studies will be a distinctive addition to the campus ecosystem from two of the top-ranked colleges in the world (according to the *Times Higher Education* World University Rankings), and complement existing academic programs (e.g., BA in Food Studies; BS in Nutrition & Food Systems), research initiatives (e.g., Center for Regional Food Studies; Literary & Cultural Plant Studies Network), and community outreach units (e.g., Cooperative Extension) by focusing on plant-related industries and cultures outside of the food system and foodways.⁷ In so doing, the BA in Applied Humanities–Plant Studies will further broaden UArizona’s outstanding biological and humanistic curricula, serve the land grant mission, and help fulfil the Strategic Plan’s promise to produce graduates who are “prepared to lead meaningful lives and improve society.”⁸

² Grand View Research. “Legal Marijuana Market Size, Share & Trends Analysis Report By Marijuana Type (Medical, Adult Use), By Product Type (Flower, Oil), By Medical Application (Chronic Pain, Mental Disorders), and Segment Forecasts, 2021 - 2028.” Report ID: GVR-2-68038-152-8. 2021 (May). <<https://www.grandviewresearch.com/industry-analysis/legal-marijuana-market>>; Global Industry Analysts. “Natural and Organic Cosmetics—Global Market Trajectory & Analytics.” ID: 53032375. 2021 (April). <[https://www.researchandmarkets.com/reports/5302375/natural-and-organic-cosmetics-global-market?utm_source=Ci&utm_medium=PressRelease&utm_code=s47vn8&utm_campaign=1533061+-+Global+Natural+and+Organic+Cosmetics+Industry+\(2020+to+2027\)+-+Key+Market+Trends+and+Drivers&utm_exec=jamu273prd](https://www.researchandmarkets.com/reports/5302375/natural-and-organic-cosmetics-global-market?utm_source=Ci&utm_medium=PressRelease&utm_code=s47vn8&utm_campaign=1533061+-+Global+Natural+and+Organic+Cosmetics+Industry+(2020+to+2027)+-+Key+Market+Trends+and+Drivers&utm_exec=jamu273prd)>.

³ <https://seedbroadcast.org/SeedBroadcast/SeedBroadcast.html>; <https://www.borderlandsrestoration.org/>; <https://fibershed.org/>.

⁴ <https://www.hoodincubator.org/>.

⁵ <https://www.businessinsider.com/high-demand-renewable-energy-jobs-of-the-future-2019-8#18-public-relations-specialists-are-expected-to-see-72-job-growth-by-2029-4>.

⁶ <https://www.purdue.edu/usda/employment/>.

⁷ <https://www.timeshighereducation.com/world-university-rankings/university-arizona>.

⁸ <https://strategicplan.arizona.edu/about>.

In Fall 2021, the College of Humanities distributed a student interest survey to its undergraduate listserv.⁹ 45 students responded to the survey, with the following results:

Question	Responses
What is your class standing?	Freshman = 13.33% Sophomore = 26.67% Junior = 35.56% Senior = 24.44%
What is your current major (or majors if you are pursuing more than one)?	Applied Humanities Astronomy Chinese Classics Computer Science Creative Writing East Asian Studies English Fashion French General Studies German Global Studies History Italian Landscape Architecture Linguistics Natural Resources Pharmaceutical Sciences Philosophy, Politics, Economics & Law Physiology Political Science Pre-Business Pre-Nursing Psychology Public Health Religious Studies Russian Spanish Sustainable Built Environments Undecided
Would you be interested in seeing an emphasis in Plant Studies added to the BA in Applied Humanities?	Yes = 53.11% No = 48.89%
If so, would you consider adding a BA in Applied Humanities–Plant Studies as an additional major to the one(s) you're already pursuing?	Yes = 34.88% No = 65.12%
Do you know of other students who might be interested in a BA in Applied Humanities–Plant Studies?	Yes = 44.44% No = 55.56%
If so, what is their current major?	Agricultural Sciences Art Education Biology Cognitive Science Environmental Science Fashion Studies General Studies History Neuroscience Plant Sciences Public Health Sustainable Built Environments
If you have any other feedback for us, please include it below.	The UA school and garden program got me interested in plants and if I was not about to graduate I would have loved this! It is an interesting area of study, but it doesn't interest me.

⁹ A copy of the survey text is attached, as is the associated Qualtrics survey report.

	<p>If I wasn't already double majoring, I would 100% be interested. However, I would still consider minoring in Plant Studies!</p> <p>If the last class listed, Intercultural Competence, was offered as an elective for my major, I would be interested in taking it.</p> <p>This sounds really cool, my only wish is that it had been available when I was a Freshman or Sophomore!</p> <p>PLEASE add this major!!! Ideally before I graduate :)</p> <p>I think it sounds very interesting. However, unfortunately, I wouldn't have room for plants studies based on what I plan to move onto as a graduate.</p> <p>Although I personally wouldn't do this major, I believe it would be valuable to add!</p>
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The results of the student interest survey show:

1. There is a solid interest in a plant studies emphasis;
2. A plant studies emphasis would have little, if any, negative impact on existing emphases in the major.

