Closed Session: If necessary, a separate agenda and materials for the Closed Session.

Agenda #	Description	Page #
1.	Consideration and Action: Closed Session: Recommended Approval of Honorary Degree Recipients/Trustee award of Merit Recipients (Sullivan)	NA
2.	Information and Discussion: Introduction of Dave Bagley and Michelle Hilaire (Turpen)	NA
3.	Information and Discussion: Online Learning at UW: A Briefing on Programming, Services, and Support (Griswold)	2
4.	Information and Discussion: Low-Producing Programs 2-13 Recommendations (Turpen)	8
5.	Information and Discussion: Next Generation University Studies Program (USP) Update (Turpen/Hilaire)	12
	If time permits, the following items will be discussed.	

COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: <u>Online Learning at UW: A Briefing on Programming, Services and Support (Griswold)</u>

☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:
      ☐ Yes
      ☒ No
FOR FULL BOARD CONSIDERATION:
      ☐ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
      ☒ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:
The UW strategic enrollment plan assumes growth of online program seekers over the next five years, and this update will describe the current online learning portfolio, student support services, faculty instructional support services, and program development services in place and planned to help UW reach these goals. The report will include available online programs, current student populations, tuition and fees for online courses and programs, student support services, academic department program support, faculty instructional design support, online delivery definitions, accreditation, and revenue distribution modeling.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

WHY THIS ITEM IS BEFORE THE COMMITTEE:
Online program seekers are approximately 17% of UW's student population, and this report will describe the practices in place to serve students who are unable to attend place-based programs.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

PROPOSED MOTION:

Online Learning at UW – a Briefing on Programming, Services, and Support

For further detail, visit the online Student FAQ and Faculty/Staff FAQ

1. **Why is the University of Wyoming the best choice to complete an online program?**
   UW offers comprehensive learner and student support and a top-tier learning experience led by active and engaged faculty at a price other institutions can't match. UW offers:
   - Educators who have spent their lives devoted to their discipline (and often, their work shapes that very field).
   - Classmates who are working to make a difference in the world.
   - Online courses built with simplicity in mind.
   - Experts from all corners of the university helping students as learners and as people.
   - Programs that fit a budget – UW is the #5 most affordable university in the nation in the #5 state for higher education.

2. **What online and hybrid programs does UW offer?**
   - 18 100% Online, Online Completion, and Hybrid Online Bachelor's Degrees
     a. 100% Online Degrees in Accounting, Applied Software Development, Criminal Justice, Elementary & Special Education, Elementary Education, General Studies, Management, Human Resources Management, Marketing, Organizational Leadership, and Sociology.
   - 19 Online Masters Degrees
   - 11 Online Doctoral Degrees
   - 31 Online Certificates & Endorsements

3. **How does the Office of Online and Continuing Education (OOCE) support faculty and academic departments in creating and sustaining online programs?**
   - **Program Development.** In collaboration with the Ellbogen Center for Teaching & Learning, OOCE supports or completes program opportunity analyses, curriculum development processes, and initial/ongoing program outcome assessments.
   - **Course Development.** An online course design process including a faculty supplement is available to build strong and easy-to-teach online courses. Additionally, IT and Elbogen Center for Teaching and Learning support is available for specific needs.
   - **Marketing.** In collaboration with Institutional Marketing, OOCE leads marketing campaign development and implementation including supplying marketing budgets for online programs.
   - **Student Recruitment and Retention Funnel.** In collaboration with all enrollment management offices, OOCE manages interactions with online program prospects, ensures timely answers, and connects prospects with representatives across the institution.
   - **Financial Management.** In collaboration with Academic Affairs and Budget & Institutional Planning, OOCE manages distributions of tuition and fee funds to colleges and departments to cover the costs to offer online programs and courses.

4. **How important is online learning to the UW mission?**
   A high quality, rich, and rigorous in-person learning experience, along with a vibrant campus community, are integral to UW's success. Simultaneously, state legislators, UW Board of Trustees members, and university leaders have shared the goal to grow the UW student population over the next 15 years. Online programs will play a significant role in reaching that outcome, specifically because over the past decade the number of in-person program seekers is on a slight decline nationally while online program seekers are increasing with this trend only accelerating after the pandemic.

5. **How many UW students are online program seekers, and what are the enrollment patterns of these students? What are the enrollment patterns in online course sections?**
   Online program seekers are coded specifically as online students; they are not identified simply by enrolling in online sections. Growth of this student population has increased steadily since the pandemic ended as described in Table 1.

Table 1: Online program seeker headcount (students admitted into online programs, not main campus students enrolled in online courses)

Online Student Headcount	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Headcount Change	% Change
Undergraduate	715	745	751	849	852	943	228	32%
Graduate	839	846	895	948	924	945	106	13%
Total	**1,554**	**1,591**	**1,646**	**1,797**	**1,776**	**1,888**	**334**	**21%**

Their credit hours have also increased at an equivalent rate as described in Table 2.

Table 2: Online program seeker credit hours enrolled (students admitted into online programs, not main campus students enrolled in online courses)

Credit Hour Level	Spring 2023	Fall 2024	Credit Hour Change	% Change
1000 Level	439	1,008	569	130%
2000 Level	980	1,441	461	47%
3000 Level	1,597	2,756	1,159	73%
4000 Level	3,000	3,220	220	7%
5000 Level	4,825	4,887	62	1%
Total	**10,841**	**13,312**	**2,471**	**23%**

Coming out of the pandemic, the goal was to bring back campus vibrancy by having main campus students return to in-person learning (with online sections still available to them to allow for scheduling flexibility). While online student enrollment in online sections continues to increase (see Table 2), total enrollment in online sections has decreased (see Table 3), highlighting that main campus student enrollment in online sections has decreased.

Table 3: Online section credit hours (including main campus and online program seekers)

Credit Hour Level	Spring 2022	Fall 2024	Credit Hour Change	% Change
1000 Level	8,445	6,966	-1,479	-18%
2000 Level	7,665	7,106	-559	-7%
3000 Level	8,719	7,660	-1,059	-12%
4000 Level	11,799	8,793	-3,006	-25%
5000 Level	6,183	6,213	30	0.5%
Total	**42,811**	**36,738**	**-6,073**	**-14%**

6. **How does UW define a Fully-Online, Fully-Online Bachelor's Completion, and Hybrid Online programs?**
   - **100% Online.** 100% of course requirements are available online every year to ensure student progress. Fully-online programs require no campus attendance to learn, complete processes, or access services.
   - **Fully-Online Bachelor's Completion.** Students complete lower division courses at other institutions then attend UW where 100% of upper division courses are available online. Every UW course is available each academic year to ensure student progress, and programs require no campus attendance to learn, complete processes, or access services.
   - **Hybrid Online.** At least 50% of course requirements are available online every year to ensure student progress. Hybrid programs may require campus attendance to learn, complete processes, or access services.

