CURRICULUM PROPOSAL

APPROVAL PAGE

Proposal Title: New course: BMS 4350 with inclusion in block electives

College: LIBERAL ARTS Department: Bachelor of Multidisciplinary Studies

PROGRAM DIRECTOR- Selfa A. Chew-Melendez

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

_____   _____

Signature   **Date**

COLLEGE CURRICULUM COMMITTEE CHAIR – Selfa A. Chew-Melendez

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

_____   _____

Signature   **Date**

COLLEGE DEAN – 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.

_____   _____

Signature   **Date**

CURRICULUM CHANGE MEMO

Date: October 29, 2025

From: Dr. Selfa A. Chew-Melendez, Director, BMS Program   *SC*

Through: Dr. Anadeli Bencomo,

To: Dr. Selfa A. Chew-Melendez, Liberal Arts Curriculum Committee

Proposal Title: **New course: BMS 4350 with inclusion in block electives**

Select the proposal content (select as many as apply) and provide the rationale.

Content
☐ New program   or ☐ Program Change
    ☒ Bachelor's
    ☐ Master's
    ☐ Doctoral/Professional
    ☐ Certificate
    ☐ Fast Track
    ☐ Minor
    ☐ Concentration/Track

☒ New Course

☐ Closure (program, certificate, minor, concentration)

☐ Change
    ☐ CIP Code
    ☐ Program/certificate SCH
    ☐ Course Title
    ☐ Course Description
    ☐ Graduate Program Admission Requirements

Rationale

BMS 4350: Professional Skills for Liberal Arts Careers is designed to help students translate their academic experiences into professional competencies applicable across diverse career paths. The course emphasizes employability skills such as communication, leadership, teamwork, digital literacy, critical thinking, and cross-sector problem solving—skills that employers consistently identify as essential for workplace success.

The creation of this course responds to a growing need for intentional career preparation within the Liberal Arts. While existing degree programs offer strong disciplinary foundations, many students—particularly those pursuing interdisciplinary paths through the Bachelor of Multidisciplinary Studies (BMS)—face challenges articulating how their academic training translates to professional settings.

Faculty across Liberal Arts have also expressed understandable reluctance to embed micro-credential components within their courses, given their existing responsibility to deliver core disciplinary content. BMS 4350 offers a sustainable alternative by serving as a stand-alone **elective** course dedicated to professional skill development. It provides students with the time, structure, and support necessary to strengthen competencies directly linked to employability without overburdening existing course designs.

The course integrates selected sections from Coursera micro-credential programs that align with students' fields of study and career goals. These are incorporated into a traditional university course framework that includes readings, discussions, reflections, individual and group projects, and graded assessments. This design allows students to engage with professional learning materials while reflecting on how to apply their Liberal Arts education in real-world contexts.

Although BMS 4350 is designed primarily to benefit BMS students with concentrations in Liberal Arts, it will be proposed as a block elective open to students in the Bachelor of Applied Arts and Science (BAAS) program, as well as to other Liberal Arts majors and minors interested in developing practical, interdisciplinary professional skills.

By offering cross-program access, the course will strengthen collaboration among academic areas and broaden the reach of Liberal Arts education across UTEP. Students from diverse disciplines will gain opportunities to interact, exchange perspectives, and apply Liberal Arts competencies—such as cultural understanding, ethical reasoning, and problem-solving—to career development.

COURSE ADD
All fields below are required
Add additional Course Add forms as needed

College : Liberal Arts   **Department :** Bachelor of Multidisciplinary Studies

Effective Term : Fall 2026

Rationale for adding the course: BMS 4350: Professional Skills for Liberal Arts Careers is designed to help students translate their academic experiences into professional competencies applicable across diverse career paths. The course emphasizes employability skills such as communication, leadership, teamwork, digital literacy, critical thinking, and cross-sector problem solving—skills that employers consistently identify as essential for workplace success. The creation of this course responds to a growing need for intentional career preparation within the Liberal Arts. While existing degree programs offer strong disciplinary foundations, many students—particularly those pursuing interdisciplinary paths through the Bachelor of Multidisciplinary Studies (BMS)—face challenges articulating how their academic training translates to professional settings.