IX. At minimum, provide two unique learning outcomes for the proposed emphasis. 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
Demonstrate an understanding of basic plant science and how to apply this science to public-facing, community-connected, and humanities-oriented projects and initiatives.	<ul style="list-style-type: none"> • PLS 195A • PLS 235 • PLS 240 • PLS 302 • PLS 305 • PLS 330 • PLS 340 	<ul style="list-style-type: none"> • PLS 235 • PLS 240 • PLS 299/399/499 • PLS 305 • PLS 330 • PLS 340 • PLS 392/492 • PLS 415 	<ul style="list-style-type: none"> • PLS 240 • PLS 299/399/499 • PLS 305 • PLS 330 • PLS 340 • PLS 392/492 • PLS 415
Describe the direct and indirect impacts of culture and language on plant-focused economies, cultures, and communities.	<ul style="list-style-type: none"> • PLS 195A • PLS 235 • PLS 302 • PLS 306 • PLS 480 	<ul style="list-style-type: none"> • PLS 235 • PLS 302 • PLS 306 • PLS 480 	<ul style="list-style-type: none"> • PLS 235 • PLS 302 • PLS 306 • PLS 480
Evaluate evidence surrounding plant-related initiatives taking place in the public sphere, compare the proposed outcomes with known best practices, and communicate recommended changes to stakeholders as needed.	<ul style="list-style-type: none"> • PLS 195A • PLS 235 • PLS 302 • PLS 306 • PLS 330 • PLS 340 	<ul style="list-style-type: none"> • PLS 235 • PLS 299/399/499 • PLS 306 • PLS 330 • PLS 340 • PLS 392/492 • PLS 415 	<ul style="list-style-type: none"> • PLS 299/399/499 • PLS 306 • PLS 330 • PLS 340 • PLS 392/492 • PLS 415

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. Delete example (EX) rows before submitting.

<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)¹⁰ 	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 university) may require completion of a comparison chart. Total units required for each emphasis must be equal.

<u>Requirement Title/Description</u>	<u>Courses (include prefix, number, title, units)</u>	<u>Minimum units needed to satisfy requirement</u>
Emphasis Core	<ul style="list-style-type: none"> ● PLS 195A: How Will We Feed and Clothe 9-billion People in 2050? (1) ● PLS 240: Plant Biology (4) ● At least 13 units from the following: <ul style="list-style-type: none"> ○ PLS 235: Introduction to Urban Horticulture (3) ○ PLS 302: The Science of Cannabis (3) [New] ○ PLP 305: Introduction to Plant Pathology (3) ○ PLS 306: Crop Science & Production (3) ○ PLS 330: Principles & Techniques of Plant Propagation & Culture (3) ○ PLS 340: Introduction to Biotechnology (3) ○ PLS 415: Plant Breeding & Genetics (3) ○ PLS 480: Medicinal Plants (3) ○ PLS 299/399/499: Independent Study or PLS 392/492: Directed Research (1-3) 	18
	Total emphasis upper division units required	6
	Total major emphasis units required*	18

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

¹⁰ The electives list is included at the end of this document for reference.

XII. 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
PLS 195A	How Will We Feed and Clothe 9-billion People in 2050?	The course is designed to help you develop a deeper understanding of careers in the plant sciences so that you can better appreciate their importance in our lives, and see examples of professions available to those with a plant sciences background. Plants are not only an important part of our environment (farms, landscapes and natural areas), but they are also absolutely essential for our survival and the survival of all life on the planet. Among other things, they provide us with a wide variety of foods, medicines, fibers for clothing, materials to build our homes, as well as vistas for our aesthetic pleasure. They are the ultimate source of most of the fuels that we use to heat/cool our homes, cook our foods, light our streets, and run our engines.	F, every year	School of Plant Sciences	David Galbraith, Betsy Arnold
PLS 235	Introduction to Urban Horticulture	This course aims to introduce students to science-based principles and practices that pertain to the cultivation and management of ornamental and edible plants in urban landscapes and gardens.	F, even years	School of Plant Sciences	Tanya Quist
PLS 240	Plant Biology	This course deals with plant form and function from an evolutionary point of view and is intended for majors in all fields of biology. Emphasis is placed on understanding basic processes of metabolism, evolution, reproduction, growth, development, and physiology of nonvascular and vascular plants. These processes are considered within the context of the environments plants inhabit and human activities that affect or depend upon plants.	F, every year	School of Plant Sciences	Tanya Quist
PLS 302 [New]	The Science of Cannabis	This course will introduce and discuss the current body of up-to-date scientific information on Cannabis resulting from reported basic and applied research to foster a new and better understanding of the utility of this resource, with the intent to provide students with a foundational knowledge around Cannabis and its complex and evolving role in the area of medicine and industry.	S, Su, every year	School of Plant Sciences	Manuel Aregullin
PLP 305	Introduction to Plant Pathology	Detailed study of representative plant diseases, with emphasis on basic concepts of diagnosis, cause, epidemiology, and control.	F, every year	School of Plant Sciences	Barry Pryor
PLS 306	Crop Science & Production	An examination of the fundamental aspects of plant science as applied to crop production. Laboratory exercises will be field-oriented and will involve several field trips.	F, even years	School of Plant Sciences	Duke Pauli
PLS 330	Principles & Techniques of Plant Propagation & Culture	Plant propagation integrates art with science by applying principles of plant biology and cultural practices to create and multiply plants using seeds, cuttings, grafting, budding and tissue culture systems. While sexual seed propagation and all asexual techniques can be carried out in field or controlled environments, plant tissue culture requires specialized substrate, facilities and equipment to ensure sterile conditions. This course provides a comprehensive presentation of principles, techniques and	Sp, even years	School of Plant Sciences	Tanya Quist

