

The University of Texas at El Paso

College of
Liberal Arts

Community Engagement and Leadership Minor

TABLE OF CONTENTS

<i>ADMINISTRATIVE INFORMATION.....</i>	<i>3</i>
<i>MINOR INFORMATION.....</i>	<i>4</i>
I. NEED	4
<i>A. Job Market Need.....</i>	<i>4</i>
<i>B. Student Demand</i>	<i>4</i>
<i>C. Enrollment Projections.....</i>	<i>5</i>
II. QUALITY	5
<i>A. Degree Requirements.....</i>	<i>5</i>
<i>B. Curriculum.....</i>	<i>5</i>
<i>C. Faculty</i>	<i>7</i>
<i>D. Students.....</i>	<i>7</i>
<i>E. Library.....</i>	<i>7</i>
<i>F. Facilities and Equipment.....</i>	<i>7</i>
<i>G. Evaluation.....</i>	<i>8</i>
III. COSTS AND FUNDING	8

Request Form for a New Minor

ADMINISTRATIVE INFORMATION

1. Institution: The University of Texas at El Paso
2. Program Name – **Community Engagement and Leadership Minor**
3. Proposed CIP Code: 24.0199.02.01
4. Number of Required Semester Credit Hours (SCHs): 18 hours
5. Brief Program Description – Describe the minor and the educational objectives:
The Community Engagement and Leadership Minor is an interdisciplinary program centered on students' knowledge, skills, and practical experience related to community engagement, leadership, and social responsibility. This minor is designed to complement a student's primary major by providing students with a well-rounded understanding of how to effectively engage with and lead within various communities, including local, national, and global contexts. This minor will enable students to expand, diversify, and tailor their degree plan to their interests and career goals through the completion of 18 credit hours of Community Engagement and Leadership (CEL) designated courses. Students have the option to complete a supplementary Community Engagement and Leadership minor, in addition to a traditional minor housed in a department, through double fulfillment of CEL designated courses.
6. Administrative Unit – Identify where the minor would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):
The College of Liberal Arts. Dean's Office.
7. Proposed Implementation Date – Report the date that students would enter the minor (08/26/2024):
8. Contact Person – Provide contact information for the person who can answer specific questions about the minor:

Name: Selfa A. Chew-Meléndez

Title: Associate Dean for Undergraduate Studies

E-mail: sachewsmithart@utep.edu

Phone: 915 747 5781

Minor Information

I. Need

A. Job market need

The Community Engagement and Leadership minor aims to develop social and cultural competence through hands-on project management experience. It prioritizes ethical leadership and corporate social responsibility, qualities value in various public and private sectors. A community engagement and leadership minor can lead to valuable networking opportunities, instrumental in finding job opportunities and career advancement. Community Engagement and Leadership minors often develop strong interpersonal skills, including active listening and effective communication. The Community Engagement and Leadership minor will maximize the credit hours students have earned in various academic fields with a CEL component, leading to an efficient pathway to graduation, which in turn will contribute to increase their competitiveness in the job market.

B. Student demand

The Community Engagement and Leadership minor was designed after years of advising experience and review of degree plans to design pathways towards student graduation. Among the causes for delays in graduation we realized that some students register in courses they are attracted to without consideration of how they fit in their major or minor. When identifying a set of courses reflecting the student's interest in community engagement and leadership components, those credit hours already earned may be allocated towards the completion of this minor and, thus, their Bachelor's degree plan. Furthermore, an option to complete a supplementary minor that recognizes completion of community engagement and leadership courses will signal the student willingness to accomplish experiential learning beyond the work required to obtain a Bachelor's degree.

Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the minor. *(Include majors only and consider attrition and graduation.)*

YEAR	1	2	3	4	5
Headcount	5	10	15	20	25
FTSE	10	15	20	25	30

II. Quality

- A. **Degree Requirements** – Use this table to show the degree requirements of the minor. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

Option I.

