

New Academic Program Workflow Form

General

Proposed Name: BA in Human Rights Practice

Transaction Nbr: 00000000000054

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: Bachelor of Arts

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sprg 2021

Details

Department(s):

SBSC

DEPTMNT ID	DEPARTMENT NAME	HOST
0443	Social & Behavioral Sci Admin	Y

Campus(es):

ONLN

LOCATION	DESCRIPTION
ONLN	UA Online

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 30.9999, Multi-/Interdisciplinary Studies, Other.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Human Rights Practice

Transcript: Y Human Rights Practice

Conditions for Admission/Declaration for this Major:

Applicants must meet UA Admissions standards - no additional program requirements

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

The proposed program fits very well with the UA Strategic Plan, especially Pillars 2, 3, and 4. Building off the successful SBS Online Graduate Program in Human Rights Practice (HRTS) that offers both a 30 credit MA and a 12 credit graduate certificate, we are proposing a fully online BA in Human Rights Practice. NOTE: we are also concurrently proposing three additional graduate certificates on Gender-Based Violence, Human Rights and Technology and Human Rights and Documentary Media. All of these proposed programs are based upon our cutting-edge curricular and pedagogy model (see Simmons 2019). The need for this degree is also shown through the enrollment in the MA in Human Rights Practice that was developed here at UA. In two years the program has already enrolled over 80 students with 12 of those already graduating.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Social Justice and Human Right	BA	40	ASU's West Campus	Y

Peer Comparison

See attached comparison chart.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
22057891	William Simmons	0443	Professor	Doctor of Philosophy	.10
13604899	Elizabeth Oglesby	0437	Assoc. Prof	Doctor of Philosophy	.15
10002157	Leila Hudson	0416	Assoc. Prof	Doctor of Philosophy	.10
05802665	Margaret Zanger	0419	Prof. Pract.	Master of Laws	.10
22062914	Ana Cornide	0441	Assit. Prof	Doctor of Philosophy	.15
22054664	Leonard Hammer	0443	Adj. Lect.	Juris Doctor	.10
01874844	Robin Reineke	SBS C	Lecturer	Doctor of Philosophy	.10
00684871	Mette Brogden	0443	Lecturer	Doctor of Philosophy	.05
10703298	Jeannine Relly	0419	Assoc. Prof	Doctor of Philosophy	.05
13503600	Phyllis Taoua	0440-FRE N	Professor	Doctor of Philosophy	.03
22059879	Mary Kaitlin Murphy	0441	Assoc. Prof	Doctor of Philosophy	.10
01824728	Seanna Howard	3603	Prof. Pract.	Master of Laws	.03
15003038	Victor Braitberg	HNR S	Assit. Prof	Doctor of Philosophy	.05
06309585	Beverly Seckinger	3509	Professor	Master of Fine Arts	.05
22072961	Amalia Mora	0443	Lecturer	Doctor Musical Arts	.10
22081323	Raymond Smith	3008	Lecturer	Doctor of Philosophy	.10
22085194	Domale Keys	0433	Adj. Instor.	Doctor of Education	.05

Additional Faculty:

None

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0443	0	70	1.50

Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0443	20	40	60	50	60	70	1.50	1.50	1.60

Library

Acquisitions Needed:

None

Physical Facilities & Equipment

Existing Physical Facilities:

None - fully online

Additional Facilities Required & Anticipated:

None - fully online

Other Support

Other Support Currently Available:

We will rely on existing staffing for the Human Rights Practice

Other Support Needed over the Next Three Years:

As the program grows we will need a full-time Program Coordinator

Comments During Approval Process

4/13/2020 4:08 PM

METTEB

Comments

looks like a really fine program to add

4/13/2020 4:08 PM

METTEB

Comments

Approved.

4/29/2020 10:53 AM

RICAR22

Comments

Approved.

5/14/2020 4:55 PM

SWIELAND

Comments
Approved



**NEW ACADEMIC PROGRAM-UNDERGRADUATE MAJOR
ADDITIONAL INFORMATION FORM**

- I. MAJOR DESCRIPTION** -provide a marketing/promotional description for the proposed program. Include the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc. The description will be displayed on the advisement report(s), [Degree Search](#), and should match departmental and college websites, handouts, promotional materials, etc.

Building off the successful SBS Online Graduate Program in Human Rights Practice (HRTS) that offers both a 30 credit MA and a 12 credit graduate certificate, we are proposing a fully online BA in Human Rights Practice. NOTE: we are also concurrently proposing three additional graduate certificates on Gender-Based Violence, Human Rights and Technology and Human Rights and Documentary Media. All of these proposed programs are based upon our cutting-edge curricular and pedagogy model (see Simmons 2019).

Our curricular model includes:

1. A transdisciplinary and applied approach to human rights.
2. Extensive interaction between students and leading practitioners from around the globe through several video conferences in each course.
3. Project-based learning where students complete real-world projects in almost every course.
4. Additional opportunities for students to work on real-world projects with community members through independent studies, internships, and their Capstone course.

The BA in Human Rights Practice provides students with a focused program of study in an important and growing field that is critical for addressing numerous socio-political issues. The rigorous, critical, and place-based curriculum offers students extensive opportunities for community engagement including innovative new courses that mentor students in best practices for working with marginalized community members. The program is designed to provide participants with the foundational knowledge, critical perspectives, and practical skills to advance human rights around the globe.

Our curriculum focuses on place-based learning (despite being in an online environment) where students will apply course-based concepts and information to

human rights issues in their communities. Students will have the opportunity to engage with distinguished human rights stakeholders through videoconferences, internships, class projects, mentorships, and capstone projects. Our focus on project-based learning means that students will help produce white papers, webinars, shadow reports, and other forms of human rights work. And, in our one-of-a-kind Skills for Human Rights course students will gain specific skills (i.e., grant writing, gathering testimonies, documentary production) that will aid them in the human rights job market. Students will graduate with a portfolio of applied work, a large network of contacts, and marketable skills for the practice and application of human rights.

Graduates with a BA in Human Rights will be prepared for:

1. Careers in local, national, and international non-governmental organizations working on human rights and social justice issues.
2. Enrollment in law schools or graduate programs that focus on human rights issues.
3. Careers in public sector jobs at the local and national levels.
4. In addition, many of the skills the students gain through the program will prepare them for jobs in other fields if desired.

II. NEED FOR THE MAJOR/JUSTIFICATION-describe how the major fulfills the needs of the city, state, region, and nation. Provide market analysis data or other tangible evidence of the need for and interest in the proposed major (and emphases, if applicable). This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates of the program for the next three years. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes/CIP code of the proposed major. Please contact [Martin Marquez](#) to request the report for your proposal.