		systems used in plant propagation and culture. Students will learn both the techniques and biological concepts as they apply to sexual and asexual reproduction. Students will also study cultural practices and environmental controls important to plant production in field and container systems, as well as the special environmental controls needed for sterile culture techniques.			
PLS 340	Introduction to Biotechnology	Survey of both the basic concepts and techniques used in the analysis and improvement of biological organisms by genetic engineering and cell culture as well as examples of biotechnology improvements that have been made in various organisms. The course covers topics ranging from bioremediation to Cancer Stem Cells.	F, every year	School of Plant Sciences	Samantha Orchard
PLS 415	Plant Breeding & Genetics	This course follows basic genetics in presenting more specialized topics and concepts in plant genetics, providing an introduction to plant breeding, and a foundation for future coursework in advanced plant breeding and quantitative genetics. As the deployment of genetically modified crops has waned due to the expense of research and development, regulatory costs of gaining approval, and the risk of negative public opinion, seed companies are now investing heavily in genomics-assisted breeding of new cultivars. To address these changes, development and understanding of the core principles that have been used for the past century must be combined with current technology to address the challenges facing sustainable production of food, feed, and fiber. In addition, this course will also provide insight into cultivar development as an interesting topic for all students of plant science.	F, odd years	School of Plant Sciences	Duke Pauli
PLS 480	Medicinal Plants	Historical and cultural aspects of plants and medicine, therapeutic uses of plants, psychoactive and food plants, contribution of medicinal plants to modern medicine, future of medicinal plants.	F, odd years	School of Plant Sciences	Leslie Gunatilaka (School of Natural Resources & the Environment)
PLS 299/399/499	Independent Study	Qualified students working on an individual basis with professors who have agreed to supervise such work.	F, Sp, Su, every year	School of Plant Sciences	Any PLS faculty
PLS 392/492	Directed Research	Individual or small group research under the guidance of faculty.	F, W, Sp,Su, every year	School of Plant Sciences	Any PLS faculty

XIII. 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.

No new courses are needed.

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(s)	Name	Department	Rank	Degree	Faculty/% effort
PLS 195A	David Galbraith	School of Plant Sciences	Professor	PhD	2.5%
	Betsy Arnold	School of Plant Sciences	Professor	PhD	2.5%
PLS 235	Tanya Quist	School of Plant Sciences	Associate Professor of Practice	PhD	7.5%
PLS 240	Tanya Quist	School of Plant Sciences	Associate Professor of Practice	PhD	20%
PLS 302 [New]	Manuel Aregullin	School of Plant Sciences	Lecturer	PhD	30%
PLP 305	Barry Pryor	School of Plant Sciences	Professor	PhD	15%
PLS 306	Duke Pauli	School of Plant Sciences	Assistant Professor	PhD	7.5%
PLS 330	Tanya Quist	School of Plant Sciences	Associate Professor of Practice	PhD	7.5%
PLS 340	Samantha Orchard	School of Plant Sciences	Associate Professor of Practice	PhD	15%
PLS 415	Duke Pauli	School of Plant Sciences	Assistant Professor	PhD	7.5%
PLS 480	Leslie Gunatilaka	School of Natural Resources & the Environment	Professor	PhD	7.5%
PLS 299/399/499	Betsy Arnold	School of Plant Sciences	Professor	PhD	1%
	David Baltrus	School of Plant Sciences	Associate Professor	PhD	1%
	Mark Beilstein	School of Plant Sciences	Associate Professor	PhD	1%
	Judith Brown	School of Plant Sciences	Regents Professor	PhD	1%
	Bentley Fane	School of Plant Sciences	Professor	PhD	1%
	David Galbraith	School of Plant Sciences	Professor	PhD	1%
	Eliot Herman	School of Plant Sciences	Professor	PhD	1%
	Alex Hu	School of Plant Sciences	Assistant Professor	PhD	1%
	Eric Lyons	School of Plant Sciences	Associate Professor	PhD	1%
	Michelle McMahan	School of Plant Sciences	Associate Research Professor	PhD	1%
	Rebecca Mosher	School of Plant Sciences	Associate Professor	PhD	1%
	Marc Orbach	School of Plant Sciences	Professor	PhD	1%
	Samantha Orchard	School of Plant Sciences	Associate Professor of Practice	PhD	1%
	Ravi Palanivelu	School of Plant Sciences	Associate Professor	PhD	1%
	Duke Pauli	School of Plant Sciences	Assistant Professor	PhD	1%
	Mohammad Pessarakli	School of Plant Sciences	Adjunct Professor	PhD	1%
	Barry Pryor	School of Plant Sciences	Professor	PhD	1%
	Tanya Quist	School of Plant Sciences	Associate Professor of Practice	PhD	1%
	Dennis Ray	School of Plant Sciences	University Distinguished Professor	PhD	1%
	Monica Schmidt	School of Plant Sciences	Associate Professor	PhD	1%
	Ursula Schuch	School of Plant Sciences	Professor	PhD	1%
	Karen Schumaker	School of Plant Sciences	Professor	PhD	1%
	Rod Wing	School of Plant Sciences	Professor	PhD	1%
	Jesse Woodson	School of Plant Sciences	Associate Professor	PhD	1%
Glenn Wright	School of Plant Sciences	Extension Horticulturist	PhD	1%	
Zhongguo Xiong	School of Plant Sciences	Associate Professor	PhD	1%	
Ramin Yadegari	School of Plant Sciences	Professor	PhD	1%	
PLS 392/492	Betsy Arnold	School of Plant Sciences	Professor	PhD	1%
	David Baltrus	School of Plant Sciences	Associate Professor	PhD	1%
	Mark Beilstein	School of Plant Sciences	Associate Professor	PhD	1%
	Judith Brown	School of Plant Sciences	Regents Professor	PhD	1%
	Bentley Fane	School of Plant Sciences	Professor	PhD	1%
	David Galbraith	School of Plant Sciences	Professor	PhD	1%
	Eliot Herman	School of Plant Sciences	Professor	PhD	1%
	Alex Hu	School of Plant Sciences	Assistant Professor	PhD	1%
	Eric Lyons	School of Plant Sciences	Associate Professor	PhD	1%
	Michelle McMahan	School of Plant Sciences	Associate Research Professor	PhD	1%
	Rebecca Mosher	School of Plant Sciences	Associate Professor	PhD	1%
	Marc Orbach	School of Plant Sciences	Professor	PhD	1%
	Samantha Orchard	School of Plant Sciences	Associate Professor of Practice	PhD	1%
	Ravi Palanivelu	School of Plant Sciences	Associate Professor	PhD	1%
	Duke Pauli	School of Plant Sciences	Assistant Professor	PhD	1%
	Mohammad Pessarakli	School of Plant Sciences	Adjunct Professor	PhD	1%
	Barry Pryor	School of Plant Sciences	Professor	PhD	1%
	Tanya Quist	School of Plant Sciences	Associate Professor of Practice	PhD	1%

