University Studies Program 2015 Checklist
University of Wyoming

Students who enter UW or a Wyoming community college beginning in fall 2015 will be required to meet the USP 2015 requirements for graduation. Requirements of the USP are divided into categories based on the student learning outcomes. All courses are mutually exclusive of each other; no single course may count in more than one category. USP designated courses are open to all UW students (with a few exceptions for the Synergy and Honors Programs).

Knowledge of Human Culture, the Physical & Natural World, and the U.S. & Wyoming Constitutions **Credits**

Human Culture (H) **6**
Complete six approved credit hours of coursework. Approved coursework does not include courses taken within the student's major department.

Physical & Natural World (PN) **6**
Complete six approved credit hours of coursework. Approved coursework does not include courses taken from the students' major department.

U.S. & WY Constitutions (V) **3**
Approved V courses fulfill both US and Wyoming Constitutions requirements.

Intellectual and Practical Skills **Credits**

Communication 1 (C1) **3**
College Composition and Rhetoric must be completed with a C or better.

Communication 2 (C2) **3**
Successful completion of C1 is required prior to enrolling in a C2 course. This category can be fulfilled by courses taken from the student's major department.

Communication 3 (C3) **3**
Successful completion of C2 is required prior to enrolling in a C3 course. This category can be fulfilled by courses taken from the student's major department.

First-Year Seminar (FY) **3**
Provides the skills and philosophy necessary for success as a student and life-long learner. Students will have an opportunity to select from a wide range of academic courses covering unique and interesting subject matter focused on developing critical thinking, communication, and information literacy skills. Colleges, departments, and programs cannot require a particular first-year seminar class for a major.

Quantitative Reasoning (Q) **3**
All students must fulfill the Q requirement, either by placing out of the course or through successfully completing the Q course.

Personal & Social Responsibility **Credits**

No mandatory USP courses. Students will have varied experiences depending on coursework and co-curricular activities chosen by them.

Human Culture (H) – 6 Credits

Introduction

Students will understand human behaviors, activities, ideas, and values in different situations and contexts.

Required Student Learning Outcomes

Courses must meet **four of the six** Human Culture student learning outcomes.

1. Examine values about human culture and the place of humanity in the world.
2. Explain human ideas and experiences and how those influence societies, human behavior, and human-social interactions.
3. Compare different methods and theories to interpret and explain human events and cultures.
4. Examine the role of diversity in human societies and how diversity impacts global change.
5. Analyze how culture and diversity can be depicted through different forms of expression (e.g., visual arts, performing arts, etc.)
6. Apply cultural meanings through different forms of expression (e.g., music, art, dance, etc.)

Courses must meet **two of the six** Critical & Creative Thinking student learning outcomes.

1. Access diverse information through focused research, active discussion, and collaboration with peers.
2. Separate facts from inferences and relevant from irrelevant information, and explain the limitations of information.
3. Evaluate the credibility, accuracy, and reliability of conclusions drawn from information.
4. Recognize and synthesize multiple perspectives to develop innovative viewpoints.
5. Analyze one's own and others' assumptions and evaluate the relevance of contexts when presenting a position.
6. Communicate ideas in writing using appropriate documentation.

Physical & Natural World (PN) – 6 Credits

Introduction

Students will understand the fundamental concepts of scientific and quantitative inquiry and develop the ability to understand the relevance of scientific, technological, and quantitative skills to contemporary society.

Required Student Learning Outcomes

Courses must meet **three of the five** Physical & Natural World student learning outcomes.

1. Understand the principles of the scientific method.
2. Formulate and test ideas through analysis and interpretation of data.
3. Use scientific and quantitative logic to examine contemporary problems.
4. Use quantitative data analysis as the basis for making critical judgments and drawing conclusions.
5. Examine the impact of technology on science and society.

Courses must meet **two of the six** Critical & Creative Thinking student learning outcomes.