Human Rights has become an established field of study with numerous organizations, journals, and academic programs devoted to it. And yet, there are only eight undergraduate degrees in human rights in the entire US and about the same number in other countries. As far as we know there are no fully online undergraduate degrees in human rights at an accredited university anywhere around the globe.

Of the eight undergraduate degrees none of them focus on practical training that teaches students the skills and the ethos for working with marginalized populations. Instead, these programs focus more on human rights institutions and theories. And yet, numerous studies have found that today's students crave real-world experiences, especially those where they have the chance to "change the world".

Recent surveys have also shown that "We're in a groundswell moment of youth activism" (Levinson 2019) what has been called the activist generation. One survey of

2000 students found that students were very interested in the types of issues that will be covered in this degree program. In a survey of high school counselors by the National Association for College Admission Counseling found that one of the most significant trends in their students was increased activism.

The need for this degree is also shown through the enrollment in the MA in Human Rights Practice that was developed here at UA. In two years the program has already enrolled over 80 students with 12 of those already graduating. Also, when ASU established an MA in Social Justice and Human Rights in 2008, within two years it had over 75 students.

Finally, human rights-related courses are currently being taught with large enrollments in a number of different departments in SBS and other colleges, but such courses are not often taught online.

- III. MAJOR REQUIREMENTS**– complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases* (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, four year plan, curricular/assessment map, etc.). Delete the **EXAMPLE** column before submitting/uploading. Complete the table in Appendix A if requesting a corresponding minor.

The BA in Human Rights consists of (XX units):

Total units required to complete the degree	120
Upper-division units required to complete the degree	
Foundation courses	
<u>Second language</u>	4th Semester Proficiency
<u>Math</u>	G-strand
<u>General education requirements</u>	2 courses/ 6 units- Tier I 150 (INDV) 2 courses/ 6 units-Tier I 160 (TRAD) 2 courses/ 6 units-Tier I 170 (NATS) 3 units-Tier II Arts 1 course/ 3 units-Tier II Humanities 1 course/ 3 units-Tier II NATS
Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of	No

support from home department head(s) for courses not owned by your department.	
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	None
Major requirements	
Minimum # of units required in the major (units counting towards major units and major GPA)	36
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	21
<u>Minimum # of residency units to be completed in the major</u>	18
Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	None
<p>Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*.</p> <p>Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title.</p> <p>Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.).</p> <p>Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p>Core HRTS courses</p> <ul style="list-style-type: none"> ● HRTS 200: Introduction to Human Rights (3 units) (NEW) ● HRTS 205: Human Rights Stories (New) ● HRTS 250: Current Issues in Human Rights (3 units) (NEW) ● HRTS 300: Human Rights in the US (3 units) (New) ● HRTS 400: Community Engagement for Human Rights (3 units) (NEW) ● HRTS 402: Skills for Human Rights Work (New) ● HRTS 411: Strategic Litigation ● HRTS 420: Community-Based Research for Human Rights (New)

	<ul style="list-style-type: none"> ● One course in Regional Human Rights (3 units) (NEW) – courses to be developed in other departments <ul style="list-style-type: none"> ○ Latin America ○ Africa ○ Middle East, etc. ● HRTS 493 internship or 498 capstone 3 units <p>2 courses upper division HRTS electives (6 units)</p> <p>87</p> <p>Students may choose two additional courses from a large list of upper division Human Rights related courses. We will eventually develop this course as an elective:</p> <ul style="list-style-type: none"> ● HRTS 401: Human Rights Organizations I (3 units) (NEW) <p>The following courses are currently being taught in the MA Program in Human Rights Practice. We will develop 400-level sections for these courses.</p> <ul style="list-style-type: none"> ● HRTS 495/595A Human rights across contexts ● HRTS 496A/596A Human Rights Crises ● HRTS 496B/596B Cutting edge advances in Human Rights ● HRTS 497A/597A: Exploring Human Rights through Virtual Field Trips ● HRTS 497A <p>Additional possible electives are listed below.</p>
<p>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</p>	<ul style="list-style-type: none"> ● Internship course (3 units) (students can choose either

	the internship option or the capstone option)
Senior thesis or senior project required (Yes/No). If yes, provide description.	<ul style="list-style-type: none"> 1 HRTS 498 (Capstone) course (3 units) (students can choose either the internship option or the capstone option)
Additional requirements (provide description)	N/A
Minor (specify if optional or required)	Optional
Any <u>double-dipping restrictions</u> (Yes/No)? If yes, provide description.	No

*Emphases are officially recognized sub-specializations within the discipline. [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”). Total units required for each emphasis must be equal. Proposed emphases having similar curriculum with other plans (within department, college, or university) may require completion of an additional comparison chart. Complete the table found in Appendix B to indicate if emphases should be printed on student transcripts and diplomas.

IV. CURRENT COURSES—using the table below, list all existing courses included in the proposed major. 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). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s).

- V. Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)

V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (ie CHEM 4**). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Prerequisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typical Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
HRTS 200	3	Introduction to Human Rights	An introduction to human rights, especially through community engagement. Students will be introduced to the history and theory of human rights as well as a range of current issues. Students will also complete a mini-placement within a community organization and will be introduced to ethical, political, and cultural issues in working with community groups to advance human rights.	none	Online	To be developed	Fall 2020	F/Sp/Su	Proposing Program	Simmons, Hammer, Oglesby, Murphy

HRTS 205	3	Human Rights Stories	This course exposes students to the pivotal roles that stories play in human rights work, including conveying testimonies, education, and marketing human rights abuses. We will look at fictional and non-fictional stories told through a variety of media and analyze important ethical and political issues associated with human rights testimonies.	None	Online	To be Developed	Fall 2020	F/Sp/Su	Proposing Program	Simmons, Murphy, Reineke, Seckinger
HRTS 250	3	Current Issues in Human Rights	Course will delve into four or five current human rights issues examining the social, political, cultural, and historical causes. Will also examine social movements and other means for addressing the human rights issue. Students will also have the opportunity to explore other current issues of their interest.	None		To be developed	Fall 2020	F/Sp/Su	Proposing Program	Hammer, Oglesby, Braitberg, Dovi, Taoua, Simmons
HRTS 300	3	Human Rights in the US	Will examine historical and current issues in the US through a human rights lens. Will examine efforts	None		To be developed	Fall 2020	F/Sp/Su	Proposing Program	Simmons, Oglesby