Category	Semester Credit Hours	Clock Hours
Designated field a) and b)	6	
CEL designated courses	12	
TOTAL	18	

- B. **Curriculum** – Use these tables to identify the required courses and prescribed electives of the minor. Note with an asterisk (*) courses that would be added if the minor is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)*

Designated field a). Students will select one course from the following:

Prefix and Number	Course Title	SCH
AFST 2300	Introduction to African Studies	3
ASIA 2300	Asian American Studies	3
CHIC 1311	Chicana/o Fine Arts Appreciation	3
CHIC 2302	Latina/o Presence in the U.S.	3
NAIS 2300	Introduction to Indigenous Studies	3
RS 1301	Introduction to Religious Studies	3

WS 2300	Introduction to Women Studies	3
WS 2350	Global Feminisms	3
	Total	3

Designated field b).

Prefix and Number	Course Title	SCH
LEAD 1300	Introduction to Leadership	3
	Total	3

Prefix and Number	Course Title	SCH
	Elective Courses-12 hours of CEL Designated courses from any discipline with the minimum of 9 hours of upper division,	12
	Total	12

Option II. Supplementary minor

Category	Semester Credit Hours	Clock Hours
Designated field a) and b)	6	
CEL designated courses	12	
TOTAL	18	

Prefix and Number	Course Title	SCH
	Two upper division courses in humanities that fit elsewhere into their degree plan.	6
	Four courses with a CEL designation that fit elsewhere into their degree plan	18
	Total	18

- C. Faculty – Use these tables to provide information about faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

Faculty will be designated by every department offering the courses comprising individualized minors.

Name of Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
e.g.: Robertson, David Asst. Professor	PhD. in Molecular Genetics Univ. of Texas at Dallas	MG200, MG285 MG824 (Lab Only)	50%

- D. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the minor.

The College of Liberal Arts does extensive outreach on Campus and in the community by staffing tables at events, recruitments fairs, graduate fairs, throughout the year. Approximately 84 percent of UTEP students are classified as Hispanic. 50% are first generation attending college. This minor program offers maximization of credit hours earned, and flexibility in the selection of courses to meet its students educational needs and career plans, which will contribute to the retention and graduation of students from underrepresented groups.

- E. Library – Explain whether additional library resources are needed for this minor, and if so what.

Currently, our library resources are meeting the courses that will integrate this minor. There is no need for additional resources.

- F. Facilities and Equipment – Explain whether additional faculty or equipment resources are needed for this minor, and if so what.

This minor will utilize courses already offered. There is no need for additional faculty or equipment.

- G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing

Not applicable.

- H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new minor if this is a standalone minor where there is no related major.

The evaluation will include an assessment of the number of students enrolled and the SCHs accrued under the minor. In addition an internal program review will take place every 3 years to assess relevance and efficiency of program, if required. Additionally, since each class offered for the minor is taught within a particular department and follows those assessment systems, faculty and student evaluations will be available for review.

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel	\$0	Reallocated Funds	\$0
Facilities and Equipment	\$0	Anticipated New Formula Funding	\$0
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ²	\$0	Other ³	\$0
Total Costs	\$0	Total Funding	\$0

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

The University of Texas at El Paso

College of
Liberal Arts

Interdisciplinary Minor

TABLE OF CONTENTS

<i>ADMINISTRATIVE INFORMATION.....</i>	<i>3</i>
<i>MINOR INFORMATION.....</i>	<i>4</i>
I. NEED	4
<i>A. Job Market Need.....</i>	<i>4</i>
<i>B. Student Demand</i>	<i>4</i>
<i>C. Enrollment Projections.....</i>	<i>5</i>
II. QUALITY	5
<i>A. Degree Requirements.....</i>	<i>5</i>
<i>B. Curriculum.....</i>	<i>5</i>
<i>C. Faculty</i>	<i>6</i>
<i>D. Students.....</i>	<i>7</i>
<i>E. Library.....</i>	<i>7</i>
<i>F. Facilities and Equipment.....</i>	<i>7</i>
<i>G. Evaluation.....</i>	<i>8</i>
III. COSTS AND FUNDING	8