	Dennis Ray	School of Plant Sciences	University Distinguished Professor	PhD	1%
	Monica Schmidt	School of Plant Sciences	Associate Professor	PhD	1%
	Ursula Schuch	School of Plant Sciences	Professor	PhD	1%
	Karen Schumaker	School of Plant Sciences	Professor	PhD	1%
	Rod Wing	School of Plant Sciences	Professor	PhD	1%
	Jesse Woodson	School of Plant Sciences	Associate Professor	PhD	1%
	Glenn Wright	School of Plant Sciences	Extension Horticulturist	PhD	1%
	Zhongguo Xiong	School of Plant Sciences	Associate Professor	PhD	1%
	Ramin Yadegari	School of Plant Sciences	Professor	PhD	1%

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 & Applied Humanities and its curricular partner (School of Plant Sciences) are committed to offering the courses regardless of 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: Spring 2022

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.

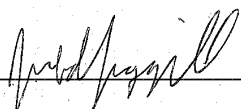
No new resources will be required to implement the proposed emphasis. The courses will simply become part of the faculty members' regular instructional rotation.

The 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;
4. no major conflict with existing programs.

XXII. Required signatures

Managing Unit Administrator (print name and title): Judd Ruggill | Professor and Head | Department of Public & Applied Humanities

Managing Administrator's Signature: 

Date: 09/18/21

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: Kimberly Jones Date: 9/18/21

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.

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	
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
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1		<ul style="list-style-type: none"> PAH 200
2	<ul style="list-style-type: none"> PAH 201 PLS 195A PLS 240 	<ul style="list-style-type: none"> PAH 372 One of the following: <ul style="list-style-type: none"> PLS 299/399/499 PLS 302 PLS 330 PLS 392/492
3	<ul style="list-style-type: none"> PAH 383 One of the following: <ul style="list-style-type: none"> PLS 235 PLP 305 PLS 306 PLS 340 PLS 415 PLS 480 	<ul style="list-style-type: none"> PAH 493 One of the following: <ul style="list-style-type: none"> PLS 299/399/499 PLS 302 PLS 330 PLS 392/492
4	<ul style="list-style-type: none"> PAH 420 One of the following: <ul style="list-style-type: none"> PLS 235 PLP 305 PLS 306 PLS 340 PLS 415 PLS 480 Humanities elective 	<ul style="list-style-type: none"> PAH 498 One of the following: <ul style="list-style-type: none"> PLS 299/399/499 PLS 302 PLS 330 PLS 392/492