			historically and in the present to improve the human rights conditions in the US. Will also consider the relationship between the US and the UNRegional and regional human rights treaty bodies as well as prospects for future change.							
HRTS 400	3	Community Engagement for Human Rights	The course integrates experiential opportunities for students so they integrate theory and practice, and connect more effectively with their community. Emphasis will be on developing skills and an ethos for working with marginalized community.	None		To be developed	Fall 2020	F/Sp/Su	Proposing Program	Cornide, Seckinger, Brogden
HRTS 401	3	Human Rights Organizations	In-depth examination of national, regional, and international human rights organizations. Will also consider non-governmental organizations. Emphasis will be placed on recent critical perspectives that have sought to revitalize these organizations by being more attentive to the needs and	None		To be developed	Fall 2021	F/Sp/Su	Proposing Program	Hammer, Brogden, Reineke

			voices of marginalized communities.							
HRTS 402	1-3	Skills for Human Rights Work	Course topics will vary, but each will cover a specific skill that is important for doing contemporary human rights work. Topics might include: grant writing and fundraising, specific statistical techniques or research methods, forensics and human rights, interviewing of marginalized communities, creating documentary media, or the optimum use of social media.	None		To be developed	Spring 2021	F/Sp/Su	Proposing Program	Seckinger, Braitberg, Reineke, Zanger, Howard
HRTS 411	3	Strategic Litigation	Case-study focused course that will explore human rights advocacy and enforcement across the globe that has been successful or is underway, with a strong emphasis on the specific work of human rights practitioners in addressing impunity, pressing cases, and developing new legislation to protect human rights.	None	Online	To be developed	Spring 2021	F/SP/Su	Proposing Program	Hammer, Simmons, Howard, Oglesby,
HRTS 420	3	Community-Based	Focuses on how to implement community-based action research projects	None		To be developed	Spring 2021	F/Sp/Su	Proposing	Simmons, Keys, Reineke,

		Research for Human Rights	<p>relevant to protecting and advancing human rights in local communities. Community ownership and/or access to data as an empowerment tool will be examined. Students will learn how community members participate in developing research questions, choosing and implementing data collection methods, interpreting findings, and sharing/presenting of results. Case studies of community research that resulted in empowerment and enfranchisement will be presented. Students will work hand-in-hand with faculty and community members in designing and running two community-based action research projects.</p>						Program	Mora, Howard
HRTS 493		Internship	Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.	None	Online	To be developed	Spring 2021	F/Sp/Su		All

HRTS 496/596A	1-3	Human Rights Crises	These courses engage students in short, real-time examinations of a human rights emergency or crisis around the globe. Students learn from local activists and scholars what the issues are, how they emerged, and what activists are doing to try to incorporate human rights protections into crisis intervention and problem solving. It is recommended that students take at least two of these classes during their time in the program. Examples of crises that could be the subject of such a class include: the displacement of hundreds of thousands of Rohingya from Burma; the recent crackdowns on the LGBTQ population in Chechnya; or the widespread abuses perpetrated against African migrants as they attempt to journey to Europe.	Non e	Online	Already taught at the 500- level, need to create cross-list	Fall 2020	F/Sp/S u	Proposi ng Progra m	Zanger, Relly, Hudson, Oglesby
HRTS 496/596 B	3	Cutting- Edge Advanc	Course will change focus each time it is offered within a calendar year to address any	Non e	Online	Already taught at the 500-	Fall 2020	F/Sp/S u	Proposi ng	Braitberg, Mora, Simmons,

		es in Human Rights Practice	of the following: new research questions and methods; emergent conditions and their impacts on specific locales or identity groups; new and/or developing approaches to advocacy, justice-seeking, or violations recovery; or theoretical advances in law, advocacy, or preventing violations. Course inputs will provide background to critical issues confronting human rights actors, and discussions will develop/assess the means for addressing and potentially even alleviating the problems. The course may be taken up to three times on different topics.			level, need to create cross-list			Program	Cornide, Murphy
HRTS 495/595A	3	Human rights across contexts	Will cover a topic and how it plays out in several locations across the globe. A typical topic would be the #MeToo movement in several places or the rise of authoritarianism in different countries. This class will emphasize review of case studies on the topic and will	None	Online	Already taught at the 500-level, need to create cross-list	Fall 2020	F/Sp/Su	Proposing Program	Smith, Hammer, Reineke, Taoua, Oglesby, Hudson

			engage practitioners and researchers who worked on the cases under study							
HRTS 497A / 597A	3	Exploring Human Rights through Virtual Field Trips	A theme-based course in which students “complete” 2 or 3 virtual field trips dedicated to a chosen human rights topic or issue as experienced/understood in different parts of the world. An activist or scholar in a relevant location will host the field trip (along with the UA instructor) and arrange for video or audio interviews with key stakeholders, guest lectures, and a video tour of the location. Assigned readings and course discussions will tie together the disparate experiences. Example themes might be environmental changes or natural disasters and their aftermath, refugee and migrant reception and governance, or governmental action against NGOs.	None	Online	Already taught at the 500-level, need to create cross-list	Fall 2020	F/Sp/Su	Proposing Program	Brogden, Hammer, Oglesby
HRTS 498		Capstone	A culminating experience for majors involving a substantive project that	None	Online	To be developed	Spring 2021	F/Sp/Su	Proposing	All faculty in the program

			demonstrates a synthesis of learning accumulated in the major, including broadly comprehensive knowledge of the discipline and its methodologies. Senior standing required.						Program	
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*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

Additional elective courses that students can take will include the following:

All of the following will be offered by SGPP or SOC in the coming year or so. These, along with others, depending on a students' program of study, would be considered as possible electives.

POL309 The Judicial Process
POL 413 Human Security
POL/PA 419 Terrorism & Counterterrorism
POL 424 Politics in the Digital Age
POL 437 Democracies Emerging and Evolving
POL 469 Law and Social Change
POL 471 Constitutional Law: Civil Liberties
POL 476 Women and the Law
POL 361 International Organizations
POL/PA 388 Immigration and Refugee Policy
POL 415 The Scientific Study of Civil Wars
POL/PA417 Dictatorship: Could it Happen Here?
POL 456 International Law
CHS 305 Suffering and Care in Society
CHS 350, Environment, Health, and Society
CHS 401, Health Disparities in Society
CHS 421 - Sociology of Drugs and Addiction
CHS 476 Research and Analysis of Health Data

VI. FACULTY INFORMATION- complete the table below. If UA Vitae link is not provided/available, attach a short CV (2-3 pages) to the end of the proposal or upload to the workflow form (in the “Letter(s) of Support” field). UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact **Pam Coonan** and **Martin Marquez** if you have concerns about CV information being “publicly visible”.

