# UNDERGRADUATE CURRICULUM CHANGE MEMO

**Date:**       April 17 2024

**From:**       Dr. Michael Topp, History Department
on behalf of ad hoc Provost's Office committee

**Through:**    n/a

**Through:**    Dr. Anadeli Bencomo

**To:**         Dr. Selfa Chew-Melendez

**Proposal Title:**     Component Area Option Revision

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An ad hoc Provost's Office committee met over the course of the last academic year to examine possible revisions to the Core Component Area of the Core Curriculum. At present, students are required to take six hours in this component area, choosing from among the following courses:

- BUSN 1301 (Intro to Global Business)
- COMM 1301 (Public Speaking)
- COMM 1302 (Business/Profession Comm)
- CS 1310 (Intro-Computational Thinking
- CS 1320 (Computer Programming Sci/Engr
- EL 1301 (Eng Innovation and Leadership)
- LEAD 1300 (Introduction to Leadership)
- SCI 1301 (Inquiry in Math & Science)
- UNIV 1301 (Seminar/Critical Inquiry)

This proposal comes after extensive discussion, and a previous proposal that would have reduced the required hours in this component area to three, and enabled students to take the additional three hours from any component area in the entire Core Curriculum. This previous proposal was voted down by several entities, including the Liberal Arts Curriculum Committee, which noted, among other things, a lack of a clear rationale for the revision.

The new proposal will retain the six-hour requirement for the Core Component Area, and will leave open the possibility for departments and programs from colleges across UTEP to propose additional courses as options for this area.

As per the language of the proposal, "All future proposals and course syllabi must align with the Component Area Institutional Option mission statement [please see the proposal for this mission statement], which aims to promote academic excellence, student growth, and personal development. Going forward, all proposals must include Element #1 (Cross-

Disciplinary Cooperation), and at least one additional element from #2 [Engaging Students in Enriching Experiences that Foster Leadership], #3 [Contributing to Society], or #4 [Developing Global Citizens] (please see the proposal for the definitions of these elements)."

Again, as per the language of the proposal, "These definitions were designed such that, per the THECB requirements, all courses in this category will include a minimum of three core objectives: (1) Critical Thinking, (2) Communication and, (3) an additional core objective of the institution's choosing."

The two entities in the College of Liberal Arts that are directly affected by the proposal—the Communication Department, and the Leadership and Community Engagement Program—have examined the proposal and have approved it.

# Component Area Option Proposal

## Mission:
Our mission is to craft a vibrant Component Area Institutional Option, within the University's Core Curriculum, that embodies the culture of care of our academic institution and inspires a lifelong love of learning. This area is thoughtfully shaped to catalyze impactful learning experiences, empower students with the skills and knowledge needed to excel in their chosen fields and nurture the intellectual and personal development of our students. Through the Component Area Option, we stimulate cross-disciplinary cooperation and engage students in enriching experiences that foster leadership, contribute to society, and develop global citizens.

## Student Option:
The option for students to select 6 sch from the Component Area Option remains unchanged.

## Proposal:

All future proposals and course syllabi must align with the Component Area Institutional Option mission statement, which aims to promote academic excellence, student growth, and personal development. Going forward, all proposals must include Element #1 (Cross-Disciplinary Cooperation), and at least one additional element from #2, #3, or #4 (see definitions below).

*Note: These definitions were designed such that, per the THECB requirements, all courses in this category will include a minimum of three core objectives: (1) Critical Thinking, (2) Communication and, (3) an additional core objective of the institution's choosing.

## Definitions of Component Area Elements linking to the mission:

### 1- Cross-Disciplinary Cooperation

Cross-disciplinary collaboration in component area courses involves students from diverse academic backgrounds collaborating to explore a common subject or challenge. This approach goes beyond traditional disciplinary boundaries, encouraging students to integrate insights and methods from various fields. Through collaborative projects, discussions, and hands-on activities, students develop a holistic understanding of the subject matter and cultivate critical thinking, problem-solving, and communication skills that transcend disciplinary limits. This pedagogical strategy creates a dynamic learning environment, fostering creativity, adaptability, and a nuanced comprehension of complex issues from multiple disciplinary perspectives.

