**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 designation. 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 Outcomes 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***](mailto: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***](mailto: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 Office.

***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***](mailto:usp@uwyo.edu)***.***

**PAGE 2**

**DIRECTIONS FOR SUBMISSION OF COMMUNICATION 3 (COM3) COURSES**

**Course Policies**

1. Communication courses must be 3-credit hours.
2. Communication courses will be limited to 24 students.
3. Departments must submit syllabi every three years for all approved Communication courses.
4. Exceptions to course policies that are consistent with overall course objectives may be made on a case-by-case basis. A request for an exception must be in writing and accompany the USP 2015 Course Approval Form request through the approval process.
5. Successful completion of a lower-division communication course (COM1) will be a prerequisite for mid-level communication courses, and successful completion of a mid-level communication course (COM2) will be prerequisite for the advanced course (COM3); prerequisites will be enforced.

**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 COM3 requirement (see example statement below);
3. The Student Learning Outcomes for COM3 courses;
4. A course schedule that indicates instructional topics and activities to support the required Student Learning Outcomes.

**Example Statement for Syllabus**

This course fulfills the Communication 3 (COM3) requirement of the 2015 University Studies Program. Students will develop skills in written, oral, and digital communication as appropriate to specific disciplines and courses at the introductory, intermediate, and advanced level. Through repeated instruction, practice, and feedback, the communication sequence will emphasize and progressively develop transferrable skills for students’ academic work and future professions. Advanced courses (COM3) will emphasize using the discourse of a discipline or interdisciplinary field to communicate to academic or professional audiences through written, oral, and digital communication. Successful completion of COM2 is a prerequisite for COM3.

***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 at 766-2870 or** [**nancy.small@uwyo.edu**](mailto: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**

**Communication 3 (COM3) Courses**

**Introduction**

Students will develop skills in written, oral, and digital communication as appropriate to specific disciplines and courses at the introductory, intermediate, and advanced level. Through repeated instruction, practice, and feedback, the communication sequence will emphasize and progressively develop transferrable skills for students’ academic work and future professions. Advanced course (COM3) will emphasize using the discourse of a discipline or interdisciplinary field to communicate to academic or professional audiences through written, oral, and digital communication. *Written communication* is the set of abilities required to compose, critically analyze, and present information through writing. *Oral communication* is a set of abilities required to compose, critically analyze, present, and deliver information through oral interaction. *Digital communication* is a set of abilities required to compose, critically analyze, and present information through electronic media.

**Required Student Learning Outcomes**

Courses must meet **all seven** of the following Student Learning Outcomes:

1. Use the discourse of a discipline or interdisciplinary field to communicate that field’s subject matter to academic or professional audiences through written, oral, and digital communication.
2. Find, analyze, evaluate, and document information appropriately as applicable to the discipline, interdisciplinary field, or professional setting as demonstrated by completing a substantial communication project that requires appropriate research skills.
3. Recognize and evaluate more advanced aspects of communication that respond to the purposes and needs of audiences in a discipline, interdisciplinary field, or professional setting.
4. Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration to show understanding of communication standards in a discipline or interdisciplinary field.
5. Observe the accepted conventions of spelling, grammar, organizational structure, punctuation, delivery and documentation expected in disciplinary, interdisciplinary, or professional contexts.
6. Deliver presentations in a confident and professional manner, consistent with the standards of the discipline or interdisciplinary field.
7. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

**LEARNING OUTCOMES FORM (continued)**

**Communication 3 (COM3) 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.**

|  |  |  |
| --- | --- | --- |
| **COM3 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?** |
| Use the discourse of a discipline or interdisciplinary field to communicate that field’s subject matter to academic or professional audiences through written, oral, and digital communication. |  |  |
| Find, analyze, evaluate, and document information appropriately as applicable to the discipline, interdisciplinary field, or professional setting as demonstrated by completing a substantial communication project that requires appropriate research skills. |  |  |
| Recognize and evaluate more advanced aspects of communication that respond to the purposes and needs of audiences in a discipline, interdisciplinary field, or professional setting. |  |  |
| **COM3 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?** |
| Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration to show understanding of communication standards in a discipline or interdisciplinary field. |  |  |
| Observe the accepted conventions of spelling, grammar, organizational structure, punctuation, delivery and documentation expected in disciplinary, interdisciplinary, or professional contexts. |  |  |
| Deliver presentations in a confident and professional manner, consistent with the standards of the discipline or interdisciplinary field. |  |  |

|  |  |  |
| --- | --- | --- |
| **COM3 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?** |
| Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills. |  |  |

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.