7. **When do UW online courses begin and how long are they? What course delivery methods are included in online programs?**
   Same as in-person courses, UW has fall, winter, spring, and summer course start dates, and learners can start programs during any of these terms. Courses also commonly follow the timelines of these terms (16 weeks for Fall and Spring terms, shorter in winter and summer, with some exceptions).
   Within online programs, courses are taught synchronously, asynchronously, or with a combination of in-person and online requirements in hybrid courses.
   - **Synchronous learning.** Students are expected to attend virtual class sessions held at specific times and all course expectations can be completed online.
   - **Asynchronous learning.** Lessons can be reviewed, and expectations can be completed within specific windows of time. While students will interact with their instructor and classmates consistently, class sessions are not held at specific times, and all course expectations can be completed online.
   - **Hybrid learning.** Students are expected to complete online and in-person requirements.

8. **What technology and software is used to offer online programs?**
   UW uses Canvas, known as WyoCourses, to teach online courses. This environment is supplemented by a number of software integrations which are either free to students or, when the tools include learning materials similar to textbooks, are charged to students separately. These tools include online textbooks, lab experiences, presentation software, collaboration functionality, and assessment tools to name a few.

   UW faculty have access to a number of tools to teach their courses. In addition to Canvas, UW contracts with Honorlock and Respondus to ensure student assessment security is maintained, Yuja to create and store audio and video course materials, and a wide range of other tools to gather, create, and present course materials.

   To bring more classroom lectures, discussions, recordings, and materials to a wider range of students, UW is in process to create efficient workflows so the classroom experience can be accessed by those not in the room, either because they couldn't make a specific class session or because they are regularly not in town to attend. This will bring benefits to in-person and online students alike as they will be able to engage with class lectures and materials with greater flexibility.

9. **How does tuition or fee revenue flow to the offering college or department?**
   70% of tuition revenue is distributed to the offering college business office for any student coded as an online program seeker for any enrollments in any term. Additionally, $30 per credit hour by any student (main, online, or guest students) enrolled in an online section goes to the college under which the course subject is designated.

10. **Are UW online programs accredited? Are they different than their equivalent in-person programs?**

Yes, the university and all its programs including online programs are accredited by the Higher Learning Commission. Additionally, many programs have their own discipline-specific accreditation. Other than courses being held online rather than in a classroom, expectations and outcomes are not different. Students learn the same information, acquire the same skills, and earn the same degree with no delineation listed on the diploma.

11. **How much are online programs, and what is the difference between an in-person program seeker and an online program seeker regarding tuition and fees?**
Each program is different, so review the program cost of attendance. When admitted, a student chooses a program and whether they prefer to learn in-person or online (when available). If they select an in-person program, they pay the in-person schedule of tuition and fees regardless of if they enroll in an online course. If they enroll in an online course, it does not change their tuition or fees, and the only additional charge is the per credit distance delivery fee. Block tuition applies regardless of the blend of enrollments.

If they select an online program, they pay the online schedule of tuition and fees regardless of if they enroll in an in-person course. Online students pay a different fee schedule than in-person students and block tuition applies regardless of the blend of enrollments.

It's also useful to note that online students enroll in fewer credits than their in-person classmates on average, and a large percentage do not reach block tuition enrollment thresholds. While the tuition/fee total is lower for online students when they reach the block tuition threshold, the per credit rate is often the way they are billed.

Table 4: Main Campus Versus Online Program Seeker Tuition and Fee Comparison

	Resident		Non-Resident	
	Per Credit	Block*	Per Credit	Block*
Undergraduate				
Main Campus Program Tuition	$173	$2,595	$720	$10,800
Main Campus Mandatory Fees		$1,034		$1,034
Main Campus Program Total		$3,629		$11,834
Online Program Tuition	$199	$2,985	$359	$5,385
Online Program Mandatory Fees		$885		$885
Online Program Total		$3,870		$6,270
Graduate				
Main Campus Program Tuition	$336	$3,360	$1,006	$10,060
Main Campus Mandatory Fees		$850		$850
Main Campus Program Total		$4,210		$10,910
Online Program Tuition	$336	$3,360	$536	$5,360
Online Program Mandatory Fees		$490		$490
Online Graduate Total		$3,850		$5,850

*Block tuition based on 15 credits for undergraduate students and 10 for graduate students.

12. **What federal or state regulations, policies, or procedures are relevant to offering online programs?**
NC-SARA. The National Council for State Authorization Reciprocity Agreements establishes comparable national standards for interstate postsecondary distance and online education. It allows UW to recruit nonresident online students, and Wyoming is a member state.
Quality Matters. Quality Matters is the leader in setting standards for the development of strong, accessible online programs and courses. As a member, UW builds learning experiences to these standards.
University accreditation. The Higher Learning Commission is the UW accrediting agency, and all programs fit within this accreditation including online and hybrid programs.

13. Office of Online & Continuing Education – Contact Information

Matt Griswold, Vice Provost ([mgriswo1@uwyo.edu)](mailto:mgriswo1@uwyo.edu)

Jayne Pearce, Program Development Manager (jpearce@uwyo.edu)

Tiff Hatfield, Online Marketing Strategist (thatfie1@uwyo.edu)

Kate Kastl, Online Recruitment Specialist ([kkastl@uwyo.edu)](mailto:kkastl@uwyo.edu)

Su Reyes, Online Retention Specialist (sreyes4@uwyo.edu)

ACADEMIC AND STUDENT AFFAIRS

COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: <u>**Low-Producing Programs 2-13 Recommendations**</u>, Turpen

☒ PUBLIC SESSION
☐ EXECUTIVE SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:
    ☒ Yes
    ☐ No

FOR FULL BOARD CONSIDERATION:
    ☐ Yes
    [Note: If yes, materials will also be included in the full UW Board of Trustee report.]
    ☒ No

☐ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:
The Provost and Office of Academic Affairs are committed to systematically examining all data on academic enrollment, low-producing programs, and low-enrolled courses and making informed decisions based on policy, process, and strategic planning. The annual review of low producing programs continues to evolve into a process that looks beyond the numbers to assess the value, delivery and potential growth or discontinuance of academic programs. The Provost will be engaging in conversations with deans and departments to review the process thus far and how we can address recruitment, retention, and strategic institutional goals as we proceed with the annual review for 2025.