All fields below are required

Subject Prefix and # BMS 4350

Title (29 characters or fewer): Professional Skills for Liberal Arts Careers

Dept. Administrative Code : 1735

CIP Code 30.0000.00

Departmental Approval Required ☐Yes ☒No

Course Level ☒UG   ☐GR   ☐DR   ☐SP

Course will be taught: ☒ Face-to-Face   ☒ Online   ☒ Hybrid

Course minimum grade: - if N leave blank, if Y provide grade D

- **How many times may course be repeated to satisfy minimum grade requirement? 2**

How many times may the course be taken <u>for credit</u>? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes   ☒No

Grading Mode: ☒Standard   ☐Pass/Fail   ☐Audit

Description and 2-3 keywords (600 characters maximum): Professional Skills for Liberal Arts Careers is designed to help students translate their academic experiences into professional competencies applicable across diverse career paths. The course emphasizes employability skills such as communication, leadership, teamwork, digital literacy, critical thinking, and cross-sector problem solving—skills that employers consistently identify as essential for workplace success.

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)
Career Readiness, Career Pathways.

Contact Hours (per week):   3 Lecture Hours   Lab Hours   Other

Types of Instruction (Schedule Type): Select all that apply

☒ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☐ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 weeks

TCCN (Use for lower division courses) :

Prerequisite(s): None		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**

Corequisite Course(s):

	Equivalent Course(s):

Restrictions: None	
Classification	
Major	

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

Course Syllabus

BMS 4350 – Applied Data Skills for Liberal Arts

Prerequisites: Junior/Senior standing or permission of instructor
Delivery Mode: Hybrid (asynchronous online + scheduled workshops)
Instructor:
Email:
Office Hours: MW (1:00 – 2:30 PM)

Course Description

This course introduces students in the Liberal Arts to applied data analysis and visualization skills relevant to public service, communication, policy, and cultural research. Using Coursera Career Academy modules and instructor-guided activities, students gain hands-on experience with tools such as Excel, Google Sheets, Tableau, and introductory Python notebooks while learning how to interpret and present data for decision-making in humanities and social science contexts. Students complete one curated Coursera microcredential in Data Analytics or Data Visualization and produce an applied project that connects quantitative evidence to a liberal arts problem—such as community engagement, media analysis, or cultural trends. This course is part of UTEP's initiative to expand industry-recognized skills across liberal arts disciplines, helping students translate their analytical and communication strengths into data-driven careers in government, non-profits, media, and education.

Course Objectives

1. Apply basic quantitative reasoning to analyze data drawn from real-world humanities or social science sources.
2. Use common data tools (Excel, Tableau, or Python notebooks) to clean, visualize, and interpret datasets.
3. Integrate data-driven evidence into written and visual communication.
4. Demonstrate completion of a verified microcredential (Coursera certificate) documenting a workplace-relevant data skill.
5. Reflect critically on how data literacy supports career pathways in the liberal arts.

Student Learning Outcomes (SLOs)

• Completion of a data-skills microcredential – Verified Coursera certificate (25%)
• Data application project – Analytical report & visual dashboard (30%)
• Reflective learning – Journals and midterm essay (20%)
• Professional integration – Résumé update & LinkedIn reflection (10%)
• Presentation & synthesis – Final presentation (15%)

Grading Breakdown

Component	Weight
Coursera module completion	25%
Applied Data Project	30%
Reflective Journals (3 total)	15%
Midterm Essay ('Data in My Discipline')	10%
Final Presentation & Professional Materials	20%

Texts and Materials

• No textbook purchase required.
• Access to Coursera Career Academy (provided by UTEP).
• Supplementary readings and sample datasets posted on Blackboard.

Technology Requirements
• Laptop or desktop with stable internet.
• Access to Google Sheets, Excel, or Tableau Public.
• Coursera account linked to UTEP credentials.

Attendance and Participation
Students are expected to participate in scheduled synchronous workshops and submit all online assignments on time. Participation includes peer feedback, discussion contributions, and project updates.

Academic Integrity
Students must complete Coursera modules individually and submit original work for all graded assignments. Misrepresentation of Coursera progress or use of AI-generated content without attribution will result in disciplinary action under UTEP's academic integrity policy.