Request Form for a New Minor

ADMINISTRATIVE INFORMATION

1. Institution: The University of Texas at El Paso
2. Program Name – Interdisciplinary minor
3. Proposed CIP Code: 30.0000.00
4. Number of Required Semester Credit Hours (SCHs): 18 hours
5. Brief Program Description – Describe the minor and the educational objectives:

The Interdisciplinary Minor allows students to combine insights, methodologies, and courses from multiple academic disciplines, spanned across traditional academic boundaries. This minor intends to provide students with a well-rounded education that goes beyond the confines of a single major, fostering critical thinking, problem-solving skills, and the ability to connect ideas and concepts from diverse areas of study. It permits students to individualize, broaden, and expand their learning experience by tailoring their degree plan to their career goals. Additionally, it maximizes the use of credits that are not being utilized in a traditional Liberal Arts major or minor (whether through transfer credit, major change, or hidden prerequisites).

6. Administrative Unit – Identify where the minor would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):
The College of Liberal Arts. Dean's Office.

7. Proposed Implementation Date – Report the date that students would enter the minor (08/26/2024):

8. Contact Person – Provide contact information for the person who can answer specific questions about the minor:

Name: Selfa A. Chew-Meléndez

Title: Associate Dean for Undergraduate Studies

E-mail: sachewsmithart@utep.edu

Phone: 915 747 5781

Minor Information

I. Need

A. Job market need

An interdisciplinary minor can offer several advantages in the job market due to its unique combination of knowledge and skills from multiple disciplines. The interdisciplinary minor will equip individuals with a diverse skill set, making them adaptable to a wide range of roles and industries. Critical thinking and problem-solving across various domains are universally valuable in any profession, as employees who can identify and solve complex problems are highly sought after. The interdisciplinary minor will provide opportunities to communicate and work with faculty and students from diverse backgrounds, which is valuable in team-oriented workplaces. Many of the world's most pressing challenges, such as climate change, public health crises, and technological advancements, require multifaceted solutions. An interdisciplinary background allows individuals to approach these challenges with a more comprehensive and integrated perspective; furthermore, some professions and emerging industries require individuals who can bridge the gap between different fields. Interdisciplinary minors can prepare students for careers in areas where a combination of expertise is highly valued. Graduates with an interdisciplinary minor will demonstrate a willingness to go beyond the traditional boundaries of education and can be an attractive feature on a resume. Since this minor will involve collaboration with professors and peers from various backgrounds, their interactions can expand a student's network, providing valuable connections for job opportunities and career growth. It can make candidates more adaptable, competitive, and appealing to employers seeking versatile professionals who can thrive in a rapidly evolving world. In the end, this interdisciplinary minor will allow them to graduate in a shorter time if earned credits fit its requirement, which will increase their competitiveness in the job market.

B. Student demand

This interdisciplinary minor was designed after years of advising experience and review of degree plans to assist students graduate. Among the causes for delays in graduation we found that some students register in courses

they are attracted to without consideration of how they fit in their major or minor. An interdisciplinary minor will offer a valuable complement to a student's primary major and can serve several important needs in higher education, among them accelerating graduation when students have accrued credit hours that meet its requirements. Students who have an interest for multiple subjects that don't fit neatly into a single major will find in the interdisciplinary minor formal recognition for the knowledge acquired in different academic fields.

Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the minor. *(Include majors only and consider attrition and graduation.)*

YEAR	1	2	3	4	5
Headcount	5	10	15	20	25
FTSE	10	15	20	25	30

II. Quality

A. **Degree Requirements** – Use this table to show the degree requirements of the minor. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

Category	Semester Credit Hours	Clock Hours
Designated field	6	
Prescribed Electives	12	
Free Electives	0	
TOTAL	18	

B. **Curriculum** – Use these tables to identify the required courses and prescribed electives of the minor. Note with an asterisk (*) courses that would be added if the minor is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)*

Required Course. Select one upper division course from the College of Liberal Arts Block Electives list.

