**USP 2015 COURSE APPROVAL FORM**

**GENERAL DIRECTIONS FOR SUBMISSION OF ALL USP 2015 COURSES**

**Initiator of Proposal**

* Complete the **USP 2015 Course Approval Form** (found on Page 3 of this document) and the **USP 2015 Learning Outcomes Form** (found on Page 5 of this document). Submit this entire document electronically to your department head/chair.
* In addition to the completed **USP 2015 Course Approval Form** and **USP 2015 Learning Outcomes Form** (both contained in this document), submit your **Course Syllabus** to your department head/chair. Consult Page 2 of this document for more specific information about the syllabus.
* A **Course Action Request Form (CARF)** will not be required by the Registrar’s Office for courses seeking USP 2015. The USP Committee will notify the Registrar of approved courses automatically.
* **Note:** If you are submitting a proposal for FYS, COM1, COM2, or COM3, there may be additional requirements that are not included in the instructions on this page. Consult Page 2 of this document for the **Directions for Submission** for those USP designations!

**Department Chair/Head**

* If this is a 1000- or 2000-level course, community college articulation needs to be addressed. Contact the Office of the Registrar at 766-5722.
* Enter your electronic signature on the **2015 Course Approval Signature Page** (found on Page 4 of the document). Electronically forward the **USP 2015 Course Approval Form/USP 2015 Learning Form** (e.g. this entire document) and **Course Syllabus** to your college curriculum committee.
* **Note:** If your unit does not report to a college, submit all materials to ***the Office of Academic Affairs*** ***(******usp@uwyo.edu******)*** who will submit them to the University USP Committee for approval.

 **College Curriculum Committee**

* If approving a course, have the Dean or Dean’s Designee submit his/her electronic signature on the **USP 2015 Course Approval Signature Page** (found on Page 4 of this document). Approvals should not be granted for requests missing the Course Syllabus as specified in the directions on Page 2.
* **The College Curriculum Committee’s electronic signature indicates that all requirements for USP designation have been met.**
* Electronically forward the **USP 2015 Course Approval Form/ USP 2015 Learning Outcomes Form** (e.g. this entire document) and **Course Syllabus** to ***the Office of Academic Affairs (******usp@uwyo.edu******)***.
* Once H, PN, V, and Q courses have been approved at the college level, the process for these courses is complete. Academic Affairs will submit record of the approval to the Registrar’s Office.
* All FYS, COM1, COM2, COM3 courses will be submitted to the USP Committee for final approval. Once approved, Academic Affairs will submit record of the approval to the Registrar’s Offfice.

***Questions regarding procedural issues or the status of a request should be directed to Jake Hayden, USP Committee Coordinator at 766-4907 or*** ***usp@uwyo.edu******.***

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**DIRECTIONS FOR SUBMISSION OF QUANTITATIVE REASONING (Q) COURSES**

**In addition to the completed USP 2015 Course Approval Form and USP 2015 Learning Outcomes Form (both contained in this document), a Course Syllabus must be submitted for review.**

A Course Syllabus should include the following elements:

1. The common/required elements of a course syllabus (UW Regulation 2-117);
2. A statement within the course description to indicate that the course fulfills the USP 2015 Q requirement (see example statement below);
3. The student learning outcomes for Q.

**Example Statement for Syllabus**

This course fulfills the Quantitative Reasoning (Q) requirement of the 2015 University Studies Program. Students will learn to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. The elements of the Quantitative Reasoning (Q) experience may include numerical, logical, geometric, and algorithmic thinking as well as the integration of these modes of analysis with students’ verbal, creative, and critical-thinking skills. Students should demonstrate mathematical and logical skills needed to formulate, analyze, and interpret quantitative arguments in a variety of settings.

***Questions regarding how to fill out the USP 2015 Learning Outcomes Form (starting on Page 5) should be directed to:***

**Nancy Small, USP Committee Chair –** **nancy.small@uwyo.edu**

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**USP 2015 COURSE APPROVAL FORM**