On April 29, 2024, the Provost's requested the annual review of 30 programs identified as low producing. Following the Deans' recommendations, the Provost is providing the final list of programs recommended for the UW Regulation 2-13. Of the 30 programs, 10 will be recommended for discontinuation, 10 will be recommended for consolidation, and 10 are recommended for continuing with justifications and next steps in a one-year review. The Provost will initiate the 2-13 process following the January Board meeting, returning in March for a action item for Board consideration.

Recommended for Discontinuance under UW Regulation 2-13:

College of Arts and Sciences:
- B.A. in Art History – Discontinue after AY24-25
- B.A. in African and Diaspora Studies– Discontinue after AY24-25
- B.A. in Gender and Women's Studies– Discontinue after AY24-25

College of Agriculture, Life Sciences and Natural Resources
- M.A. in Molecular Biology – Discontinue after AY24-25
- PhD in Botany – Discontinue after AY24-25

College of Education
- MA in Educ-Educational Administration – Discontinue after AY24-25
- MS in Educ-Educational Administration – Discontinue after AY24-25
- EdD in Educ-Educational Administration – Discontinue after AY24-25
- PhD in Educ-Curriculum & Instruction – Discontinue after AY24-25

Recommended for Consolidation under UW Regulation 2-13:

College of Agriculture, Life Sciences and Natural Resources
- M.S. in Entomology – Consolidate process in 2025
- M.S. in Soil Sciences – Consolidate process in 2025
- PhD in Entomology – Consolidate process in 2025
- PhD in Soil Sciences – Consolidate process in 2025

College of Education
- MST in Physics – Consolidate process in 2025
- MST in Mathematics– Consolidate process in 2025
- MS in Natural Science – Consolidate process in 2025
- MS in Natural Science-Middle Level Math – Consolidate process in 2025
- MS in Natural Science-Middle Level Science – Consolidate process in 2025
- MS in Natural Science-Natural Science Education – Consolidate process in 2025

Recommended for further review in one year:

College of Arts and Sciences:
- B.A. in Religious Studies – Continue one more year/consider merger with Philosophy
- M.A. in Political Science – Continue with increased attention on recruitment

College of Agriculture, Life Sciences and Natural Resources
- B.S. in Botany – Continue additional two years with recruitment efforts
- M.S. in Botany – Continue-program offers desired connections with federal partners
- PhD in Molecular Biology – Continue with projected increased enrollment

College of Education
- MS in Educ-Educational Leadership – Continue for students offered both MA and MS

- MS in Educ-Special Education – Continue for students offered both MA and MS
- EdD in Educ-Curriculum & Instruction – Continue with the requested student demand

College of Engineering and Physical Sciences
- B.A. in Chemistry – Continue with increased attention on enrollment, review in three years
- B.A. in Physics – Continue with increased attention on enrollment, review in three years

WHY THIS ITEM IS BEFORE THE COMMITTEE:
University Policy on Review of Low-Producing Programs

ACTION REQUIRED AT THIS COMMITTEE MEETING:

PROPOSED MOTION:

AGENDA ITEM TITLE: <u>**Next Generation University Studies Program (USP)**</u>, Turpen/Hilaire

☒ PUBLIC SESSION
☐ EXECUTIVE SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:
     ☒ Yes
     ☐ No

FOR FULL BOARD CONSIDERATION:
     ☐ Yes
     [Note: If yes, materials will also be included in the full UW Board of Trustee report.]
     ☒ No

☐ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:
The Next Generation University Studies Program 2026 underwent an in-depth review process in fall 2024. Feedback from constituents and a formal response from the UW Faculty Senate was received in December 2024. The Academic and Student Affairs committee will receive an update on spring 2025 plans and implementation.

WHY THIS ITEM IS BEFORE THE COMMITTEE:
Academic and Student Affairs Committee requested an update. The last report to the board occurred in November 2023.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

PROPOSED MOTION:

UNIVERSITY OF WYOMING

General Studies Program

The University of Wyoming (UW) University Studies Program (USP) was first instituted in 1991. Since its inception in 1991, the USP has been revised in 2003, 2015 and is currently undergoing this proposed "Next Generation" review for **launch in fall of 2026.**

The purpose of the Next Generation USP is to provide and expand on the three key foundations of learning for undergraduate students as required in UW Regulation 2-105, including: (1) Knowledge of Human Culture, the Physical & Natural World, and the U.S. & Wyoming Constitutions, (2) Intellectual and Practical Skills, and (3) Personal & Social Responsibility. USP provides learning experiences that help students to develop skills necessary for full participation in a technologically, politically, and culturally complicated world.

These skills are developed through courses associated with the categories shown below:

Next Generation USP Categories and Credit Expectations:
1. Written Communication (W) - 3 credits
2. Oral Communication (O) - 3 credits
3. Advanced Communication (A) - 3 credits
4. Natural Sciences (N) – 6-8 credits
5. Quantitative Reasoning (Q) - 3 credits
6. Humanities and Fine Arts (H) - 3 credits
7. Social and Behavioral Sciences (S) - 3 credits
8. Constitutional and Civic Literacy (C) - 3 credits
9. Digital Literacy (D) - 3 credits
10. Experiential Learning (E) - 0-3 credits

Total credits: 30-35

To meet the learning outcomes of the Next Generation USP requirements, students can choose from a wide variety of courses that align with their personal interests and career aspirations. In many majors, courses meeting Next Generation USP requirements may simultaneously fulfill the requirements of the major.

<u>The Next Generation USPs and Student Learning Outcomes</u>

UW Next Generation USP 2026 is designed to prepare students to engage with a dynamic, global, and digital world that will nurture their individual potential. This general education program fosters essential skills, knowledge, and mindsets that equip students to succeed in whatever discipline they choose upon graduation. Effective holistic education – one that brings together skills, knowledge, and mindsets – readies students to pursue immediate career goals as well as to embrace significant personal, cultural, and workplace changes that are hallmarks of a dynamic society.