6 Semester Coursework Outline (3 year plan)

Year	Fall	Spring
1	<ul style="list-style-type: none"> PAH 200 PLS 195A PLS 240 	<ul style="list-style-type: none"> PAH 201 PAH 372 One of the following: <ul style="list-style-type: none"> PLS 299/399/499 PLS 302 PLS 330 PLS 392/492
2	<ul style="list-style-type: none"> PAH 383 One of the following: <ul style="list-style-type: none"> PLS 235 PLP 305 PLS 306 PLS 340 PLS 415 PLS 480 	<ul style="list-style-type: none"> PAH 493 One of the following: <ul style="list-style-type: none"> PLS 299/399/499 PLS 302 PLS 330 PLS 392/492
3	<ul style="list-style-type: none"> PAH 420 One of the following: <ul style="list-style-type: none"> PLS 235 PLP 305 PLS 306 PLS 340 PLS 415 PLS 480 Humanities elective 	<ul style="list-style-type: none"> PAH 498 One of the following: <ul style="list-style-type: none"> PLS 299/399/499 PLS 302 PLS 330 PLS 392/492

4 Semester Coursework Outline (2 year plan)

Year	Fall	Spring
1	<ul style="list-style-type: none"> PAH 200 PAH 383 	<ul style="list-style-type: none"> PAH 201 PAH 372

	<ul style="list-style-type: none"> ● PLS 195A ● PLS 240 ● Humanities elective 	<ul style="list-style-type: none"> ● PAH 493 ● One of the following: <ul style="list-style-type: none"> ○ PLS 299/399/499 ○ PLS 302 ○ PLS 330 ○ PLS 392/492
2	<ul style="list-style-type: none"> ● PAH 420 ● Two of the following: <ul style="list-style-type: none"> ○ PLS 235 ○ PLP 305 ○ PLS 306 ○ PLS 340 ○ PLS 415 ○ PLS 480 	<ul style="list-style-type: none"> ● PAH 498 ● Two of the following: <ul style="list-style-type: none"> ○ PLS 299/399/499 ○ PLS 302 ○ PLS 330 ○ PLS 392/492

Humanities Electives

Africana Studies Program

- AFAS 223: African Philosophical Worlds (3 units)
- AFAS 463: Doing Business In/With Africa: A Cultural Perspective (3 units)

College of Humanities

- HUMS 200: Health, Culture, and Creativity: Foundations in Health Humanities and the Arts (3 units)

Department of East Asian Studies

- CHN 245: Chinese Popular Culture (3 units)
- EAS 245: Korean Pop Culture (3 units)
- JPN 245: Japanese Anime and Visual Culture (3 units)
- EAS 251: Introduction to Korea through Films (3 units)
- CHN 410B: The Anthropology of Contemporary China (3 units)
- JPN 425A: Anthropology of Japan: Images and Realities (3 units)
- CHN 444: Chinese Media & Culture (3 units)
- EAS 444: East Asian Traditions and the Rise of Commercial Civilization (3 units)
- EAS 466: Japanese and Chinese Nationalism (3 units)

Department of Family & Community Medicine

- FCM 301: Substance Misuse in Maternal & Child Health Populations (3 units)
- FCM 302: Clinical Health Disparities in Sexual & Gender Minority (SGM) Populations (2 units)
- FCM 402: Addressing Health Disparities through Interprofessional Clinical-Community Collaboration (3 units)
- FCM 424A: Arts & Community Health: Intercultural Perspectives & Applications: Part I—Foundation (1 unit)
- FCM 424B: Arts & Community Health: Intercultural Perspectives & Applications: Part II—Disabilities (1 unit)
- FCM 424C: Arts & Community Health: Intercultural Perspectives & Applications: Part III—Aging (1 unit)
- FCM 496A: Advancements in Substance Misuse Research & Clinical Care Seminar (2 units)
- FCM 496E: Introduction to Population Health Management (3 units)

Department of French & Italian

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

Department of German Studies

- GER 246: Culture, Science and Technology (3 units)
- GER 315: Business German (3 units)
- GER 371: Contemporary German Culture (3 units)
- GER 416: Minority Views in German Culture (3 units)
- GER 430: Crossing Borders/Crossing Cultures (3 units)

Department of Linguistics

- LING 114: Learning a Foreign Language (3 units)
- LING 201: Introduction to Linguistics (3 units)
- LING 210: American Indian Languages (3 units)
- LING 211: Meaning in Language and Society (3 units)
- LING 320: Language and Social Issues (3 units)
- LING 322: The Structure and Meaning of Words (3 units)
- LING 341: Language Development (3 units)
- LING 388: Language and Computers (3 units)
- LING 408: Computational Techniques for Linguists (3 units)
- LING 432: Psychology of Language (3 units)

Department of Public & Applied Humanities

- PAH 220: Collaboration: A Humanities Perspective (3 units)
- PAH 221: Creating, Imagining, Innovating: Intercultural Approaches for Academic and Career Success (3 units)
- PAH 230: Video Games as Artifacts: Appreciating Interactive Multimedia Entertainment (3 units)
- PAH 231: Global Video Game Cultures and Their Origins (3 units)
- PAH 240: Some We Love, Some We Hate, Some We Eat: Global Perspectives on Human/Animal Relationships (3 units)
- PAH 260: Asian Pacific American Cultures in Public Life (3 units)
- PAH 310: Urban Multilingualism: An Introduction to Exploring Diverse Cities (3 units)
- PAH 320: Working: The Rewards and Costs of Employment (3 units)
- PAH 330: The Video Game Industry: An Introduction to the Business of Making Money with Play (3 units)
- PAH 331: Video Game Studies: Critical/Cultural Approaches (3 units)
- PAH 350: Health Humanities: Intercultural Perspectives (3 units)
- PAH 456: Humanities and the Global Creative Economy (3 units)