(**Electronically forward this form for approval per the instructions on Page 1**)

|  |
| --- |
| **PART 1: CONTACT INFORMATION** |
| Initiator of Proposal: |  |
| Title: |  |
| Department: |  |
| Phone: |  |
| Email: |  |
| **PART 2: COURSE INFORMATION** |
| Course Prefix & Number: |  |
| Course Title: |  |
| Effective Date: | **(Month/Day/Year)** |
| Credit Hours: |  |
| No. Students Per Section: |  |
| **PART 3: REQUEST FOR USP 2015 DESIGNATION** |
| First-Year Seminar | FYS | [ ]  | **Note:** *Courses proposed for USP 2015 can only meet one USP designated category so check only one* *box.* |
| Communication 1 | COM1 | [ ]  |
| Communication 2 | COM2 | [ ]  |
| Communication 3 | COM3 | [ ]  |
| Quantitative Reasoning | Q | [ ]  |
| Human Culture | H | [ ]  |
| Physical & Natural World | PN | [ ]  |
| U.S. & Wyoming Constitutions | V | [ ]  |
| **PART 4: DOCUMENTS REQUIRED FOR APPROVAL FOR UNIVERSITY STUDIES** |
| In addition to completing the ***USP 2015*** ***Learning Outcomes Form*** that begins on Page 5 of this document, please attach the **Course Syllabus**per the instructions on Page 2. By checking the “Yes” boxes below, you are confirming that this information was provided. |
| Learning Outcomes Form completed | Yes [ ]  | No [ ]  |
| Syllabus attached | Yes [ ]  | No [ ]  |
| **PART 5: ACKNOWLEDGEMENT OF ASSESSMENT PROCESS**(Please check box to agree to the statement below) |
| [ ]  I acknowledge that all instructors teaching this course are required to provide examples of student work and participate in assessment activities when requested by the USP Committee or the University Assessment Coordinators. |

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**USP 2015 COURSE APPROVAL SIGNATURE PAGE**

**Please note: *Entering your name below in the space provided and forwarding electronically constitutes your electronic signature.***

**Record of Approval for All USP Course Categories:**

***Department/Program Head***

|  |  |
| --- | --- |
| Name | Date (Month/Day/Year) |
|       |       |
|       |       |

***College Approval (Dean or Dean’s Designee)***

|  |  |
| --- | --- |
| Name | Date (Month/Day/Year) |
|       |       |
|       |       |

**Record of Additional Approval for FYS, COM1, COM2, and COM3 Courses:**

***USP Committee Chair***

|  |  |
| --- | --- |
| Name | Date (Month/Day/Year) |
|       |       |

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**USP 2015 LEARNING OUTCOMES FORM**

**Quantitative Reasoning (Q) Courses**

**Introduction**

Students will reason and solve quantitative problems from a wide array of authentic contexts and everyday situations.

**Required Student Learning Outcomes**

Courses must meet **all three** of the *Quantitative Reasoning (Q)* Student Learning Outcomes:

1. Formulate, analyze, and interpret quantitative arguments in a variety of settings.
2. Solve quantitative problems from a wide array of authentic contexts and everyday situations.
3. Communicate arguments in a variety of formats (e.g., words, tables, graphs, mathematical equations).

**LEARNING OUTCOMES FORM (continued)**

**Quantitative Reasoning (Q) Courses**

**In the following table, please provide a brief description (50 words or less) and attach appropriate documents (if necessary) that demonstrate how each *Student Learning Outcome* will be achieved in this course and how each outcome will be assessed in this course.**

|  |  |  |
| --- | --- | --- |
| **Q Student Learning Outcomes** | **How will this outcome *be achieved* 1****in this course?***Provide specific examples of assignments and activities* | **How will this outcome *be assessed* 2****in this course?** |
| Formulate, analyze, and interpret quantitative arguments in a variety of settings. |       |       |
| Solve quantitative problems from a wide array of authentic contexts and everyday situations. |       |       |
| Communicate arguments in a variety of formats (e.g., words, tables, graphs, mathematical equations). |       |       |

1 ***Achievement*** of a Student Learning Outcome will involve various educational strategies that may vary by both course and outcome. Some of these strategies will be employed ‘in class’ (e.g. lectures, student presentations, discussions, laboratory exercises, writing assignments, sample problems, pair-shares), while others will be realized out-of-class (e.g. readings, homework problems, literature searches, writing assignments). In other words, educational strategies include any and all activities employed in a course that help students to achieve the outcome.

2 ***Assessment*** is one or more processes that identify, collect, and prepare data to evaluate the attainment of student learning outcomes. Effective assessment uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome being measured. Different assessment methods may be used for different outcomes: appropriate sample methods may also be used. Assessment methods that might be employed include direct assessment of student work, standardized examinations/exam questions, locally developed examinations/exam questions, simulations, exit interviews, written surveys or questionnaires, focus groups, performance appraisals, external examiners, oral exams, behavioral observations, and portfolios.