Thus, Next Generation USP 2026 is designed to:
1. Create a learning environment that values free expression, personal integrity, and mutual respect.
2. Provide learning opportunities to broaden students' horizons of knowledge to position them for success in future careers.
3. Introduce students to pathways of thinking and understanding across disciplines to become critical thinkers, successful problem solvers, and effective collaborators and leaders.
4. Promote the development of strong communication skills that will help students contribute to civic and personal success.
5. Develop essential skills that prepare them to be productive members of a complex world and that are of value to the workplace, their local, national, and global communities, and to them as individuals.
6. Prepare students to become life-long, self-aware learners.

<u>Written Communication (W)</u>

As students move into and beyond college, they will encounter a variety of contexts that require them to engage effectively through written communication. Producing effective texts across those varied settings requires a writer to extend their understanding of audience expectations and possibilities for structures, evidence, and tone. The process of becoming a more nimble and self-aware writer through Written Communication (W) courses should reveal the power of writing to deepen critical thinking and the understanding of others.

Written Communication student learning outcomes include:
1. Apply written communication principles within written assignments for multiple specific purposes, audiences, and situational contexts.
2. Employ strategies for exploring research topics and refining research questions; locate, select, evaluate, synthesize, and document sources; and incorporate outside facts, perspectives, and ideas in writing to extend ideas and support nuanced positions.
3. Demonstrate critical engagement with texts (e.g., through detailed annotation of a course reading, analysis of research sources, peer review, self-evaluation against a rubric or checklist, etc.).
4. Apply composition strategies by engaging in a process of inventing, investigating, drafting, revising, and editing to produce a range of written texts.
5. Demonstrate self-evaluation through reflection about writing products, processes, identity, and/or contexts.

<u>Oral Communication (O)</u>

Effective oral communication – developing, delivering, and verbally responding to messages – is invaluable in many civic and workplace contexts. Students who take Oral Communication (O) courses come away with skills in analyzing audiences, designing effective communication structures, selecting appropriate evidence, and strategically using verbal and non-verbal communication strategies and practices. Additionally, they are able to engage effectively with audiences through active listening and critically evaluating the messages of others.

Oral Communication student learning outcomes include:
1. Apply oral communication principles within spoken assignments for multiple specific purposes, audiences, and situational contexts, including multiple formal presentations and at least one interactive setting (e.g., discussion, collaborative project, meeting).

2. Compose messages for a variety of situations by determining the purpose of oral discourse; choosing topics according to purpose and audience; formulating clear focal purposes; providing adequate supporting material; and selecting suitable organization patterns.
3. Deliver messages using skills suitable to the topic, purpose, audience, and context, with attention to vocal variety in rate, pitch, intensity; articulate clearly, use appropriate language for audience; and use nonverbal behavior and visual materials in support of messages.
4. Listen and respond to messages and construct meaning from spoken and nonverbal messages; interpret the speaker's purpose and organization of ideas and information; engage with an open mind while also critically evaluating weaknesses of others' messages.
5. Demonstrate self-evaluation through reflection on communication performances, processes, identity, and/or contexts.

Advanced Communication (A)
Advanced Communication (A) courses are designed to engage students in developing and applying their rhetorical skills to communication tasks of increasing nuance and complexity. When taking Advanced Communication courses, students engage in learning designed to facilitate growth and mastery. They deliver a formal presentation complete with supporting visuals appropriate to the audience, and they produce at least one formal written project. Courses also incorporate informal writing and speaking-to-learn activities into the curriculum, providing ample opportunities for students to deepen their learning through communication tasks.

Advanced Communication student learning outcomes include:
1. Apply rhetorical knowledge, in substantial oral and written projects, in response to specific discipline, interdisciplinary, or professional settings, audiences, and purposes.
2. Use digital technology to support communication processes and products.
3. Demonstrate critical engagement with a text(s) for specific disciplinary, interdisciplinary, and/or professional use (e.g., through detailed annotation of a course reading, analysis of research sources, peer review, self-evaluation against a rubric or checklist, etc.).
4. Evaluate, synthesize, and document primary and/or secondary information to support conclusions or positions in accordance with disciplinary, interdisciplinary, or professional expectations.
5. Engage in multiple formative writing- and speaking-to-learn activities (e.g., in-class writing, note-taking, oral and written discussion, response journals, mind maps, exploratory freewriting, exit tickets).

Natural Sciences (N)
In Natural Sciences (N) courses, students encounter the fundamental concepts and methods of scientific inquiry, including the formulation and testing of hypotheses and the application of scientific principles to draw conclusions. These courses enable students to think critically about empirical claims, to understand the relevance of scientific and technological thought to contemporary society, and, potentially, to pursue further coursework in physical and natural sciences.

Natural Sciences student learning outcomes include:
1. Articulate the principles of the scientific method.
2. Formulate and test hypotheses by analyzing observations and data.
3. Apply scientific principles and reasoning to solve problems and draw conclusions.
4. Examine the impacts of technology on science and society.

Quantitative Reasoning (Q)
In Quantitative Reasoning (Q) courses, students examine problems from an array of contexts relevant to personal, civic, and professional life. Quantitative Reasoning encompasses logical, abstract, geometric, statistical, numerical, and algorithmic modes of understanding and analysis. All of these modes contribute to critical thinking capacities within students.

Quantitative Reasoning student learning outcomes include:
1. Formulate, analyze, and interpret quantitative arguments in a variety of personal, civic, and professional contexts.
2. Solve problems using different quantitative reasoning methods, such as logical, abstract, geometric, statistical, numerical, and algorithmic reasoning.
3. Communicate quantitative reasoning using words, tables, graphs, diagrams, and equations.

Humanities and Fine Arts (H)

Humanities and Fine Arts (H) courses support students in developing a critical understanding of human thought, arts, and culture. These courses explore questions of the human condition through philosophical, literary, religious, historical, artistic, and language-based perspectives. Awareness and understanding in the humanities and arts help students develop critical, creative, and interpretive skills needed to function in an increasingly diverse world and contribute to society as educated and culturally competent citizens.