The faculty group for our current MA Program consists of 52 faculty from 11 UA Colleges. They teach and do research on such issues as: indigenous law in the Inter-American system, transitional justice in Latin America, cultural heritage and human rights, human rights and theater, immigration, gender-based violence, critical trauma studies, human rights and culture, development and women’s empowerment in India, LGBTQ rights, international crises, violence against journalists, media and terrorism, human rights education, international law, labor rights, and testimonies. We expect many of the following faculty to directly contribute to the program. Also, because the program is online, we can draw on experts and faculty from around the globe to teach our courses.

Faculty Member	Involvement	UA Vitae link or "CV attached"
William Paul Simmons, Professor, Gender & Women's Studies	Director, Human Rights Practice Programs	https://profiles.arizona.edu/person/williamsimmons
Liz Oglesby, Associate Professor of Geography and Latin American Studies	Member of Planning Committee, Anticipated Instructor in the Program	https://profiles.arizona.edu/person/eoglesby
Leila Hudson, Associate Professor, School of Middle Eastern and North African Studies	Member of Planning Committee, Anticipated Instructor in the Program	https://profiles.arizona.edu/person/lhudson
Margaret Zanger, Professor of Practice, School of Journalism	Member of Planning Committee, Anticipated Instructor in the Program	https://profiles.arizona.edu/person/zanger
Ana Cornide, Assistant Professor of Cultural Studies and Critical Service Learning, Spanish & Portuguese	Member of Planning Committee, Anticipated Instructor in the Program	https://profiles.arizona.edu/person/cornide
Leonard Hammer, Director, Outreach and Program Development - Human Rights Degree	Member of Planning Committee, Anticipated Instructor in the Program	https://profiles.arizona.edu/person/lhammer
Robin Reineke, Assistant Research Social Scientist, Southwest Studies Center	Member of Planning Committee, Anticipated Instructor in the Program	https://profiles.arizona.edu/person/rreineke
Mette Brogden, Program Manager for Human Rights Practice Program and Assistant Professor of Practice	Member of Executive Committee of HRTS Program and Possible Instructor in the Program	See attached CV
Jeannine Relly, Associate Professor of Journalism	Member of Executive Committee of HRTS Program and Possible Instructor in the Program	https://profiles.arizona.edu/person/jrelly
Phyllis Taoua, Professor of French and Francophone Studies	Member of Executive Committee of HRTS Program and Possible Instructor in the Program	https://profiles.arizona.edu/person/taoua
Bev Seckinger, Professor, School of Theatre, Film and Television	Possible Instructor in the Program	CV Attached

Kaitlin Murphy, Associate Professor, Spanish and Portuguese	Possible Instructor in the Program	https://profiles.arizona.edu/person/kaitlinmmurphy
Amalia Mora, Manager, Consortium on Gender-Based Violence	Possible Instructor in the Program	CV Attached
Victor Braitberg, Assistant Professor, Honors College	Possible Instructor in the Program	CV Attached
Seanna Howard, Clinician and Professor of Practice, College of Law, Indigenous Peoples Law and Policy Program;	Member of Executive Committee, Online Graduate Programs in Human Rights Practice	CV Attached
Domale Dube Keys Adjunct Professor, Department of Women and Gender Studies	Possible Instructor in the Program	CV Attached
Raymond Smith Assistant Director of the University of Arizona's Master's in Development Practice Program (MDP) Program, in the School of Geography and Development.	Possible Instructor in the Program	CV Attached

VII. FOUR-YEAR PLAN – provide a sample four-year degree plan that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. Refer to Degree Search for examples. Use generic title/placeholder for requirements with more than one course option (e.g. Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2). Add rows as needed.

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
ENGL 101	3	ENGL 102	3	Tier 1 170	3	Tier II ART	3
Tier I 150	3	Tier I 150	3	HRTS 205	3	Tier 1 170	3
Math (g strand)	3	Tier 1 160	3	2nd lang 201	4	2nd lang 202	4
2nd Lang 101	4	HRTS 200	3	Tier 1 160	3	Tier II Individ	3
		2nd lang 102	4	HRTS 250	3	HRTS 300	3
Total	13	Total	16	Total	16	Total	16

Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
HRTS 400	3	HRTS 402	3	HRTS upper div. elective	3	HRTS internship or capstone	3
HRTS 401	3	Regional HRTS course(new)	3	Gen elective/minor/2 nd major	3	Gen elective/minor/2 nd major	3
HRTS 411	3	HRTS upper div. elective	2	Gen elective/minor/2 nd major	3	Gen elective/minor/2 nd major	3
Tier II HUM	3	Gen elective/minor/2 nd major	3	Gen elective/minor/2 nd major	3	Gen elective/minor/2 nd major	3
Gen elective/minor/2 nd major	3	Gen elective/minor/2 nd major	3	Gen elective/minor/2 nd major	3	Gen elective/minor/2 nd major	3
Total	15	Total	14	Total	15	Total	15

VIII. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP—describe what students should know, understand, and/or be able to do at the conclusion of this major. Work with Office of Instruction and Assessment to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix C for sample Curriculum Map generated using Taskstream).

Students graduating with a BA in Human Rights will be expected to meet the following learning outcomes. They will be able to:

1. Identify many of the multiple and complex causes of human rights abuses including social, political, cultural, and environmental causes.
2. Examine in some depth several recent major cases and controversies related to human rights in the U.S. and globally.
3. Apply a critical theoretical perspective to the development and function of local, national, and transnational social movements and human rights organizations.
4. Understand and evaluate best practices that activists use to advance human rights through social movements, litigation, and direct action.
5. Adopt and apply a general set of norms and an ethos that is essential to successful human rights practice, especially when working with marginalized groups
6. Recognize significant psychological issues, such as trauma and burnout, that are often present in human rights fieldwork, and possess some strategies for properly addressing them.
7. Develop and utilize selected practical skills for advancing human rights.

