

**Major Interests:**

• \_\_\_\_\_

**Foundational Skills**

**Writing<sup>1</sup>**

(WR2) • \_\_\_\_\_

**Quantitative Reasoning<sup>2</sup>**

(QR) • \_\_\_\_\_

or

(QA) • \_\_\_\_\_

(QB) • \_\_\_\_\_

**Enhanced Skills**

**Upper-Division Communication & Writing<sup>3</sup>**

(CW) • \_\_\_\_\_

**Quantitative Intensive<sup>3</sup>**

Bachelor of Science

(QI) • \_\_\_\_\_

(QI) • \_\_\_\_\_

or

**Second Language<sup>3</sup>**

Bachelor of Arts

• \_\_\_\_\_

**Perspectives**

**Fine Arts<sup>2</sup>**

(FF) • \_\_\_\_\_

(FF) • \_\_\_\_\_

**Humanities<sup>2</sup>**

(HF) • \_\_\_\_\_

(HF) • \_\_\_\_\_

**Physical/Life Science<sup>2</sup>**

(SF) • \_\_\_\_\_

**Physical/Life or Applied Science<sup>2</sup>**

(AS) or (SF) • \_\_\_\_\_

**Social/Behavioral Science<sup>2</sup>**

(BF) • \_\_\_\_\_

(BF) • \_\_\_\_\_

**American Institutions<sup>2</sup>**

(AI) • \_\_\_\_\_

**Diversity<sup>3</sup>**

(DV) • \_\_\_\_\_

**International<sup>3</sup>**

(IR) • \_\_\_\_\_

Minimum grade does not apply to pre-requisites.

<sup>1</sup> Min (C-) <sup>2</sup> Min (D- or CR) <sup>3</sup> Min (C- or CR)

If the course is a requirement for a major it must be taken for a letter grade. CR/NC is NOT an option.



## BACHELOR'S DEGREE WORKSHEET

OFFICE OF UNDERGRADUATE STUDIES



### Collaborate Effectively

- Communicate effectively with people from different backgrounds.
- Share and build on ideas from multiple perspectives.
- Demonstrate effective teamwork skills.
- Address and manage conflict productively.



### Reason and Act Ethically

- Analyze and personalize an ethical code of conduct.
- Apply personal and professional ethical codes effectively in different situations.
- Explore the ways a personal and professional ethical code impact community based ethical issues.
- Evaluate how a personal and professional ethical code applies to global ethical issues.



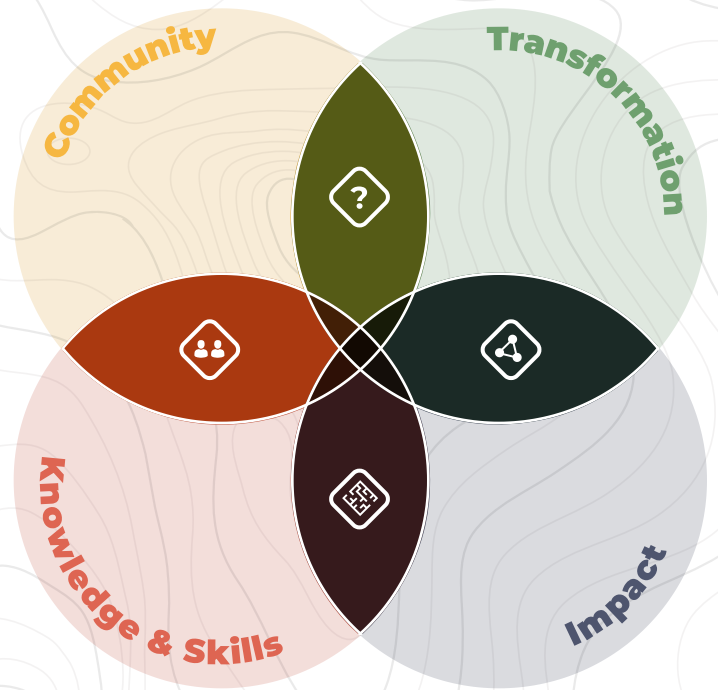
### Persist in Addressing Complex Problems

- Identify a strategy for perseverance and problem solving.
- Apply that strategy as you work through set-backs, errors and failures.
- Develop creative processes that lead to effective problem solving.
- Evaluate a system of people and resources as an asset in creative problem solving.



### Respond Creatively

- Consider context in responding to challenges.
- Explore and generate multi-dimensional approaches to respond to challenges.
- Explore connections with other contexts or challenges.
- Translate solutions to entirely new forms.



### Goals

- \_\_\_\_\_
- \_\_\_\_\_

### Minors / Certificates

- \_\_\_\_\_
- \_\_\_\_\_

### Experiences

- \_\_\_\_\_
- \_\_\_\_\_

### Aptitudes

- \_\_\_\_\_
- \_\_\_\_\_



# Resources.

We know there are many options, so here's where you can find more Information.

Find more about what courses you might need:

[ugs.utah.edu/general-education/index.php](https://ugs.utah.edu/general-education/index.php)



This one will help you balance your classes with your other activities:

[studentsuccess.utah.edu](https://studentsuccess.utah.edu)



Did you take college classes in high school? Here's where you can find out how test scores translate:

[advising.utah.edu/topics/post-credit.php](https://advising.utah.edu/topics/post-credit.php)



Coming from another school? This website helps you determine how your credit transfer:

[admissions.utah.edu/apply/undergraduate/transfer/](https://admissions.utah.edu/apply/undergraduate/transfer/)



Need some guidance? This link will get you connected with one of our academic advisors:

[advising.utah.edu](https://advising.utah.edu)