Prefix and Number	Course Title	SCH
	Any upper division course from Block Electives	3
	Total	3

Prescribed Elective Course. Students will select one course from the following:

Prefix and Number	Course Title	SCH
AFST 2300	Introduction to African Studies	3
ASIA 2300	Asian American Studies	3
CHIC 1311	Chicana/o Fine Arts Appreciation	3
CHIC 2302	Latina/o Presence in the U.S.	3
LEAD 1300	Introduction to Leadership	3
NAIS 2300	Introduction to Indigenous Studies	3
RS 1301	Introduction to Religious Studies	3
WS 2300	Introduction to Women Studies	3
WS 2350	Global Feminisms	3
	Total	3

Elective Courses-12 hours of elective courses from any discipline with a minimum of 6 hours of upper division.

Prefix and Number	Course Title	SCH
	12 hours of elective courses from any discipline (6 upper division)	
	Total	12

- C. Faculty – Use these tables to provide information about faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

Faculty will be designated by every department offering the courses comprising individualized minors.

Name of Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
e.g.: Robertson, David Asst. Professor	PhD. in Molecular Genetics Univ. of Texas at Dallas	MG200, MG285 MG824 (Lab Only)	50%

- D. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the minor.

The College of Liberal Arts does extensive outreach on Campus and in the community by staffing tables at events, recruitments fairs, graduate fairs, throughout the year. Approximately 84 percent of UTEP students are classified as Hispanic. 50% are first generation attending college. This minor program offers maximization of credit hours earned, and flexibility in the selection of courses to meet its students educational needs and career plans, which will contribute to the retention and graduation of students from underrepresented groups.

- E. Library – Explain whether additional library resources are needed for this minor, and if so what.

Currently, our library resources are meeting the courses that will integrate this minor. There is no need for additional resources.

- F. Facilities and Equipment – Explain whether additional faculty or equipment resources are needed for this minor, and if so what.

This minor will utilize courses already offered. There is no need for additional faculty or equipment.

- G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing

Not applicable.

- H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new minor if this is a standalone minor where there is no related major.

The evaluation will include an assessment of the number of students enrolled and the SCHs accrued under the minor. In addition an internal program review will take place every 3 years to assess relevance and effectiveness of program, if required. Additionally, since each class offered for the minor is taught within a particular department and follows those assessment systems, faculty and student evaluations will be available for review.

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel	\$0	Reallocated Funds	\$0
Facilities and Equipment	\$0	Anticipated New Formula Funding	\$0
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ²	\$0	Other ³	\$0
Total Costs	\$0	Total Funding	\$0

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

The University of Texas at El Paso

College of
Liberal Arts

Multicultural Society Minor

TABLE OF CONTENTS

<i>ADMINISTRATIVE INFORMATION</i>	3
<i>MINOR INFORMATION</i>	4
I. NEED	4
<i>A. Job Market Need</i>	4
<i>B. Student Demand</i>	4
<i>C. Enrollment Projections</i>	5
II. QUALITY	5
<i>A. Degree Requirements</i>	5
<i>B. Curriculum</i>	5
<i>C. Faculty</i>	6
<i>D. Students</i>	7
<i>E. Library</i>	7
<i>F. Facilities and Equipment</i>	7
<i>G. Evaluation</i>	8
III. COSTS AND FUNDING	8