8. Demonstrate the ability to locate, evaluate, and synthesize primary and secondary sources in human rights.

Curriculum Map:

**Fully Online BA in Human Rights Practice
Courses and Activities Mapped to Learning Outcomes**

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8
	Identify many of the multiple and complex causes of human rights abuses including social, political, cultural, and environmental, causes.	Examine in some depth several recent major cases and controversies related to human rights in the U.S. and globally.	Apply a critical theoretical perspective to the development and function of local, national, and transnational social movements and human rights organizations.	Understand and evaluate best practices that activists use to advance human rights through social movements, litigation, and direct action.	Adopt and apply a general set of norms and an ethos that is essential to successful human rights practice, especially when working with marginalized groups	Recognize significant psychological issues, such as trauma and burnout, that are often present in human rights fieldwork, and possess some strategies for properly addressing them.	Develop and utilize selected practical skills for advancing human rights.	Demonstrate the ability to locate, evaluate, and synthesize primary and secondary sources in human rights.
HRTS 200: Introduction to Human Rights	I	I	I	I	I			I
HRTS 205: Human Rights Stories	I	I	I, P	I	I, P	I	I	P

HRTS 250: Current Issues in Human Rights	I	I	I, P	I, P	I, P			P
HRTS 300: Human Rights in the US	P	P	P	P	P	P		
HRTS 400: Community Engagement for Human Rights	P, A	P, A	P, A	P, A	P, A	P	P	P
HRTS 402: Skills for Human Rights Work					P, A	P, A	P, A	A
HRTS 411: Strategic Litigation	P, A	P, A	P, A	P, A	P			P, A
HRTS 420: Community- Based Research for Human Rights	P	P	P	P	P, A	P, A	P, A	P, A
Course in Regional Human Rights	P, A	P, A	P, A	P, A		P		P

HRTS 493 internship or 498 capstone	A	A	A	A	P, A	P, A	P, A	P, A
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IX. ASSESSMENT PLAN FOR STUDENT LEARNING- using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** row.

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection Points
1. Identify many of the multiple and complex causes of human rights abuses including social, political, cultural, and environmental, causes.	Course embedded assessment, evaluation of capstone or internship, exit survey, alumni survey	Exams, papers, and group projects. Self-reflection of capstone or internship Student and alumni surveys	End of each course Completion of capstone or internship. Completion of program and several years afterwards.
2. Examine in some depth several recent major cases and controversies related to human rights in the U.S. and globally.	Course embedded assessment, exit survey, alumni survey	Exams, papers, and group projects. Student and alumni surveys	End of each course Course projects for Human Rights in the US and Regional Human Rights Course Completion of program and several years afterwards.
3. Apply a critical theoretical perspective in analyzing the	Course embedded assessment, evaluation of	Exams, papers, and group projects.	End of each course, especially HRTS 400 and 401

development and function of local, national, and transnational social movements and human rights organizations.	capstone or internship, exit survey, alumni survey	Self-reflection of capstone or internship Student and alumni surveys	Completion of program and several years afterwards.
4. Understand and evaluate best practices that activists use to advance human rights through social movements, litigation, and direct action.	Course embedded assessment, evaluation of capstone or internship, exit survey, alumni survey	Exams, papers, and group projects. Self-reflection of capstone or internship Student and alumni surveys	End of each course, especially HRTS 400 and 401 End of Capstone or Internship Completion of program and several years afterwards.
5. Adopt and apply a general set of norms and an ethos that is essential to successful human rights practice, especially when working with marginalized groups	Course embedded assessment, evaluation of capstone or internship, exit survey, alumni survey	Project-based group work in classes. Self-reflection of capstone or internship Student and alumni surveys	End of HRTS 205, HRTS 400 and 401 End of Capstone or Internship Completion of program and several years afterwards.
6. Recognize significant psychological issues, such as trauma and burnout, that are often present in human rights fieldwork, and possess some strategies for properly addressing them.	Course embedded assessment, evaluation of capstone or internship, exit survey, alumni survey	Reflection papers and discussion boards in coursework. Self-reflection of capstone or internship Student and alumni surveys	End of HRTS 400 and HRTS 401 Self-reflection of capstone or internship Completion of program and several years afterwards.
7. Develop and utilize selected practical skills for advancing human rights.	Course embedded assessment, evaluation of	Project-based group work in classes.	End of HRTS 402 Self-reflection of capstone or internship

	capstone or internship, exit survey, alumni survey	Self-reflection of capstone or internship Student and alumni surveys	Completion of program and several years afterwards
8. Demonstrate the ability to locate, evaluate, and synthesize primary and secondary sources in human rights.	Course embedded assessment, evaluation of capstone or internship, exit survey, alumni survey	Papers, discussion boards, and other coursework. Evaluation of capstone (optional) Student and alumni surveys	End of each class Self-reflection of capstone or internship Completion of program and several years afterwards

- X. PROGRAM ASSESSMENT PLAN-** using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Job Placement Statistics	Student/Alumni Survey	At graduation and as part of alumni survey
Academic Program Review	Reviewers' report	Every 7 years
Alumni Surveys and Focus Group	Alumni Surveys and Focus Group	Every 3 years

XI. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	20	40	60	60	80

Data/evidence used to determine projected enrollment numbers:

These projections were derived from comparing our program to similar other new programs in SBS such as the BAs in Law, Communication, and Information Science and Society, and the BSs in GIS Tech and Care, Health and Society. Because of the large shift in support for online education if a program started before 2016, we made 2016 year 1 as the early numbers do not seem reflective of current trends.

Program	Year 1	Year 2	Year 3
Law	24	65	113
Comm	21	37	43
ISS	30	59	68
GIST	23	51	65
CHS	33	49	61

XII. ANTICIPATED DEGREES AWARDED- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Degrees	12	20	30	40	40

Data/evidence used to determine number of anticipated degrees awarded annually:

We used the enrollment numbers below, considered the expected high retention rate, and the factored in that students will be spread out across over 4 years of the program.

XIII. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

1. Marketing the Major: We have developed several marketing strategies for the current HRTS program that will be beneficial for the new major. These include: 1) using TOEFL search to target international students in specific target countries, 2) email marketing to a list that we created of 1400 human rights faculty around the globe, 3) program website – we will supplement with special pages for the new major, 4) press release prepared by the SBS marketing team, 5) announcements on the SBS and HRTS websites, 6) creation of a full-color flyer specific to this program by the Arizona Online marketing team, 7) creation of a program website on the Arizona Online website, 8) email to our faculty and student listserv and the UA-Human Rights listserv that has over 120 faculty, students, and community members, 9) emails to a large number of domestic and international contacts that we have developed over the past several years, 10) distribution of flyers at relevant academic conferences, 11) posts on the HRTS Facebook page, which has close to 10,000 likes. In addition, we will empanel an international advisory board made up of grassroots human rights activists who will help us refine and keep the program as cutting edge as possible, as well as assist our marketing efforts and student engagement in actual projects.