### 2- Engaging Students in Enriching Experiences that Foster Leadership

Engaging university students in enriching experiences that foster leadership involves providing dynamic opportunities for them to cultivate essential leadership skills and qualities. This component area option is designed to empower students with a comprehensive understanding of leadership principles through hands-on and experiential learning. Through workshops, interactive projects, community engagement, leadership seminars, and real-world applications, students not only develop a solid foundation in leadership theory but also gain practical insights into effective communication, teamwork, problem-solving, and decision-making.

The program should encourage students to step into leadership roles, fostering a sense of responsibility and initiative. Participants will have the chance to apply leadership concepts in diverse

contexts. The goal is to nurture their self-awareness, emotional intelligence, and adaptability, ultimately preparing them to navigate complex challenges and inspire positive change in their academic and personal spheres.

### 3- Contributing to Society

Contributing to society through university courses involves empowering students to understand their role as active participants in community well-being. This educational component is designed to instill a sense of civic responsibility, social awareness, and a commitment to making positive contributions to the broader society.

Through a combination of academic coursework and community engagement and/or experiential learning, students develop a comprehensive understanding of societal challenges and opportunities.

The course should go beyond traditional classroom learning by providing students with practical experiences that build on and contribute to academic knowledge. Whether through service-learning initiatives, community partnerships, or projects with a social impact focus, students recognize the significance of their roles in shaping a positive and sustainable society. By fostering a sense of social and personal responsibility in their academic career, students are encouraged to become lifelong contributors to the well-being of the communities they inhabit.

### 4- Developing Global Citizens

Fostering global citizenship involves a comprehensive educational strategy to empower individuals to navigate our interconnected world with cultural sensitivity, empathy, and a deep understanding of global challenges. This initiative is committed to instilling a sense of responsibility in students, motivating them to actively contribute to positive change on a global scale.

Through diverse learning experiences, including cross-cultural, globally-oriented and/or multilingual pedagogy and course content, students gain a broad awareness of diverse cultures, perspectives, and societal systems. The course should strongly emphasize developing critical thinking skills, promoting intercultural communication, and instilling a commitment to global responsibility.

### Component Area Option Courses

The courses below are currently listed in the Component Area Option and may continue to be offered in that category. The programs will have up to two years from the date of Faculty Senate approval to submit syllabi to the UGCC, showing that the courses align with the updated requirements.

- BUSN 1301 (Intro to Global Business)
- COMM 1301 (Public Speaking)
- COMM 1302 (Business/Profession Comm)
- CS 1310 (Intro-Computational Thinking
- CS 1320 (Computer Programming Sci/Engr
- EL 1301 (Eng Innovation and Leadership)
- LEAD 1300 (Introduction to Leadership)
- SCI 1301 (Inquiry in Math & Science)
- UNIV 1301 (Seminar/Critical Inquiry)

**Reminder**: THECB requires that at least one section per year must be open to all students (no restrictions), ensuring that no students are excluded from taking the course.

**Subject:** Fwd: Component Area Option Proposal_ UGCC Subcommittee (IOA)
**Date:** Wednesday, April 17, 2024 at 10:44:22 AM Mountain Daylight Time
**From:** Topp, Michael
**To:** Chew-Melendez, Selfa A

Begin forwarded message:

**From:** Michael Topp <mtopp@utep.edu>
**Subject: Re: Component Area Option Proposal_ UGCC Subcommittee (IOA)**
**Date:** March 27, 2024 at 1:00:01 PM MDT
**To:** "Chacon Silva, Areli" <achaconsilva@utep.edu>
**Cc:** "Pineda, Richard D., Dr." <rdpineda@utep.edu>

My great thanks to you both!

Best, Michael

On Mar 27, 2024, at 12:49 PM, Chacon Silva, Areli
<achaconsilva@utep.edu> wrote:

Yes Michael. Please proceed.

areli chacón

Areli Chacón Silva, Ph.D. MBA
(she/her/hers/ella/Doctora/Profesora/Maestra)
Director
Leadership & Community Engagement Program
The University of Texas at El Paso
500 W. University Ave.
Kelly Hall suite 223B
El Paso, TX 79968
Office: 915-747-6275
Fax: 915-747-8504
https://www.utep.edu/liberalarts/leadership-and-community-
engagement/

-----Original Message-----
From: Topp, Michael <mtopp@utep.edu>

Sent: Wednesday, March 27, 2024 12:42 PM
To: Chacon Silva, Areli <achaconsilva@utep.edu>
Cc: Pineda, Richard D., Dr. <rdpineda@utep.edu>
Subject: Re: Component Area Option Proposal_ UGCC Subcommittee (IOA)
Importance: High

Thank you very much Areli!