Department of Religious Studies & Classics

- CLAS 240: Ancient Athletics (3 units)
- CLAS 313: Health and Medicine in Classical Antiquity (3 units)
- CLAS 329: Art History of the Cinema (3 units)
- RELI 203: Religion and Medicine in the Western Healing Traditions (3 units)
- RELI 210: Religion in the American Experience (3 units)
- RELI 211: Life After Death in World Religions and Philosophies (3 units)
- RELI 212: Introduction to American Indian Religious Traditions (3 units)
- RELI 230: Religions and Cultures of India (3 units)
- RELI 302: Ellis Island, 9/11, and Border Walls: Religion and Immigration in the U.S. (3 units)
- RELI 303: Spirituality and Sickness: Religion and Health in the U.S. (3 units)
- RELI 326: God, Humanity, & Science (3 units)
- RELI 335: Rap, Culture and God (3 units)
- RELI 336: Spirituality, Psychology, and the Mind (3 units)
- RELI 345: Religion and the Arts in India (3 units)
- RELI 359: Buddhism and Healing (3 units)
- RELI 360: Religion, Nature, and Climate Change (3 units)
- RELI 363: Religion and Sex (3 units)
- RELI 367: Yoga (3 units)
- RELI 404: Religion, Gender, and the Body (3 units)
- RELI 406: Religious Diversity in Healthcare: Intercultural Training (3 units)

- RELI 412: Religion and Literature in Latin America (3 units)
- RELI 428A: Globalization, the Environment, and Indigenous Religions (3 units)
- RELI 482: Tantric Buddhism (3 units)

Department of Russian & Slavic Studies

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

Department of Spanish & Portuguese

- SPAN 352: Reading Politics and Culture in the Hispanic World (3 units)
- SPAN 371A/B: Spanish for Business and Economics (3 units)
- PORT 430: Brazilian Civilization (3 units)
- SPAN 430: Issues in Spanish Culture (3 units)
- SPAN 431: Issues in Spanish-American Culture (3 units)
- SPAN 433: Issues in Mexican and Mexican-American Culture (3 units)
- SPAN 449D: Border Studies (3 units)
- PORT 463: Topics in Luso-Brazilian Literature (3 units)
- SPAN 480: Service Learning (3 units)

Department of Teaching, Learning & Sociocultural Studies

- TLS 386: Global Citizenship: Reading the World and the Word (3 units)

Honors College

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

Fall 2021 Student Interest Survey

The College of Humanities and the College of Agriculture & Life Sciences are proposing to expand the BA in Applied Humanities to include an emphasis in Plant Studies. The BA in Applied Humanities currently offers the following distinct emphases:

- Business Administration
- Fashion Studies
- Game Studies
- Public Health
- Rural Leadership & Renewal
- Spatial Organization & Design Thinking

The Plant Studies emphasis will feature courses in plant biology, cultivation, and application, along with courses in the public and applied humanities. The resulting BA in Applied Humanities–Plant Studies will combine professional training in plant science 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.

To broadly capture the human side of contemporary plant studies, the BA in Applied Humanities–Plant Studies will feature courses such as:

- How Will We Feed and Clothe 9-billion People in 2050?
- Introduction to Urban Horticulture
- The Science of Cannabis
- Medicinal Plants
- Principles & Techniques of Plant Propagation & Culture
- Applied Humanities Practice: Techniques and Technologies for Public Enrichment
- Innovation and the Human Condition: Learning How to Improve Life in the Community and Beyond
- Intercultural Competence: Culture, Identity, Adaptation & Intercultural Relations

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

1. Demonstrate an understanding of basic plant science and how to apply this science to public-facing, community-connected, and humanities-oriented projects and initiatives;
2. Describe the direct and indirect impacts of culture and language on plant-focused economies, cultures, and communities;
3. Evaluate evidence surrounding plant-related initiatives taking place in the public sphere, compare the proposed outcomes with known best practices, and communicate recommended changes to stakeholders as needed.

As part of introducing an emphasis in Plant Studies, the College of Humanities is surveying students to gauge their interest. We would very much appreciate it if you would take a moment to help us determine such interest.