We anticipate that UA Online, Grad College, and SBS will market this new major at academic fairs and other appropriate avenues. Also, we are in the midst of developing several formal partnerships with international universities for the graduate program, and these schools have expressed strong interest in partnering with our proposed BA program. We will also explore a micro-campus model as appropriate.

2. Timeline: Once the major is approved we will immediately start formally marketing the program with the creation of the websites and flyers and announcements via social media. We will also begin our email campaign and meet with the various marketing units at UA to develop a formal marketing plan. We expect to have numerous marketing initiatives fully developed within two months of approval and will continue to explore other marketing avenues.

XIV. DIVERSITY AND INCLUSION-describe how you will recruit diverse students and faculty to this program. In addition, describe retention efforts in place or being developed in order to retain students.

As for faculty we already have 52 program faculty from 12 different UA colleges for the graduate program. We expect that these will serve as the program faculty for the BA as well. These faculty not only represent a wide variety of departments and topical foci, but they are very diverse in regards to race, ethnicity, gender identity, and sexual orientation. Our human rights program emphasizes working with marginalized population through decolonial, feminist, indigenous, and critical race perspectives. This type of work draws an extremely diverse group of faculty. We will also be very attentive to diversity as we hire adjuncts necessary for specific courses.

As expected, and as it has played out with our graduate program, an online degree in human rights practice draws a very diverse group of students from around the US and from several countries around the globe. Our current MA students are diverse ethnically, racially, and in gender identity and sexual orientation. They also have very diverse backgrounds and types of expertise. We have every reason to believe that this will play out similarly with the BA program.

As for retention, we are on pace to graduate almost 90% of the students enrolled in our MA program. We expect this is due to the exciting curriculum and the passion that students have for the material. We also often tailor the curriculum and class assignments for student interests. These program features will carry over to the BA program and we expect to also have a strong advising strategy to aid in retention.

XV. ABOR REQUIREMENT: Proposed New Program Information

Name of Proposed Degree (degree type and major), College/School, Location, Anticipated Catalog Year	Program Fee Required? (Yes or No)	Brief Description Justification and Identified Market Need	Learning Outcomes and Assessment Plan	Projected 3rd Year Enrollment
<p>BA Human Rights Practice, College of Social & Behavioral Sciences, University of Arizona Online Program, Anticipated start date Fall 2020</p>	<p>No</p>	<p>Description: The BA in Human Rights Practice provides students with a focused program of study in an important and growing field that is critical for addressing numerous socio-political issues. The rigorous, critical, and place-based curriculum offers students extensive opportunities for community engagement including innovative new courses that mentor students in best practices for working with marginalized community members. The program is designed to provide participants with the foundational knowledge, critical perspectives, and practical skills to advance human rights around the globe.</p>	<p>Learning Outcome # 8</p> <p>Concepts (Knowledge)</p> <ol style="list-style-type: none"> 1. Identify many of the multiple and complex causes of human rights abuses including social, political, cultural, environmental, and structural causes. 2. Examine in some depth several recent major cases and controversies related to human rights in the U.S. and globally. 3. Apply a critical theoretical perspective to the development and function of local, national, and transnational social movements and human rights organizations. 	<p>60 students</p>

		<p>Justification:</p> <p>Human Rights has become an established field of study with numerous organizations, journals, and academic programs devoted to it. And yet, there are only eight undergraduate degrees in human rights in the entire US and about the same number in other countries. As far as we know there are no fully online undergraduate degrees in human rights at an accredited university anywhere around the globe.</p> <p>Market Need:</p> <p>Of the eight undergraduate degrees none of them focus on practical training that teaches students the skills and the ethos for working with marginalized populations. Instead, these programs focus more on human rights institutions and theories. And yet, numerous studies have found that today's students crave real-world experiences, especially those where they have the chance to "change the world".</p>	<p>4. Understand and evaluate best practices that activists use to advance human rights through social movements, litigation, and direct action.</p> <p>5. Recognize significant psychological issues, such as trauma and burnout, that are often present in human rights fieldwork, and possess some strategies for properly addressing them.</p> <p style="text-align: center;">Competencies (Skills)</p> <ol style="list-style-type: none"> 1. Adopt and apply a general set of norms and an ethos that is essential to successful human rights practice, especially when working with marginalized groups 2. Develop and utilize selected practical skills for advancing human rights. 3. Demonstrate the ability to locate, evaluate, and synthesize primary and secondary sources in human rights. 	
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			<p>Measures Course embedded assessment, evaluation of capstone or internship, exit survey, alumni survey</p> <p>Assessment Method and/or Instrument(s) Exams, papers, discussion boards, and group projects. Self-reflection of capstone or internship Student and alumni surveys Focus groups with students and alumni</p>	
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Appendix A. Minor Requirements. Complete if requesting a corresponding minor. Delete **EXAMPLE** column before submitting.

Minimum total units required	18
Minimum upper-division units required	9
Total transfer units that may apply to the minor	6
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	None
Minor requirements. List all minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	HRTS 200, 3 Credits, Introduction to Human Rights (New) HRTS 205, 3 Credits, Human Rights Stories (New) HRTS 400, 3 Credits, Community Engagement for HRTS (New) 9 Additional upper-division HRTS electives or other relevant upper-division course with approval of the Director.
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	None
Any <u>double-dipping restrictions</u> (Yes/No)? If yes, provide description.	Yes, minor coursework may not double dip with another minor.

BUDGET PROJECTION FORM
Name of Proposed Program or Unit:

Budget Contact Person:	Projected		
	1st Year 2020 - 2021	2nd Year 2021 - 2022	3rd Year 2022- 2023
METRICS			
Net increase in annual college enrollment UG	20	40	60
Net increase in college SCH UG	300	600	900
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee	-	-	-
New Sponsored Activity (MTDC)			
Number of Faculty FTE	3	3	4
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)			
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues	103,500	207,000	310,500
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 103,500	\$ 207,000	\$ 310,500
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 103,500	\$ 207,000	\$ 310,500
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty	25,000	35,000	35,000
Other Personnel	35,000	20,000	-
Employee Related Expense	18,600	17,050	10,850
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)	1,000	1,000	1,000
Additional Space Cost			
Other Items (attach description)	8,000	11,200	11,200
Total Continuing	\$ 87,600	\$ 84,250	\$ 58,050
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)	7,500	7,500	7,500
Total One-time	\$ 7,500	\$ 7,500	\$ 7,500
TOTAL EXPENDITURES	\$ 95,100	\$ 91,750	\$ 65,550
Net Projected Fiscal Effect	\$ 8,400	\$ 115,250	\$ 244,950

memo

Company name

To: Professor William Simmons

From: Fortna, Benjamin C - (bcfortna)



CC: Recipient names

Date: 3/16/20

Re: BA in Human Rights Practice

Comments: The School of Middle Eastern & North African Studies (MENAS) hereby registers its strong support of the creation of a new undergraduate major in Human Rights Practice. We anticipate that MENAS would contribute to the major by offering a course on Human Rights in the Middle East and North Africa that could act as a core course in the major. We look forward to contributing to the success of this new and important major.