Accessibility and Accommodations
Students who require accommodations should contact the Center for Accommodations and Support Services (CASS) at cass@utep.edu or 915-747-5148.

Sample Weekly Schedule (15-Week Term)
Weeks 1–2: Orientation, selecting Coursera pathway, introduction to data literacy.
Weeks 3–6: Coursera module completion and progress checks.
Weeks 7–8: Midterm essay and applied data practice.
Weeks 9–12: Project development and peer review.
Weeks 13–15: Final presentations and reflection portfolio submission.

Applied Project Guidelines
Students will design a small-scale data analysis project using publicly available datasets (e.g., Census, Pew Research, World Bank, or local community data). Examples: mapping cultural participation across El Paso neighborhoods, analyzing language diversity, or visualizing gender representation in arts organizations. The final submission includes a 3-page analytical report, 2–3 visualizations, and a one-page reflection linking findings to liberal arts perspectives.

Potential Coursera Pathways
• Google Data Analytics Professional Certificate (Beginner)
• IBM Data Visualization with Python
• Tableau Data Analytics Essentials
• Excel Skills for Business (Macquarie University)

Repeatability
Course may not be repeated for credit. Total = 3 credit hours.

Course Policies and Procedures

Late Work Policy

All assignments, including forum discussions and quizzes are due on or before the assigned dates. Late assignments will receive a 10% penalty per day.

It is important that you understand the reasons why you receive the grade you do. Assignments are assessed according to rubrics. You can find the rubrics by clicking on the appropriate assignment link in Blackboard and choosing to "View Rubric" from the button beneath the Points Possible for the assignment. Students are encouraged to discuss graded papers, quizzes or exams with the instructor, but such conversation can only take place 24-hours after students receive their scores.

Complete Withdrawal

If you believe you are facing obstacles that may prevent you from completing all of your courses in a given term, you may apply for a complete withdrawal from the University. This option allows you to withdraw from all courses to avoid the potential consequences of a low GPA, academic suspension, or financial aid penalties. Students are responsible for consulting the Records Office to learn about the conditions, deadlines, and process that apply to a full withdrawal.

Make-up Work

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed or will miss a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

Alternative Means of Submitting Work in Case of Technical Issues

Students should submit work with plenty of time to spare in case of technical issues with the course website, network, and/or personal computer. It is recommended to save all work in a separate Word document as a backup. If you are experiencing difficulties submitting work through Blackboard, contact the UTEP Help Desk. You may email the instructor through Blackboard messages your backup document as a last resort to prove timely completion, but you must upload it once Blackboard access is restored.

Incomplete Grade Policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to the instructor immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Accommodations Policy

Students with disabilities may wish to work with the Center for Accommodations and Support Services (CASS) to discuss a range of options for removing barriers in this course, including official accommodations. The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act (ADAAA) of 2008.
Students requesting an accommodation based on a disability must register with CASS at 915-747-5148, email cass@utep.edu, or apply online via the CASS portal. It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. If you have already been approved for accommodations through CASS, please meet with me so we can develop an implementation plan together.

Scholastic Integrity

Academic dishonesty is prohibited and considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or

providing information to another student, possessing unauthorized materials during a test, or falsifying research data. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. All suspected violations of academic integrity at UTEP must be reported to the Office of Community Standards for possible disciplinary action. Assignments already graded are subject to revision until the end of the course if academic dishonesty is suspected.

Student Responsibility: If you choose to use AI, you must verify the accuracy of the information, ensure the work reflects your own understanding, and meet all assignment requirements. Failure to follow these guidelines will be treated as an academic integrity violation under university policy.

Class Recordings

Our use of class recordings is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. You may not share recordings outside of this course. Doing so may result in disciplinary action.

Technology Resources

Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Degree Plan
Copy and paste text (if applicable) and degree plan from catalog here
This course is an elective. There are no changes in the degree plan.

Seminar in Psychology/Data Analytics
PSYC 4345 001
CRN 11935
Fall 2025
Anthony Blum, Ph.D.

Class time: Online   Office: Psychology Building 206
Office Hours: by appointment.   Phone: x5313
Contact: **ajblum@utep.edu**

For technical questions on Coursera and Blackboard you can contact the Center for Instructional Design (**instructionaldesign@utep.edu**) or the Coursera Learner Help Center at coursera.org (https://www.coursera.support/s/learner-help-center).