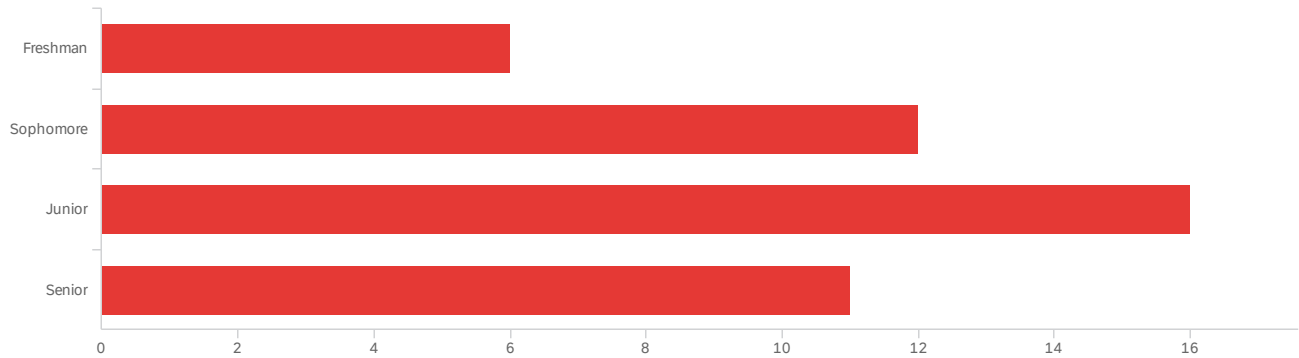
- What is your class standing?
- What is your current major (or majors if you are pursuing more than one)?
- Would you be interested in seeing an emphasis in Plant Studies added to the BA in Applied Humanities?
- If so, would you consider adding a BA in Applied Humanities–Plant Studies as an additional 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–Plant Studies? If so, what is their current major?
- If you have any other feedback for us, please include it below.

Default Report

Applied Humanities-Plant Studies -- Student Interest Survey (Fall 2021) - Copy

September 18, 2021 11:46 AM MDT

Q8 - What is your class standing?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your class standing?	1.00	4.00	2.71	0.98	0.96	45

#	Field	Choice Count
1	Freshman	13.33% 6
2	Sophomore	26.67% 12
3	Junior	35.56% 16
4	Senior	24.44% 11

45

Showing rows 1 - 5 of 5

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

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

Spanish (Emphasis in translation and interpretation)

French, Sustainable Built Environments

English, French

EAS, CW

Environmental studies and spanish language

French, and Linguistics

French; Physio

Classics- Civilization

Applied humanities with an Emphasis in Business administration

General Studies

Pre-Business and Business French

College of Humanities with a focus in Arts, Media, and Entertainment

General studies

classics

Classics and Religious Studies

Classics and astronomy

Applied Humanities - Business Administration

Global Studies and German Studies

Italian

East Asian Studies

Pre-Nursing / Spanish & Portuguese

Fashion

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

Spanish Translation & Interpretation

Spanish

General Studies Emphasis in Sports in Society

Undecided

French and pharmaceutical sciences

Fashion studies

Spanish and Pre-health Thematic

Psychology and Russian

BGS Global and Intercultural Understanding

Natural Resources and French

Applied Humanities with emphasis on Fashion Studies

Landscape Architecture, Spanish

Global and Intercultural understanding

Arts, Media and Entertainment

Computer science and Chinese

General Studies - Science, Technology, Health, & Society

History and Religious Studies

Applied Humanities with an emphasis in Public Health

Applied Humanities: Public Health Emphasis

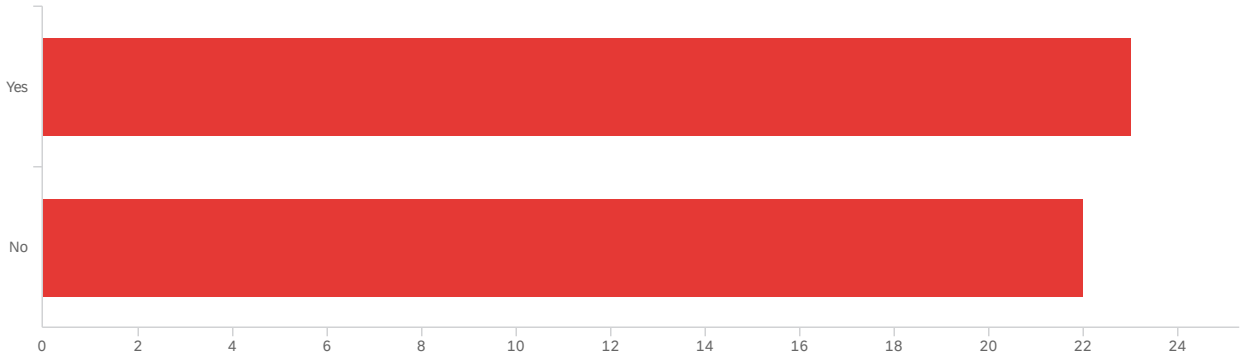
Russian

PPEL and French

Political Science and Spanish

Public health

Q3 - Would you be interested in an emphasis in Plant Studies in the BA in Applied Humanities?