New BA in Human Rights Practice - Request for Memo
You replied on Thu 3/26/2020 2:52 PM
Leahey, Erin E - (leahey)
Wed 3/25/2020 8:54 PM

Dear Bill,

Sorry for the delay.

Sure. There are typically openings in all of these courses; only SOC/CHS 350 and 421 almost hit capacity pretty regularly. I assume CHS majors would get first dibs during priority registration? Or is that only for courses that are required for a major? Brian might know the answer to this. Even if they don't, we should be fine....

Best,
Erin

From: Simmons, William P - (williamsimmons) <williamsimmons@arizona.edu>
Sent: Saturday, March 14, 2020 4:14 PM
To: Leahey, Erin E - (leahey) <leahey@arizona.edu>
Cc: Mayer, Brian M - (brianmayer) <brianmayer@arizona.edu>
Subject: New BA in Human Rights Practice - Request for Memo

Hi Erin and Brian,

I trust you are doing well during all this chaos.

As you may know, we are developing a fully online BA in Human Rights Practice that builds off our successful MA. And we would like to list 5 Care, Health, and Society courses as possible electives in the proposal:

CHS 305 Suffering and Care in Society
CHS 350, Environment, Health, and Society
CHS 401, Health Disparities in Society
CHS 421 - Sociology of Drugs and Addiction
CHS 476 Research and Analysis of Health Data

Would you be willing, as required by the powers that be, to write a memo that specifies that your department has regular offerings and seats available and includes the department head's signature?

I will attach the draft proposal for your perusal and just let me know if you have any questions about this.

Thanks!

Bill



COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

**School of Government
and Public Policy**

School of Government & Public Policy
315 Social Science
P.O. Box 210027
Tucson, AZ 85721-0027
Tel: (520) 621-7600
Fax: (520) 621-5051
<http://sgpp.arizona.edu>

Date: March 30, 2020

Re: Support for BA Human Rights Practice

To Whom It May Concern:

This letter is a formal expression of support for the proposed Bachelor of Arts in Human Rights Practice, housed in the College of Social & Behavioral Sciences. We do not anticipate that this new degree program will have a negative impact on our existing programs, and believe this collaboration between our units has the potential to be mutually beneficial.

The following courses have been taught online previously and will likely have some seats available for students in the proposed program:

POL309	The Judicial Process
POL 413	Human Security
POL/PA 419	Terrorism & Counterterrorism
POL 424	Politics in the Digital Age
POL 437	Democracies Emerging and Evolving
POL 469	Law and Social Change
POL 471	Constitutional Law: Civil Liberties
POL 476	Women and the Law

The following courses have not yet been taught online but are in the works for online development and once available will likely have some seats available for students in the proposed program:

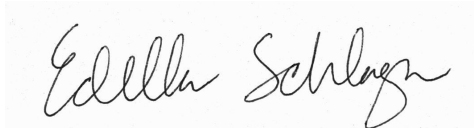
POL 361	International Organizations
POL/PA 388	Immigration and Refugee Policy
POL 415	The Scientific Study of Civil Wars
POL/PA417	Dictatorship: Could it Happen Here?
POL 456	International Law

We anticipate being able to accommodate additional students in the courses listed above when offered, and that the revenue generated will cover our cost of delivery. We also expect that this new program will offer classes that would be attractive options for some of our students.



In addition, a number of SGPP faculty are interested in being affiliated with the Human Rights Practice programs, including: Alex Braithwaite, Jessica Braithwaite, Faten Ghosn, Kirssa Ryckman, and our new hire, Daniel Arnon.

Sincerely,

A handwritten signature in black ink that reads "Edella Schlager". The signature is written in a cursive style with a light grey background behind it.

Edella Schlager
Professor & Director
School of Government & Public Policy



William Paul Simmons

Professor, Gender and Women's Studies

Director, MA and Grad Certificate in Human Rights Practice

Undergraduate Major Peer Comparison Chart - select two peers for completing the comparison chart from (in order of priority) ABOR-approved institutions, AAU members, and/or other relevant institutions recognized in the field. The comparison chart will be used to identify typically required coursework, themes, and experiences for majors within the discipline. The comparison programs are not required to have the same degree type and/or major name as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Delete **EXAMPLE columns** once ready to submit/upload.

Program name, emphasis (sub-plan) name (if applicable), degree, and institution	Proposed UA Program: BA in Human Rights Practice (Fully Online)	Peer 1: UConn Global Affairs Human Rights Institute Major in Human Rights	Peer 2: University of Dayton: BA in Human Rights Studies
Current # of enrolled students		N/A	N/A
Major Description. Includes the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc.	The BA in Human Rights Practice provides students with a focused program of study in an important and growing field that is critical for addressing numerous socio-political issues. The rigorous, critical, and place-based curriculum offers students extensive opportunities for community engagement including innovative new courses that mentor students in best practices for working with marginalized community members. In addition to emphasizing community-based learning, we focus on place-based learning in an online environment where students will apply course-based concepts and information to human rights issues in their	In the human rights major and minor, students receive interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses and gain valuable practical experience in the human rights field through a supervised internship. As a second major, the HRTS major	Genocide in Sudan, immigration issues in America and ethical labor practices in Asia. By studying human rights, you will analyze world issues while learning to examine, promote and respect the dignity of each person. You will also perform rigorous research and conduct in-depth analysis of critical questions within the field of human rights. Your interactions with our dedicated faculty will help you search for answers to human rights issues and