Course Description

       This course is designed to help the student earn a Google Data Analytics Certificate. The certificate consists of eight* individual courses
1) Foundations
2) Ask questions to make data driven decisions
3) Prepare data for exploration
4) Process data from dirty to clean
5) Analyze data to answer questions
6) Share data through the art of visualization
7) Data analysis with R programming
8) Google Data Analytics capstone
9) Accelerate your job search with AI*

       Each course consists of a number of "modules" (between 4-5).   If you intend to complete the certificate (and you should), you will need to do multiple modules per week. You should aim to do a course every two weeks. Think 8 courses in a 15 week semester--- the capstone course (8) can be done in less than two weeks. I have completed the certificate. I guess that I took me between 3-4 hours per module to get through all the materials. So, if you are planning on completing everything, I would think in terms of 9 hours per actual week working on the certificate in order to finish.

       In order to get credit for a module you must watch all the videos, read (and complete) all of the assignments, and complete the quiz at the end of the module------ look for green check marks on the left hand side of your page to indicate when you have completed a module or the video or reading or assignment within a module. At the end of one of the courses you must complete the course challenge quiz (and get at least 80% correct). Only then will you be given credit for that course. You can do the courses in any order, but they recommend that you go in order.

For all the talk about eight individual courses, there are nine courses listed above. The "Accelerate your job search with AI" course is a new addition to the certificate. The entire course is optional. You do not need to complete it in order to obtain the certificate. I did the course over the summer and I found it interesting. However, It has nothing to do with data analytics. It is all about advice on how to conduct a job search and the different Google AI tools that they recommend that you use to help with that search. The course has four modules, and it takes about the same amount of time to get through one of these modules as with the earlier modules. I thought it was interesting and if you are going to be looking for a job soon, and you have the time, you should take a look. But, again, it is optional.

Course Objectives

The course will introduce the student to a variety of areas in the field of data analysis. The student will introduced to concepts and complete projects in the areas of data cleaning, data analysis, data types, data visualization, spreadsheet and database manipulation.   You will learn to use the programming languages R and SQL; and learn to perform operations in Excel, Sheets, and Tableau. The student should also be able to think analytically and ethically about data. Finally, the student will be asked to complete a capstone project (case study) and to learn about how to apply what you have learned to junior data analyst job interview situations. This certificate is well respected by employers and is worth the considerable effort to complete it.

Recommendations from me.

1) Watch the videos all the way through the end. There is often a question or two at the end (or even in the middle).
2) Make sure Google records your completed work with a check-mark (on the left hand side of the Coursera screen). The problem I had is the sometimes I would not click the "mark as completed" or some similar button when I had actually finished a segment. Keep this in mind.
3) Some of the videos and readings have screenshots or segments that feature different looking dashboards or databases than what you see. Google knows some of the videos/screenshots are a little out of date. They tell you that you should be able to figure things out anyway. There aren't many such incidents but there are some. You will just have to figure it out.
4) TAKE NOTES (see below). Each module has an associated quiz at the end. You are likely to forget some of the material as you work your way through the module--- so, take notes. If you get a job as a data analyst those notes might come in handy then as well. The R course has a course challenge quiz at the end of that course. Given the amount of time that it takes to get through a course, there is no way to remember all that material if you are not taking notes along the way.
5) Some of the examples they work through in the videos and readings are pretty complicated. Thankfully, the material on the quizzes is not so bad. Definitely do-able.
6) I would do the assignments they give you in the readings. Some are tough, but they will help you understand and help with the quizzes. Don't be afraid of making mistakes.
7) Most of the spreadsheet instruction is for Google Sheets (although some are for Excel). Go ahead and use Sheets. It isn't hard to learn and is very similar to Excel.

Recommendations from Google:

1) Try to complete all items in order. All new information builds on previous lessons.
2) Treat every task as if it is real-world experience. Have a mindset that you are working at a company or in an organization as a data analyst. This will help you apply what you learn to the real world.
3) Repeat demonstrated tasks on your own for extra practice and speed.
4) Even though they aren't graded, it is important to complete all practice items. They will help you build a strong foundation as a data analyst and prepare you for the graded assessments.
5) Take advantage of all additional resources provided, including discussion forums and links to external articles for more information.
6) When you encounter useful links in the course, remember to bookmark them so you can refer to the information later for study or review.