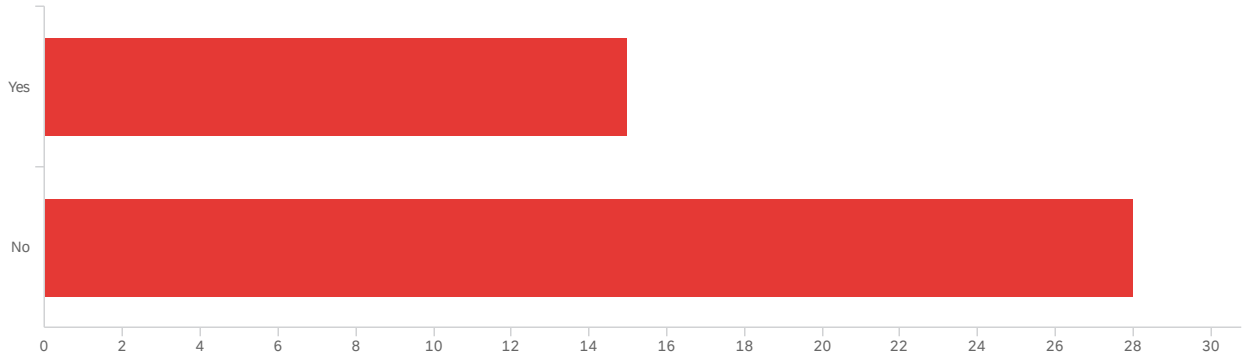


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in an emphasis in Plant Studies in the BA in Applied Humanities?	1.00	2.00	1.49	0.50	0.25	45

#	Field	Choice Count
1	Yes	51.11% 23
2	No	48.89% 22
		45

Showing rows 1 - 3 of 3

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



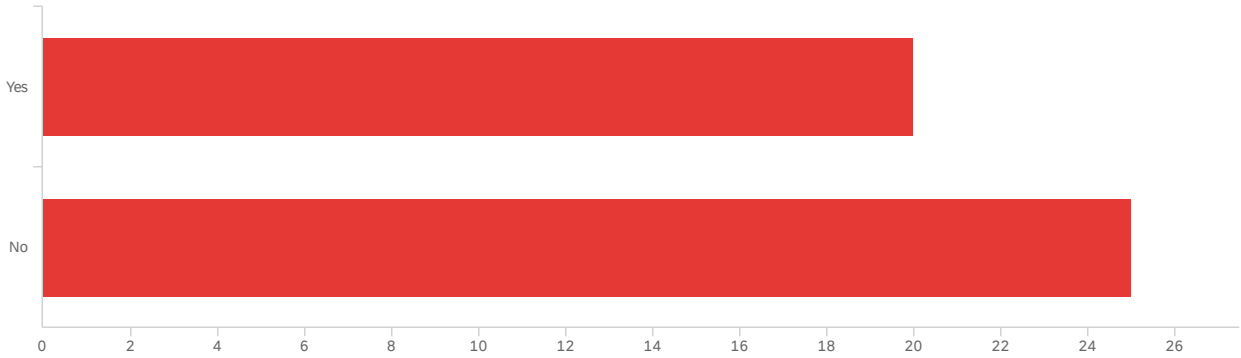
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If so, would you consider adding a BA in Applied Humanities–Plant Studies as an additional major to the one(s) you're already pursuing?	1.00	2.00	1.65	0.48	0.23	43

#	Field	Choice Count
1	Yes	34.88% 15
2	No	65.12% 28

43

Showing rows 1 - 3 of 3

Q5 - Do you know of other students who might be interested in a BA in Applied Humanities–Plant Studies?



#	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–Plant Studies?	1.00	2.00	1.56	0.50	0.25	45

#	Field	Choice Count
1	Yes	44.44% 20
2	No	55.56% 25
		45

Showing rows 1 - 3 of 3

Q6 - If so, what is their current major?

If so, what is their current major?

Art Education

Plant Sciences

Public Health

General education

Neuroscience and Cognitive Science

n/a

History

I'm not sure, but I know it would be helpful to have more BA's available for students

Not sure

Fashion Studies

Sustainable Built Environments

Environmental Science

Agricultural Sciences

Biology

Public Health, Environmental Sciences

No

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.

The UA school and garden program got me interested in plants and if I was not about to graduate I would have loved this!

It is an interesting area of study, but it doesn't interest me.

n/a

If I wasn't already double majoring, I would 100% be interested. However, I would still consider minoring in Plant Studies!

If the last class listed, Intercultural Competence, was offered as an elective for my major, I would be interested in taking it.

This sounds really cool, my only wish is that it had been available when I was a Freshman or Sophomore!

PLEASE add this major!!! Ideally before I graduate :)

I think it sounds very interesting. However, unfortunately, I wouldn't have room for plants studies based on what I plan to move onto as a graduate.

N/A

Although I personally wouldn't do this major, I believe it would be valuable to add!

No

End of Report



Judd Ruggill <jruggill@gmail.com>

Plant Studies, new emphasis in Applied Humanities BA

1 message

McMahon, Michelle M - (mcmahonm) <mcmahonm@arizona.edu>

Wed, Oct 27, 2021 at 5:47 PM

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

Cc: "Jenks, Matthew - (jenksm)" <jenksm@arizona.edu>

Dear Judd Ruggill, Head, Department of Public and Applied Humanities,

cc Matt Jenks, Head, School of Plant Sciences

I am writing on behalf of the School of Plant Sciences with enthusiastic support for the proposed new emphasis, *Plant Studies*, in the *Applied Humanities* BA program. We look forward to working with you, your unit, and the students to facilitate new syntheses of these important concepts and competencies, as described in the proposal.

Best regards,

Shelley McMahon

Shelley (Michelle) McMahon, PhD

Associate Director for Academic Programs

Director, UA Herbarium and

Desert Legume Program

School of Plant Sciences

University of Arizona

mcmahonm@arizona.edu