	<p>communities. The program is designed to provide participants with the foundational knowledge, critical perspectives, and practical skills to advance human rights around the globe. Students will have the opportunity to engage with distinguished human rights stakeholders through videoconferences, internships, class projects, mentorships, and capstone projects. We will empanel an international advisory board made up of grassroots human rights activists who will help us refine and keep the program as cutting edge as possible, as well as assist our marketing efforts and student engagement in actual projects. Our focus on project based learning means that students will help produce white papers, webinars, shadow reports, and other forms of human rights work. And, in our unique course Skills for Human Rights work students will gain specific skills that will aid them in the human rights job market. The program is being designed so that students will graduate with a portfolio of applied work, a large network of</p>	<p>requires another, primary major in a different discipline. https://humanrights.uconn.edu/major-in-human-rights/</p>	<p>questions at home and abroad The University of Dayton established the nation's first undergraduate human rights studies program in 1998. More than one hundred students have graduated from the program and pursued careers as human rights advocates and academics or humanitarian professionals in legal, governmental and non-profit sectors. Housed in the Department of Political Science, the Human Rights Studies Program offers the BA in Human Rights Studies, an integrated pre-professional degree firmly grounded in traditional liberal arts.</p> <p>Through our interdisciplinary program, you will have countless opportunities to become involved with human rights issues. Each year, students organize Human Rights Week, a week-long program</p>
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	<p>contacts, and marketable skills for the practice and application of human rights.</p>		<p>with nationally-known scholars and speakers, issue forums, artistic presentations and other activities.</p> <p>You can take courses and conduct research in locations around the world through our education abroad programs. Recently, students have traveled to Burundi, Chile, El Salvador, Geneva, Haiti, Ireland, Kenya, Malawi, Mexico, Rwanda, South Africa, Switzerland and Uganda.</p> <p>As a human rights studies major, you will have the opportunity to gain hands-on experience through internships with government agencies, Congress, nongovernmental and nonprofit organizations, human rights groups and multinational corporations interested in safeguarding human rights.</p>
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			In order to prepare you for work in our global society, you will also complete a language requirement. You may satisfy the requirement by taking a proficiency examination, completing an intermediate-level language course or participating in an approved education abroad experience.
Target careers	Careers in local, national, and international non-governmental organizations working on human rights and social justice issues. Enrollment in law schools or graduate programs that focus on human rights issues. Careers in public sector jobs at the local and national levels.		Government agencies Non-governmental organizations International aid agencies Non-profit groups in human rights or humanitarian assistance
Total units required to complete the degree	120		120
Upper-division units required to complete the degree	21		N/A
Foundation courses			
<u>Second language</u>	4th semester proficiency		
<u>Math</u>	G-strand		?
Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of support from home department head(s) for	N/A		

courses not owned by your department.			
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	None		None
Major requirements			
Minimum # of units required in the major (units counting towards major units and major GPA)			
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	21		
<u>Minimum # of residency units to be completed in the major</u>			
Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	None		As an HRS Major students have flexibility in choosing three 3-credit hour elective courses from different disciplines to best support individual passions and career goals.
Major requirements. List all major requirements including	1. HRTS 200: Introduction to Human Rights (3 units) (NEW)	Of the 36 credit hours required for	A major in human rights studies requires

<p>core and electives. If applicable, list the emphasis requirements for each proposed emphasis. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p>2. HRTS 217: Human Rights Voices 3. HRTS 250: Current Issues in Human Rights (3 units) (NEW) 4. HRTS 300 – Human Rights in the US (3 units) (NEW) 5. HRTS 400: Community Engagement for Human Rights (3 units) (NEW) 6. HRTS 402: Skills for Human Rights Work (students must take at least 3 units) (New) 7. HRTS 411: Strategic Litigation 8. HRTS 420: Community-Based Research for HRTS (3 units) (NEW) 9. One Course in Regional Human Rights (3 units) a. Human Rights in Latin America LAS xxxx b. Human Rights in the Middle East (New) 10. HRTS 493 internship or 498 capstone 3 units Upper-Division Electives (9 units) Students choose three additional courses from a large list of upper division Human Rights related courses. 1. HRTS 401: Human Rights Organizations I (3 units) (NEW) 1. HRTS 402 Skills for Human Rights Work (Students may take 3 additional units) 3. HRTS 493: Internship (if taking Capstone for 3 units) 4. HRTS 496a/596A Human Rights Crises 5. HRTS 496b/596B Cutting-Edge Advances in Human Rights 6. HRTS 495a/595A Human Rights across Contexts 7. HRTS 497a/597A: Exploring Human Rights through Virtual Field Trips</p>	<p>the Human Rights major, 9 credits must be taken from the Core Courses, which are arranged in three divisions: Institutions and Laws; History, Philosophy, and Theory; and Applications and Methods. (Students must take one course from each division.) 12 credits must be taken from the Elective Courses. Students may also take additional Core Courses to fulfill their Elective requirement. 12 credit hours of Related Courses must be completed as approved by the Director of Undergraduate Programs. The HRTS list of related courses may contain human</p>	<p>45 to 57 semester hours of courses in the humanities and the social sciences. Given the interdisciplinary nature of this degree program, many students are able to double major.</p>
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		<p>rights relevant courses from the primary major's core and elective course lists.</p> <p>Recommended Prerequisite HRTS 1007: Introduction to Human Rights (CA 2; 4/INT)Core A:</p> <p>Institutions and Laws HIST/HRTS 3202: International Human Rights HRTS 3050: Approaches to Human Rights Advocacy HRTS 3055: Theory and Practice of International Criminal Justice HRTS 3200(W): International Human Rights Law (CA1D; 4/INT)HRTS 3420: Being International – Geopolitics and Human Rights POLS/HRTS 3212: Comparative Perspectives on Human Rights POLS/HRTS 3428: The Politics of Torture SOCI/HRTS 3831: Human Rights in the United States SOCI/HRTS 3837(W): Sociology of Global Human Rights</p> <p>Core B: History, Philosophy, Theory ANTH/HRTS 3326: Global Health and Human Rights</p>	
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		<p>HRTS 3250(W): Human Rights and New Technologies (<i>CA 1D</i>) HRTS 3475: Economic Development and Human Rights POLS/HRTS 3256(W): Politics & Human Rights in Global Supply Chains POLS/HRTS 3430: Evaluating Human Rights Practices of Countries. SOCI/HRTS 3835(W): Refugee Camps and Humanitarianism</p>	
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	HRTS 493 internship or 498 capstone 3 units		HRS is one of the few degree programs that includes a 3-credit hour experiential learning requirement.
Senior thesis or senior project required (Yes/No). If yes, provide description.	HRTS 493 internship or 498 capstone 3 units	3 credits are taken from the Capstone Courses, selecting either a service learning/ internship experience or a senior thesis seminar.	Capstone – 0-6 credits
Additional requirements (provide description)	None	- As a second major, the HRTS major <i>requires</i> another, primary major in a different discipline.	

		-All students must complete an approved W-Course for their Human Rights major.	
Minor (specify if optional or required)	Optional	Optional	Optional

*Note: comparison of additional relevant programs may be requested.