Humanities and Fine Arts student learning outcomes include:
1. Describe the history, philosophy, arts, and/or literature of different traditions, cultures, and/or global regions.
2. Assess human values, ideas, and/or perspectives and their role in shaping human culture and society from a literary, religious, historical, artistic, philosophical, and/or language-based perspective.
3. Analyze the ways cultural meanings are depicted through different forms of expression (e.g., visual arts, performing arts).
4. Evaluate ethical, social, cultural, and/or political issues facing society from a literary, religious, historical, philosophical, artistic, and/or language-based perspective.
5. Identify and assess their own and others' values; identify the underlying premises in their own and others' arguments.

Social and Behavioral Sciences (S)

Social and Behavioral Sciences (S) courses introduce students to institutions, cultures, and behaviors through the study of local and global societies. The social and behavioral sciences help students think critically about human culture and society and encourage them to demonstrate their knowledge through applying skills and responsibilities to new settings and complex problems. Students will engage with a diversity of viewpoints and perspectives. Such courses acquaint students with fundamental concepts, theories, and methods of analysis used in the social and behavioral sciences.

Social and Behavioral Sciences student learning outcomes include:
1. Explain human ideas and experiences and how they influence societies, human behavior, and human-social interactions.
2. Compare different social and behavioral science methods and theories to interpret and explain human events, behaviors, and cultures.
3. Examine the dynamic interaction of one's self, other individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
4. Critically evaluate multiple points of view on social, cultural, and/or political issues as expressed in different historical or social contexts.
5. Acquire diverse information through focused research, active discussion, and collaboration with peers.

Constitutional and Civic Literacy (C)

In Constitutional and Civic Literacy/Wyoming Constitution (C) courses, students explore how American systems sustain society when individuals uphold social duties. They learn individuals secure personal success through informed, discerning participation that upholds constitutional ideals. This develops civic devotion in future generations, cementing the ethos that we must invest in society to reap shared success, and recognizes that progress

emerges from dedication to community duties alongside exercising individual rights. Courses focus on the constitutions to build knowledge central to participatory citizenship. Analyzing the principles and structures of checks, balances, equality, and representation fosters skills for the responsible exercise of freedoms of speech, expression, and decision-making beyond voting. Civic participation requires understanding how democratic institutions interconnect to sustain societal wellbeing.

Constitutional and Civic Literacy student learning outcomes include:
1. Demonstrate the ability to analyze and evaluate the formal and informal principles, processes, and structures of the U.S. and Wyoming constitutions and political systems.
2. Describe the historical development and cultural context of the U.S. and Wyoming constitutions and political systems.
3. Articulate the relationship between understanding the political institutions by which they are governed and their roles as responsible participants in a democratic system.
4. Evaluate information sources to establish informed opinions.
5. Critically analyze core political and economic concepts, principles, and processes that shape the United States and Wyoming systems of government.

Digital Literacy (D)
Digital literacy is the ability to ethically and critically use, understand, explore, evaluate, create, and apply information using a range of digital technologies. As the world continues to evolve into a digital landscape, Digital Literacy (D) courses encourage students to navigate a variety of tools, technologies, and skills to prepare them to be productive and inclusive members of a diverse world. Digital literacy encourages students to explore how digital technologies work and to consider the ethical, legal, and critical uses of these technologies, including the inequities of access to digital information and technologies. It also encourages students to evaluate how different digital technologies will be useful within their fields and the world. It allows students to create and apply digital information, technologies, and skills within their professional lives and work.

Digital Literacy student learning outcomes include:
1. Find, evaluate, and apply digital information to meet discipline specific needs.
2. Develop skills to apply and/or adopt digital technologies to create evidence and/or problem-based responses for needs in their respective fields.
3. Critically evaluate needs related to digital access in their fields.
4. Demonstrate ethical and/or appropriate use of digital information and technologies.

Experiential Learning (E)
Experiential Learning (E) involves students in 'learning by doing' through direct hands-on engagement in immersive real-world experiences. Students become active participants in applying knowledge and theoretical concepts gained in the classroom to practical problem-solving and to reflect on, integrate, and apply the new insights and skills gained to enrich and deepen their own learning and personal development and to position them for success in their ongoing studies and future careers. Experiential learning can take place through both curricular and co-curricular pathways as a complement to academic programs of study, including through volunteerism, service learning, leadership, public service, or other forms of community engagement at local, national, or international levels; internships, externships, or entrepreneurship opportunities with non-profit organizations, businesses, corporations, government, and non-governmental organizations; participation in international study abroad, place-based learning, or domestic study away programs; or through other significant experiential forms of undergraduate research, teaching, creative, or educational activities.

Experiential Learning student learning outcomes include:
1. Demonstrate initiative, ownership, and responsibility by being actively involved in designing their own experiences as intentional and engaged learners.

2. Apply existing knowledge and skills gained from prior classroom or practical experience to navigate new, unpredictable, and novel encounters that challenge and engage them intellectually, emotionally, socially, and/or physically.
3. Employ iterative critical questioning, investigation, and/or experimentation to resolve complex practical problems and have the opportunity to learn from real-world consequences, mistakes, and successes.
4. Engage in a substantive reflection process involving critical observation, analysis, and self-evaluation of the new knowledge, skills, relationships, insights, and/or meanings gained through their experience.
5. Demonstrate and clearly articulate an ability to integrate, synthesize, and transfer the new knowledge and skills gained through experience to inform their own ongoing studies, personal development, community engagement, and/or future careers.

Next Generation USP-Wide Policy Recommendations

Credits inside and outside the major:
- Background: In the current 2015 USP, some of the components require students to take the course outside of the major.
- Policy recommendation: No requirement that any Next Generation USP component must be fulfilled outside of the major.

"Double designation" on USP components:
- Background: Current policy requires only one USP designation per course.
- Recommendation: Courses can only fulfill one USP component. The exception is the Experiential Learning (E) component. As the Experiential Learning component can be fulfilled with 0 credits, a course can be approved to be both an Experiential Learning (E) course along with one other USP designation if that course meets all required SLOs for both components.

Upper/lower division restrictions or prerequisites:
- Background: Related University Regulation 2-105
- Recommendation: Individual course prerequisites/corequisites will guide course registration practices, not additional expectations set on specific USP categories. All Next Generation USPs can be delivered at lower/upper division except for the Advanced Communication (A) component which will continue to be designated and required at the upper division (3000-4000) level as outlined in UW Regulation 2-105.