1. Access diverse information through focused research, active discussion, and collaboration with peers.
2. Separate facts from inferences and relevant from irrelevant information, and explain the limitations of information.
3. Evaluate the credibility, accuracy, and reliability of conclusions drawn from information.
4. Recognize and synthesize multiple perspectives to develop innovative viewpoints.
5. Analyze one's own and others' assumptions and evaluate the relevance of contexts when presenting a position.
6. Communicate ideas in writing using appropriate documentation.

U.S. & Wyoming Constitutions (V) – 3 Credits

Introduction

Students will demonstrate an understanding of the U.S. and Wyoming constitutions in order to develop the combination of knowledge, skills, values, and motivation to participate and improve the life of our local and global communities.

Required Student Learning Outcomes

Courses must meet **all three** of the U.S. & Wyoming Constitutions student learning outcomes.

1. Examine the formal and informal principles, processes, and structures of the U.S. and Wyoming constitutions and political systems.
2. Analyze the historical development and cultural context of these constitutions and political systems.
3. Evaluate the roles of responsible citizens and the institutions by which they are governed.

Courses must meet **two of the six** Critical & Creative Thinking student learning outcomes.

1. Access diverse information through focused research, active discussion, and collaboration with peers.
2. Separate facts from inferences and relevant from irrelevant information, and explain the limitations of information.
3. Evaluate the credibility, accuracy, and reliability of conclusions drawn from information.
4. Recognize and synthesize multiple perspectives to develop innovative viewpoints.
5. Analyze one's own and others' assumptions and evaluate the relevance of contexts when presenting a position.
6. Communicate ideas in writing using appropriate documentation.

Communication 1 (COM1) – 3 Credits

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. The introductory course (COM1) will emphasize foundational skills for academic writing.

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** Introductory Communication student learning outcomes:

1. Develop and communicate ideas in writing using appropriate technologies.
2. Find, evaluate, analyze, synthesize, and appropriately document information from a variety of sources in order to support a persuasive argument.
3. Recognize the importance of purpose, audience, and style as components of effective communication.
4. Strategically use a range of critical reading approaches to read and respond to college-level texts.
5. Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.
6. Observe the accepted conventions of spelling, grammar, structure, and punctuation for Standard English.
7. Recognize similarities and differences in purposes and strategies of written, oral, and digital communication.

Communication Skills 2 (COM2) – 3 Credits

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. Intermediate courses (COM2) will emphasize foundational oral and digital communication skills and continue to build on writing skills.

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** Intermediate Communication student learning outcomes:

1. Develop and share written, oral, and digital messages through a variety of assignments that include discipline-based or interdisciplinary purposes, forms, and audiences.
2. Find, analyze, evaluate, and document information appropriately using a variety of sources.
3. Understand the different purposes of written, oral, and digital messages and employ appropriate organizational strategies, including developing thesis statements and main ideas.
4. Make effective use of multiple drafts, revisions, progressive assignments, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.
5. Observe the accepted conventions including spelling, grammar, organizational structure, punctuation, delivery and documentation in oral, written, and digital messages.
6. Deliver prepared presentations in a natural, confident, and conversational manner, displaying nonverbal communication that is consistent with and supportive of the oral message.
7. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

Communication Skills 3 (COM3) – 3 Credits

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 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.

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** Advanced Communication 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.

First-Year Seminar (FYS) – 3 Credits

Introduction

Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First-Year Seminar curriculum. These skills will be reinforced throughout the baccalaureate experience.

Required Student Learning Outcomes

Courses must meet **all six** Critical & Creative Thinking student learning outcomes:

1. Access diverse information through focused research, active discussion, and collaboration with peers.
2. Separate facts from inferences and relevant from irrelevant information, and explain the limitations of information.
3. Evaluate the credibility, accuracy, and reliability of conclusions drawn from information.
4. Recognize and synthesize multiple perspectives to develop innovative viewpoints.
5. Analyze one's own and others' assumptions and evaluate the relevance of contexts when presenting a position.
6. Communicate ideas in writing using appropriate documentation.

Quantitative Reasoning (Q) – 3 Credits

Introduction

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

Required Student Learning Outcomes

Courses must meet **all three** of the quantitative 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 life situations.
3. Communicate arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).