Request Form for a New Minor

ADMINISTRATIVE INFORMATION

1. Institution: The University of Texas at El Paso
2. Program Name – Multicultural Society Minor
3. Proposed CIP Code: 30.2301.01
4. Number of Required Semester Credit Hours (SCHs): 18 hours
5. Brief Program Description – Describe the minor and the educational objectives:
The Multicultural Society Minor focuses on the study of multiculturalism and the complex dynamics of societies with diverse racial, ethnic, cultural, and social backgrounds. It is designed to provide students with a deeper understanding of multicultural issues, intercultural relations, and the impact of diversity on individuals and societies. The Multicultural Society Minor allows students to individualize, broaden, and expand their learning experience through a program tailored to their interests and career objectives, enhancing their opportunities for professional success in international contexts.
6. Administrative Unit – Identify where the minor would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):
The College of Liberal Arts. Dean's Office.
7. Proposed Implementation Date – Report the date that students would enter the minor (08/26/2024):
8. Contact Person – Provide contact information for the person who can answer specific questions about the minor:

Name: Selfa A. Chew-Meléndez

Title: Associate Dean for Undergraduate Studies

E-mail: sachewsmithart@utep.edu

Phone: 915 747 5781

Minor Information

I. Need

A. Job market need

An interdisciplinary minor can offer several advantages in the job market. Students with a multicultural society minor gain a deep understanding of various cultures, including their traditions, values, and communication styles. This cultural competence is highly valuable in industries that require interaction with diverse populations, such as international business, healthcare, education, and social services. Multicultural society minors often develop strong interpersonal skills, including active listening and effective communication. These skills are essential for working in cross-cultural teams and building relationships with clients and colleagues from different backgrounds. A multicultural society minor can show that a candidate is committed to diversity initiatives and can contribute to creating inclusive environments. Employers increasingly prioritize diversity and inclusion in their workplaces, seeking conflict resolution specialists who can navigate cultural differences. The multicultural society minor will maximize the credit hours students have earned in various academic fields, leading to an efficient pathway to graduation, which in turn will contribute to increase their competitiveness in the job market.

B. Student demand

The Multicultural Society Minor was designed after years of advising experience and review of degree plans to design pathways towards student graduation. Among the causes for delays in graduation we realized that some students register in courses they are attracted to without consideration of how they fit in their major or minor. When identifying a set of courses reflecting the student's interest in multicultural studies, those credit hours may be allocated towards the completion of this minor and, thus, their Bachelor's degree plan. Furthermore, some students have

expressed their interest in completing a graduate program in Ethnic Studies, or in academic fields that require a solid multicultural studies foundation, which this minor will provide.

Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the minor. *(Include majors only and consider attrition and graduation.)*

YEAR	1	2	3	4	5
Headcount	5	10	15	20	25
FTSE	10	15	20	25	30

II. Quality

A. **Degree Requirements** – Use this table to show the degree requirements of the minor. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

Category	Semester Credit Hours	Clock Hours
Designated core	6	
Prescribed electives in one field	6	
Prescribed electives in two additional fields	6	
TOTAL	18	

B. **Curriculum** – Use these tables to identify the required courses and prescribed electives of the minor. Note with an asterisk (*) courses that would be added if the minor is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)*

Prescribed Elective Course. Students will select two courses from the following:

Prefix and Number	Course Title	SCH
AFST 2300	Introduction to African Studies	3
ASIA 2300	Asian American Studies	3
CHIC 1311	Chicana/o Fine Arts Appreciation	3
CHIC 2302	Latina/o Presence in the U.S.	3

NAIS 2300	Introduction to Indigenous Studies	3
RS 1301	Introduction to Religious Studies	3
WS 2300	Introduction to Women Studies	3
WS 2350	Global Feminisms	3
	Total	6

Prefix and Number	Course Title	SCH
	Field I. 6 hours of elective courses, upper division, from one of the following fields: 1. African American Studies 2. Asian Studies 3. Chicano Studies 4. Jewish Studies 5. Native American & Indigenous Studies 6. Religious Studies 7. Women Studies	6
	Field II. 6 hours of advanced course work from any combination of disciplines listed above, different from Field I.	6
	Total	12

- C. Faculty – Use these tables to provide information about faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

Faculty will be designated by every department offering the courses comprising individualized minors.

Name of Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
e.g.: Robertson, David Asst. Professor	PhD. in Molecular Genetics Univ. of Texas at Dallas	MG200, MG285 MG824 (Lab Only)	50%

- D. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the minor.