Grading:

You do not have to complete the entire certificate in order to pass the class**. I will be grading on some progress through the google-courses, class participation (in the Discussion Boards), and if I see you progressing at the pace suggested below**. You get a certificate for each course you complete (in addition to the final Google Data Analytics Certificate if you complete everything). On our Blackboard Shell I have put a Discussion Board for each of the eight courses. I expect each student to make multiple substantive contributions (more than "I agree" or "yes, that's hard") per week. You can answer another student's question, ask specific questions on your own, or just make observations about a course. You do not have to cover all eight google-courses to pass the course, but I want to see evidence of substantial wok and of progress. I will be grading on the principle that it will be hard to get lower than a C. Unless you just do virtually nothing in the class, you should be getting a C or above (and I am hoping that C's will be relatively rare). I'm thinking that in terms of grades, if you complete the entire certificate you will get an A. If you complete four courses (excluding the Capstone), and contribute to the Discussion Boards, and keep accomplishing something throughout the semester, then the worst you can do is a C--- and might get a B if you are particularly active in participating on the Discussion Boards. If you complete 5-7 courses, then whether you get an A or B, depends upon board contributions.
If you complete no courses, then you will fail. Something less than a C, but complete at least one course, then you will get a D.

It will take time for the work you have completed on Coursera to show up in Blackboard. Last year, while we were told it might take 2-3 days to show up, sometimes it took almost a week. You should keep checking your Blackboard Grade Center to make sure your work is being recorded. Blackboard is how I know your progress.

Additional Material

See the PowerPoint presentation and video on Blackboard regarding logging on.
MOST OF ALL, the course material is within the Google Data Analytics Certificate course itself. It is designed to be a self-contained course from Coursera.

Course Schedule

I mentioned the suggested pace of the course, if you want to finish the certificate, as one course every two weeks--- the capstone course will not need two weeks. You can certainly go faster.

I will take the work completed by the Dec. 4 as your final output for the course. In order to figure out your grades, I need to take account that it may take a week for your work to show up in Blackboard. So, you will need to finish up before final exam week.

Drop Day: Oct. 31.
I do not do Faculty Drops.

CURRICULUM CHANGE MEMO

Date: 10/30/2025

From: Dr. Selfa A. Chew-Melendez, Director, Bachelor of Multidisciplinary Studies

Through: Dr. Anadeli Bencomo, Dean, College of Liberal Arts

To: Selfa A. Chew-Melendez, Chair, Liberal Arts Curriculum Committee

Proposal Title: Updates: Block Electives

Course name and number: BMS 4350

Course category
☐ Fine and Performing Arts
☒ Humanities
☒ Social and Behavioral Sciences

Action Needed
☒ Add course to Block Electives
☐ Remove course from Block Electives

Proposed Effective Date
Spring 2026

Rationale

BMS 4350 serves as a unifying elective across the Liberal Arts by linking disciplinary knowledge in the Humanities, Social Studies, and Fine Arts to professional skill development. It reinforces the value of a Liberal Arts education while equipping students with the adaptability and applied competencies needed to succeed in diverse professional environments.

Humanities
BMS 4350 complements the Humanities by guiding students to apply humanistic perspectives and skills—critical thinking, ethical reasoning, cultural awareness, and effective communication—to real-world professional contexts. The course encourages reflection on the social and ethical dimensions of work and demonstrates how humanistic inquiry informs leadership, decision-making, and community engagement.

Social Studies
Within the Social Studies block, the course supports disciplines that study human behavior, institutions, and societies. Students strengthen their understanding of how social structures, policy, and cultural context shape

workplace dynamics. Through applied projects and collaborative learning, they develop transferable skills in research, intercultural communication, and problem-solving relevant to a broad range of professional and civic settings.

Fine Arts
For Fine Arts students, BMS 4350 bridges creativity and professional practice. It helps students connect artistic expression and design thinking with the practical skills needed for project management, collaboration, and self-presentation. The course supports career readiness in the arts by emphasizing creativity as a tool for innovation and leadership across sectors.