Common policy on completing all student learning outcomes:
- Background: In the current 2015 USP, the H requirement allows for a range of SLO adoptions, which makes assessment challenging.
- Recommendation: For course approval and Next Generation USP designation, every Student Learning Outcome must be met for that component.

Minimum grade-level fulfillment:
- Background: Minimum grade expectations exist within some of the current 2015 USPs, but there is no consistency.
- Recommendation: The Next Generation USP must be completed with a letter grade of D or better, or with an S (Satisfactory).

<u>**Transfer Student Policy and Goals**</u>

For students transferring to UW, the Office of Transfer Relations works with Wyoming Community Colleges to maintain course-level articulation so students at these partner sites achieve adequate levels of performance to continue their education at UW. The goal of the Next Generation USPs is to be simple, flexible and transparent and align with our SAP: <u>Undergraduate Transfer Policy</u>

In terms of in-state articulation, responsibility for ongoing course- and program-level articulation with Wyoming community colleges resides with departments and is coordinated by the Office of Transfer Relations. Articulation with Wyoming community colleges in lower-level coursework occurs on an annual basis. UW's participation in the Western Interstate Commission for Higher Education (WICHE) and National Council for State Authorization Reciprocity Agreements (NC-SARA) provides affirmation that UW student learning outcomes and course delivery approaches are consistent with those offered by other schools regionally and nationally.

<u>**USP Assessment**</u>

UW has a robust system of continuous assessment and improvement for undergraduate and graduate programs. This includes 1) institutional analysis of individual program assessments that review the clarity, frequency, culture, labor, and educational improvement dimensions of a program and program review process; 2) a curriculum mapping process where departments submit curriculum maps for analysis; and 3) an assessment coordinators group which includes assistant and associate deans for all colleges and schools to promote a culture of institutional assessment back to individual departments.

UW plans to evolve beyond baseline accreditation expectations to address and improve upon something more ephemeral – student learning. To accomplish this, the next phase is to implement a comprehensive USP assessment plan including the development of standing USP Subcommittees that will focus on key issues of assessment, curricular review and approval, and faculty development for each Next Gen USP component. As part of their work, these USP Subcommittees will share their preferred plans for incremental and staggered analysis of the student learning outcomes of each USP, and a coordinating USP Executive Committee will review these plans with an eye toward consistency. These plans will then be implemented and collated into USP-wide annual assessment reports.

Coordinating and implementing a USP-wide assessment structure will also involve multiple groups on campus including Faculty Senate's University Studies Committee, the Office of Academic Affairs and the Ellbogen Center for Teaching and Learning. Our goal is to create an integrated workflow where 1) USP curriculum approval, 2) faculty and course development designed to assist faculty in reaching USP outcomes, and 3) USP assessment are accomplished in concert with one another and that involved leaders have exposure to all three aspects to ensure each phase is informing the other. This will require involvement from current participants and new representatives, new financial resources and incentives for participation, and an elevated focus on how courses are approved, faculty are equipped to educate students, and the university ensures its foundational learning model is preparing UW undergraduates for their lives after graduation.

<u>**Faculty Development and Training**</u>

To implement the model listed in the USP Assessment section, new financial resources will be necessary. Some existing funds may be redeployed to the efforts described in this document, but it is also likely these funds are not sufficient to support broader access to faculty development and the detailed effort to review, document, and recommend improvements to each USP category on an ongoing basis. Approximately $100,000 a year is currently used to implement program assessment and some elements of faculty training. Next, the university will review if these funds should be redeployed to support these new assessment efforts or remain as funding for current efforts while new funds are identified.

Ultimately, the new USP assessment structure, and the funds used to implement it, will allow UW to 1) understand what students are learning and how courses are having a meaningful impact on their education, and 2) implement

improvements on a consistent basis due to a stable USP assessment structure. Next, the university will gather current practices and associated costs and cross reference this with a new USP assessment model to determine the best use of current funds and any needed additional funds. Of note, the Experiential Learning (E) and Digital Literacy (D) USPs are new to the model and will require additional new investment and support structures. Suggestions on these support structures are listed below and those specific to Experiential Learning (E) are included in an Appendix.

While not a comprehensive list, faculty development and training opportunities under consideration include:
- Educator learning communities for sharing of knowledge, best practices, and interdisciplinary collaboration. These communities would also help programs and instructors understand the central features and expectations of the varying USPs.
- Workshops on how to assemble a successful approval packet for courses that will carry new USP designations.
- Workshops on how to reconfigure existing classes to ensure they meet new SLOs.
- Periodic meetings with faculty from various disciplines to discuss teaching approaches and share insights.
- A common resource bibliography that includes videos, links, and other resources to help achieve SLOs.
- Adoption of fully open-source resources by instructors to promote accessibility and reduce costs for students.
- An online community where new instructors can access resources, receive mentorship, and engage in discussions with experienced faculty will create a supportive environment that fosters continuous improvement.
- Assessment tool recommendations will help faculty effectively evaluate student learning outcomes and make data-driven decisions to refine their courses over time.
- Instructor access to digital technologies, licenses, and tools needed to incorporate technologies into courses.
- Shareable resources and templates in Canvas to incentivize best practices.
- Faculty/staff awards to recognize excellence in teaching USP courses, or managing USP efforts, at UW.
- Consideration of how USP contributions will be recognized within faculty and staff job descriptions and tenure and promotion to incentivize participation.

Development and Review/Revision Timeline and Process

PHASE I: Fall 2020-2023
  Committee charge and preliminary work

PHASE II: Spring 2023-Fall 2023
  Spring 2023
  - Focused research and recommendations (Feb-May 2023)
  - Submission of initial sub-committee reports (May 2023)

  Summer 2023
  - Committee chair retreats (May and June 2023) for development of initial program draft
  - Submission of initial Next Gen USP draft to EVP Carman for review and feedback (August 2023)

  Fall 2023
  - Reconstituted executive committee works on policies and components
  - Early review session with Board of Trustees Committee on Academic and Student Affairs

PHASE III: Spring 2024
  Spring 2024
  - Next Generation Education Fellows Chair Subcommittees on Next Gen USP Model
  - Early Constituent Feedback

- Faculty Senate Executive Committee
  - Deans and Directors
  - Advising Managers
  - Community College Academic Affairs Council
  - SS&G Parent Committee
  - DEI Staff

Summer 2024
- Provost review

August 2024
- Provost approves final draft and reviews with Spring 2024 Next Gen Executive Committee