The College of Liberal Arts does extensive outreach on Campus and in the community by staffing tables at events, recruitments fairs, graduate fairs, throughout the year. Approximately 84 percent of UTEP students are classified as Hispanic. 50% are first generation attending college. This minor program offers maximization of credit hours earned, and flexibility in the selection of courses to meet its students educational needs and career plans, which will contribute to the retention and graduation of students from underrepresented groups.

- E. Library – Explain whether additional library resources are needed for this minor, and if so what.

Currently, our library resources are meeting the courses that will integrate this minor. There is no need for additional resources.

- F. Facilities and Equipment – Explain whether additional faculty or equipment resources are needed for this minor, and if so what.

This minor will utilize courses already offered. There is no need for additional faculty or equipment.

- G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing

Not applicable.

- H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new minor if this is a standalone minor where there is no related major.

The evaluation will include an assessment of the number of students enrolled and the SCHs accrued under the minor. In addition an internal program review will take place every 3 years to assess relevance, sustainability and effectiveness of program, if required. Additionally, since each class offered for the minor is taught within a particular department and follows those assessment systems, faculty and student evaluations will be available for review.

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel	\$0	Reallocated Funds	\$0
Facilities and Equipment	\$0	Anticipated New Formula Funding	\$0
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ²	\$0	Other ³	\$0
Total Costs	\$0	Total Funding	\$0

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: September 25, 2023

From: Selfa A. Chew-Meléndez

Through: Anadeli Bencomo

To: Selfa A. Chew-Meléndez

Proposal Title: College of Liberal Arts new minors

The College of Liberal Arts proposes three new minors: Interdisciplinary Minor; Multicultural Society Minor; Community, Engagement and Leadership Minor.

I. Interdisciplinary Minor

The Interdisciplinary Minor allows students to combine insights, methodologies, and courses from multiple academic disciplines, spanned across traditional academic boundaries. This minor intends to provide students with a well-rounded education that goes beyond the confines of a single major, fostering critical thinking, problem-solving skills, and the ability to connect ideas and concepts from diverse areas of study. It permits students to individualize, broaden, and expand their learning experience by tailoring their degree plan to their career goals. Additionally, it maximizes the use of credits that are not being utilized in a traditional Liberal Arts major or minor (whether through transfer credit, major change, or hidden prerequisites).

Requirements:

Student must consult with their advisor before declaring this minor. The advisor will determine if the interdisciplinary minor is the best fit for the student's goals and interests, and will not postpone or hinder their graduation.

3 credit hours can be double-fulfilled with a core or major course. Additional hours may be required to reach the 120 minimum needed for graduation.

1. Designated Field-6 hours, 3 must be upper division.

- a. Must complete one of the following courses: AFST 2300, 2301, ASIA 2300, CHIC 1311, 2302, LEAD 1300, NAIS 2300, RS 1301, WS 2300, 2350. Substitutions may be approved by the Dean of the College of or the CLASS Center.
- b. Must complete 3 upper-division hours from the list Liberal Arts Block Electives.

2. Elective Courses-12 hours of elective courses from any discipline with a minimum of 6 hours of upper division, approved by the Dean of the College of Liberal Arts or a CLASS Center advisor.

The Interdisciplinary Studies Minor consists of:

Area

Designated Field	6 hours (3 upper division hours)
Electives	12 hours (6 upper division hours)
Total	18 hours

II. Multicultural Society Minor

The Multicultural Society Minor focuses on the study of multiculturalism and the complex dynamics of societies with diverse racial, ethnic, cultural, and social backgrounds. It is designed to provide students with a deeper understanding of multicultural issues, intercultural relations, and the impact of diversity on individuals and societies. The Multicultural Society Minor allows students to individualize, broaden, and expand their learning experience through a program tailored to their interests and career objectives, enhancing their opportunities for professional success in international contexts.