I see a concern or two, but no overarching objection to the proposal.

Based on this, and on Richard's response, I am going to place this proposal on the LACC agenda.

Is that okay with you both?

Thank you very much for your time and your input on this!!

Best, Michael

> On Mar 27, 2024, at 12:36 PM, Chacon Silva, Areli <achaconsilva@utep.edu> wrote:
>
> <MLS Comments March 27_2024.docx>

**Subject:** Fwd: Component Area Option Proposal_ UGCC Subcommittee (IOA)
**Date:** Wednesday, April 17, 2024 at 10:44:46 AM Mountain Daylight Time
**From:** Topp, Michael
**To:** Chew-Melendez, Selfa A

Begin forwarded message:

**From:** "Pineda, Richard D., Dr." <rdpineda@utep.edu>
**Subject: Re: Component Area Option Proposal_ UGCC Subcommittee (IOA)**
**Date: March 26, 2024 at 1:30:36 PM MDT**
**To:** "Topp, Michael" <mtopp@utep.edu>

Hi Michael,

This is better. I support where this is at now.

Richard

Sent from my iPhone

> On Mar 26, 2024, at 1:22PM, Topp, Michael <mtopp@utep.edu> wrote:

 Hello Richard, hello Areli!

Would you get back to me about this proposal as soon as you have a chance?

Best, Michael

>> On Mar 19, 2024, at 10:16 AM, Topp, Michael <mtopp@utep.edu> wrote:

Dear Areli, Dear Richard,

I hope you're both well, and that you had restful and/or productive spring breaks.

I am attaching the proposal from the committee I'm on relating to the core component are of the Core Curriculum.

It's basically what I shared with you last time I wrote.

Please let me know what you think? It will open the area up to additional courses—that, frankly, was inevitable, though we were at least able to stave off the effort to chop hours out of the core component area altogether. But there's a coherence here in terms of defining what courses would be suitable that speaks to the objections we raised about the last proposal.

Once I hear back from you, I'll contact Selfa to put it on the LACC agenda.

My best,

Michael

> Begin forwarded message:
>
> **From:** "Abed, Methaq S" <msabed@utep.edu>
> **Subject: Component Area Option Proposal_ UGCC Subcommittee (IOA)**
> **Date:** March 18, 2024 at 3:07:48 PM MDT
> **To:** "Tinsman, Janise P" <jptinsman@utep.edu>, "Ashby, Nathan" <njashby@utep.edu>, "Blum, Toni L" <tlblum@utep.edu>, "Bach, Amy J" <ajbach@utep.edu>, "Garza, Kristine M" <kgarza@utep.edu>, "Smith, Eric D" <esmith2@utep.edu>, "Mueller, Vanessa T" <vtmueller@utep.edu>, "Topp, Michael" <mtopp@utep.edu>, "Lujan, Denise" <cdlujan@utep.edu>
> **Cc:** "Rivera, Julie A" <jarivera6@utep.edu>

<ProposalDraft_CAOption_ver3.docx>

# CURRICULUM PROPOSAL

## APPROVAL PAGE

Proposal Title: Component Area Option Revision

College:  Liberal Arts          Department: n/a

## DEPARTMENT CHAIR- n/a

I have read the enclosed proposal and approve this proposal on behalf of the department.

_____N/A_____          _____

**Signature**                                                        **Date**

## COLLEGE CURRICULUM COMMITTEE CHAIR – Dr. Selfa A. Chew-Melendez

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

_____          _____4-22-2024_____

**Signature**                                                        **Date**

## COLLEGE DEAN – Dr. Anadeli Bencomo

I have read the enclosed documents and approve the proposal on behalf of the college.  I certify that the necessary funds will be allocated by the college in support of this proposal.

_____          _____4/22/2024_____

**Signature**                                                        **Date**