PHASE IV: Fall 2024
Review Process with Campus and Constituents
October/November/December
- Next Gen USP 2026 Proposal released to campus and community colleges
- Review/Q&A Sessions
  - October 23 - Community College open session
  - October 24 - Community College open session
  - October 30 - UW Campus open session
  - November 8 - UW Campus open session
  - November 4 - Faculty Senate
  - December 2 – Faculty Senate
- Constituents for additional targeted review sessions:
  - Registrar
  - Admissions
  - ASUW
  - Staff Senate
  - University Studies Committee
  - President's Cabinet
  - Faculty/Departments (broadly)
  - Advisors/Advising Managers
  - Academic Forum (Deans/Directors)
  - Department Heads
  - Ellbogen Center for Teaching and Learning
  - Community colleges
  - Board of Trustees Committee on Academic and Student Affairs
  - UW Institutional Marketing

<u>Appendix I: University of Wyoming Regulation and Accreditation Requirement for USP</u>

University of Wyoming Regulation 2-105 governs the University Studies Program. The regulation is available at: http://www.uwyo.edu/regs-policies/_files/docs/regulations-2018/uw_reg_2-105_approved_7-12-18.pdf.

The University of Wyoming is regionally accredited by the Higher Learning Commission (HLC), which requires a clearly articulated general studies program. HLC is one of six regional U.S. organizations that accredit degree-granting, post-secondary educational institutions in the United States. Background information on the HLC can be found at www.hlcommission.org.

HLC publishes a set of criteria that UW must satisfy to maintain accreditation. UW completed a highly successful review in Fall 2019 and provided a follow-up report to HLC in June 2024. Below are the criteria related to the general education component. The full criteria are available for review at: https://www.hlcommission.org/Policies/criteria-and-core-components.html.

> Criteria 1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.
>> 1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
>> 2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
>> 3. The institution fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives.
>
> Criteria 3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.
>> 1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
>> 2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
>> 3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
>> 4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Appendix II: Additional Notes on the Experiential Learning (E) Component

Satisfaction of the Experiential Learning (E) component requirement of the USP can be completed through either curricular or co-curricular pathways. Students may complete an approved (E) designated course for 1 or more credit hours. Alternately, students may complete an approved co-curricular experiential learning activity supervised by university faculty or staff for zero credit hours.

All curricular or co-curricular pathways to satisfy the (E) component must meet all the required student learning outcomes and include a minimum of 40+ hours of direct student engagement in experiential learning activities, including planning, direct activity and engagement, reflection, and integration.

For co-curricular pathways to satisfy the (E) component, students must also complete an online 'portfolio' documenting iterative student reflection before, during, and after engagement in experiential learning and complete an integrative project that demonstrates a student's ability to synthesize, transfer, and apply knowledge gained through their experience to their own ongoing studies, personal development, and/or future careers.

A) Proposed Support Structures for the Experiential Learning Component (E)

It is anticipated that the introduction of the new Experiential Learning (E) component of the Next Generation USP will require additional institutional support. It is anticipated that this will include the creation of a proposed Office of Experiential Learning (OEL) that will serve as a centralized institutional 'hub' on campus to coordinate, support, enhance, and expand experiential learning opportunities for UW undergraduate students. Among other tasks, the anticipated work of the OEL would include:

- Overseeing the approval, renewal, and assessment of (E) designated courses and co-curricular activities
- Overseeing Faculty/Staff Development 'Seed Grants' to incentivize incorporation of significant E components and SLOs into new or existing courses
- Work with campus partners (including the ECTL and LAMP) to provide instructional design support for faculty and staff on 'best practices' in experiential learning, including both curricular integration, co-curricular mentorship, and the creation of a 'Portfolio' template on Canvas/Wyocourses that can be shared by faculty/staff overseeing co-curricular (E) pathways or adopted into curricular pathways
- Helping to connect students with curricular and co-curricular opportunities to satisfy the (E) requirement, including the creation of an online database and website that will serve as a main centralized 'portal' to connect students, advisors, faculty, and staff with opportunities offered across UW
- Coordinating with Office of the Registrar in capture of curricular and co-curricular pathways in official student transcripts and development of accompanying ePortfolios or 'visual transcript' to document student engagement in curricular and co-curricular experiential learning at UW
- Assisting in developing a cohesive and equitable system for recognition/compensation of faculty/staff time in supervising curricular and co-curricular experiential activities (Eg. 'On-load' course recognition or 'off-load' compensation, job descriptions, T&P process) to encourage and incentivize participation
- Serving as a central liaison point with Colleges, Units, and Advisors on experiential education at UW, including identifying opportunities for greater institutional coherence, alignment, 'best practices,' and new interdisciplinary program development
- Working with Colleges and Units to expand curricular and co-curricular offerings by building new local, state, national, and international external partnerships and serve as a key connection-point for external organizations looking to partner with UW students on new experiential opportunities
- Liasing directly with campus advisor networks to connect students with experiential opportunities
- Administering Faculty & Staff Recognition Awards to recognize excellence in experiential education
- Assist Colleges, UW Foundation, and Scholarships & Financial Aid on development of new targeted scholarships to encourage student access, participation, and equity in access to experiential learning

B) Potential Examples of Existing Experiential Learning (E) Courses at UW (Curricular Pathway)

Numerous courses currently exist across Colleges and Units at the University of Wyoming that would serve as potential 'exemplars' for curricular 'for-credit' experiential learning pathways (if adapted to meet designated SLOs), many of which include internships, study abroad, practicums, place-based learning, applied research, and field research. A number of these were identified in UW's earlier 'Carnegie Classification for Community Engagement' application. Identified UW hubs for existing curricular (E) component integration include the College of Arts and Sciences, the Haub School, College of Business, Health Sciences, School of Pharmacy, Engineering, and Honors College as well as Education Abroad, SLCE, and CSIL.