Requirements:

Student must consult with their advisor before declaring this minor. The advisor will determine if the minor is the best fit for the student's goals and interests, and will not postpone or hinder their graduation.

3 hours can be double-fulfilled with a core or major course. Additional hours may be required to reach the 120 minimum needed for graduation.

1. Designated Core: Must complete 6 hours of below:

a. Must complete 2 of the following courses:

AFST 2300, 2301, ASIA 2300, CHIC 1311, 2302, NAIS 2300, RS 1301, WS 2300, 2350.
Substitutions may be approved by the Dean of the College of Liberal Arts or a CLASS Center advisor.

2. Field-I:

Select 6 hours of upper-division courses from any one discipline listed below.

Requires approval by the Dean of the College of Liberal Arts or a CLASS Center advisor.

3. Field-II:

Select 6 hours of advance course work from any combination of discipline listed below different from Field I: Requires approval by the Dean of the College of Liberal Arts or a CLASS Center advisor Fields:

1. African American Studies
2. Asian Studies
3. Chicano Studies
4. Jewish Studies
5. Native American & Indigenous Studies
6. Religious Studies
7. Women Studies

The Multicultural Society Minor consists of:

Area

Designated Core	6 hours
Fields I & II	12 hours (9 hours minimum of upper division)

Total

18 hours

III. Community Engagement and Leadership Minor

The Community Engagement and Leadership Minor is an interdisciplinary program centered on students' knowledge, skills, and practical experience related to community engagement, leadership, and social responsibility. This minor is designed to complement a student's primary major by providing students with a well-rounded understanding of how to effectively engage with and lead within various communities, including local, national, and global contexts. This minor will enable students to expand, diversify, and tailor their degree plan to their interests and career objectives through the completion of 18 credits of Community Engagement and Leadership (CEL) designated courses. Students have the option to complete a supplementary Community Engagement and Leadership minor, in addition to a traditional minor housed in a department, through double fulfillment of CEL designated courses.

Option 1 requirements:

Student must consult with their advisor before declaring this minor. The advisor will determine if this is the best fit for the student's goals and interests, and will not postpone or hinder their graduation.

3 hours can be double-fulfilled with a core or major course. Additional hours may be required to reach the 120 minimum needed for graduation.

1. Designated Field-6 hours of (3 hours advanced)

- a. Must complete LEAD 1300.
- b. Must complete one of the following courses: AFST 2300, 2301, ASIA 2300, CHIC 1311, 2302, NAIS 2300, RS 1301, WS 2300, 2350. Substitutions may be approved by the Dean of the College or the CLASS Center.

2. Elective Courses-12 hours of CEL Designated courses from any discipline with the minimum of 9 hours of upper division, approved by the Dean of the College of Liberal Arts or a CLASS Center advisor.

The Community Engagement and Leadership Minor (in its Option 1) consists of:

Area

Designated Field	6 hours (3 upper division hours)
CEL Designated course	12 hours (9 upper division hours minimum)
Total	18 hours

Option 2 requirements:

Student may declare Community Engagement and Leadership as a supplemental minor. All CEL courses in a Community Engagement and Leadership minor, taken in addition to any other minor, will double fulfill wherever the courses would normally fit in the student's degree plan - in the student's major, minor, or block electives. Therefore, completing the Community Engagement and Leadership minor through this option should not require additional coursework for students - only that they elect four courses with a CEL designation, and two upper division courses in humanities that fit elsewhere into their degree plan. Students are encouraged to take a RSCR 4300 course to fully develop their community engaged research skills.

Student must consult with their advisor before declaring Community Engagement and Leadership as a second minor. The advisor will determine if this is the best fit for the student's goals and interests, and will not postpone or hinder their graduation.

CURRICULUM PROPOSAL

APPROVAL PAGE

Proposal Title: College of Liberal Arts New Minors

College: Liberal Arts

Department: College of Liberal Arts

DEPARTMENT CHAIR- Anadeli Bencomo

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