The below is a very small representative sample to highlight the breadth of existing curricular pathways:

ANSC 4250: Advanced Equine Production and Management
Art Education Student Teaching and Practicum ((Inc. ART 4810: Residency for Elementary, ART 4820: Residency for Secondary, ART 3550: Art Education Practicum)
CNSL 3010: Student Leadership Strategies
ENR 3700: Wyoming Conservation Corps Practicum
ENR 4010/4011/4012: Skills of the Winter Naturalist; Snowpack Dynamics and Snow Science; Wildlife and Plant Adaptations
ENR 4890/5890: Coastal Climate Resilience
ENTR 4700: Business Model Creation and Launch
HP 4155: Buddhism in Thailand [Study Abroad]
HP 4156: Capstones for Community Engagement
INST 4970/5970: Internship in International Studies
ME/ESE 4060/4070L: Senior Capstone Experience
MUSC 4700/4710: Elementary/Secondary Student Teaching
NURS 4695: Senior BASIC Professional nursing Care of Populations Practicum
POLS 4550: Internship in Government
PSYCH 4960: Service Learning in Psychology

C) Examples of Non-Credit Options for (E) Component (Co-Curricular Pathways)

Outside of curricular pathways to fulfill the (E) USP requirement embedded in 'for-credit' coursework at UW, students will also have the ability to fulfill this requirement through significant engagement in a broad array of co-curricular experiential learning activities.

This co-curricular pathway is designed to give students flexibility in fulfillment of the (E) USP requirement while also ensuring that their engagement with these co-curricular activities continues to fulfill the designated Student Learning Outcomes (transcripted at zero credit hours). It is anticipated this flexibility will be of particular importance to our transfer, distance, and online students. As noted in the proposed policies, these co-curricular pathways must be significant (40+ hr) engagements and accompanied by completion of a reflective online 'portfolio' and final integrative project that are to be overseen and evaluated by UW academic personnel (faculty or staff) working in conjunction with an on-campus or off-site supervisor, where appropriate.

There are a wealth of co-curricular opportunities that may be 'captured' to fulfill the (E) requirements both at UW and in our local, state, national, and international communities. A key area of development will be providing a central 'connection point' for UW students to engage in these activities and to further develop new external partnerships via the proposed OEL in partnership with existing UW Colleges, Units and Centers for student engagement and involvement in co-curricular activities. At UW and in the local community, current examples of

experiential learning opportunities that could fulfill the EL requirement through a co-curricular pathway include, among others:

- o Internships with Wyoming businesses, industry partners, and entrepreneurs
- o Involvement in Student Leadership at UW (ASUW, Non-Traditional Student Council, Leadership Academy, Cowboy Coaches, Residence Life, First-Year Institute Facilitator, Outdoor Programs, RSOs, Fraternity and Sorority Life, etc.) and/or other opportunities via CSIL
- o Appropriate work-study, undergraduate research, or on-campus internship positions, including in student media, advertising, marketing, VA Work-study, etc.
- o Volunteerism, Non-Profit, and Community Engagement Opportunities via SLCE or the Office of Engagement and Outreach
- o Non-credit bearing engagement in professional and applied experiences for Outdoor Leadership, ENR, ESS, and ORTM students
- o Local, State or National internships including via UW's 'Handshake' partners or other opportunities provided to students via ACES
- o Involvement in Wyoming Conservation Corps/Americorps/ServeWyoming
- o Internships, volunteerism, or other engagements with Wyoming Non-Profit Organizations, Wyoming Community, City of Laramie Community Partners, United Way of Albany County, Laramie Interfaith, Downtown Laramie, etc.

Appendix III: Additional Notes on the Digital Literacy (D) Component

A) Potential Examples of Existing Digital Literacy Courses at UW

Numerous courses exist across Colleges and Units at the University of Wyoming that would serve as potential 'exemplars' for the proposed Digital Literacy component. The below is a small representative sample to highlight the breadth of existing courses:

ACCT 3610: Accounting Information Systems
AGEC 2040: Excel Applications in Ag Business
ANTH 4155: Computer Programming for Archaeologists
ANTH 4160: GIS in Anthropology
ART 1115: Digital Media
ASTR 2310: General Astronomy I
ASTR 2320: General Astronomy II
BKCH 4021: Business Applications of Blockchain
CHE 4000: Environment, Technology and Society
COJO 3520: Communication Technology and Society
COJO 4040: Digital Video Production
COMP 2000: Guest Lecture in School of Computing
EDAG 4170: Principles of Agriculture Mechanics and Technology
EECS 2390: Digital Systems Design
EECS 3320: Signals & Systems
EECS 3331: Electronics II
ENGL 2005: Writing in Technology and the Sciences
GIST 2190: Introduction to Programming in Geospatial Information Science and Technology
HIST: 2050: Introduction to Public History
HIST 3020: Historical Methods
HIST 5055: Archival Research Methods
ITEC 2360: Teaching with Technology
ITEC 4340: Technology Integration in Teaching
MOLB 1050: Genetic Engineering and Synthetic Biology
MOLB 3320: Molecular Biological Methods
NURS 4055: App Evidence in Nursing Practice
NURS 4635: Community as Client
NURS 4695: Professional Nursing Populations Practicum
PHYS 1210: Engineering Physics 1
PHYS 3000: Methods of Physics
PHYS 4840: Math and Computational Physics
PLNT 4470: Weed Science and Technology
PETE 4820: Blockchain in Energy
PETE 2060: Computing and Data Mining
THEA 3850: Design and Technology Seminar

B) Potential Examples of Existing Digital Literacy Courses at Wyoming Community Colleges and others:

ACCT 2110 QuickBooks Accounting – Casper College, Northern Wyoming CC

AGRI 1020 GPS and GIS in Agriculture – Casper College
ART 2023 Collections Management – Casper College
ART 1115 Digital Media – Casper College
ART 2145 Digital Photography I – Casper College
ART 2325 – Digital Methods – Northern Wyoming CC
BADM 3020 – Data Analysis for Managers – Western Wyoming CC
BIOL 1390 – Introduction to Science Research I – Western Wyoming CC
CMAP 1200 – Computer Information Systems – Western Wyoming CC
COSC 1010 - Intro to Computer Science – Northern Wyoming CC
GIST 1080 - Introduction to GPS and Maps – Western Wyoming CC
HMDV 1025 – Introduction to Online Learning – Western Wyoming CC
INET 1000 – Intro to Web Design – Western Wyoming CC
ITEC 2360 – Teaching with Technology – Western Wyoming CC
LIBS 1000 - Library Research Methods – Eastern Wyoming CC

ACC 1025 – Computerized Accounting – Arapahoe Community College, Colorado
AEC 2220 – Architectural Design – Arapahoe Community College, Colorado
BUS 1010 – Introduction to e-commerce – Arapahoe Community College, Colorado