1. Person completing surve	у	
Last name	First name	Email address
Oster	Zach	osterz@uww.edu

2. Department

	Answer	Bar	Response	%
1	Choose from dropdown menu		0	0%
2	Accounting		0	0%
3	Art & Design		0	0%
4	Biological Sciences		0	0%
5	Chemistry		0	0%
6	Communication		0	0%
7	Communication Sci & Disorders		0	0%
8	Computer Science		1	100%
9	Counselor Education		0	0%
10	Curriculum & Instruction		0	0%
11	Economics		0	0%
12	Educational Foundations		0	0%
13	Finance & Business Law		0	0%
14	Geography/Geology/Env Sci		0	0%
15	History		0	0%
16	HPERC		0	0%
17	IT Supply Chain Management		0	0%
18	Languages & Literatures		0	0%
19	Leadership		0	0%
20	Management		0	0%
21	Marketing		0	0%
22	Mathematics		0	0%
23	Music		0	0%
24	Occup & Envir Safety and Health		0	0%
25	Philosophy & Religious Studies		0	0%
26	Physics		0	0%
27	Political Science		0	0%
28	Psychology		0	0%
29	Social Work		0	0%
30	Sociology Criminology & Anthro		0	0%
31	Special Education		0	0%
32	Theatre & Dance		0	0%
33	Women's & Gender Studies		0	0%
	Total		1	

3. Course Information

Course prefix	Course number	Course title
0.01/170.01	474	Interative to O L
COMPSCI	174	Introduction to C++

	ral education elective category being requested							
#	Answer		2			-		
	Answer GA - Creative Arts		Bar			0		70 1%
2	GE - Engaging Difference					0		1%
3	GG - Global and International Perspectives					0		1%
4	GH - Humanities					0	(1%
5	GL - Natural Sciences (lab)					0	(1%
6	GN - Natural Sciences (non-lab)					0		1%
7	GQ - Quantitative Reasoning					1		10%
8	GS - Social and Behavioral Sciences GW - Wellness and Life-Long Learning					0		1%
	Total					1		70
5. Briefl	y explain how this course aligns with the scope and objectives for this category.							
Text Response								
Algorithms and Students are als	computer programs are mathematical formalizations of strategies for solving problems. Students convert problem statements given in English and/or in algebraic forms so sometimes asked to explain information presented in mathematical forms, e.g., the expected behavior of a segment of program code when executed by a computer.	s into algorithms and then into	programs. They then evaluat	e the correctness of	f their programs' output	t and correct errors in their strat	egies as needed (e.	g., debugging).
6.0								
	neral education electives are presumed to be open to all students without restriction. Courses intended for carries prerequisites and/or is intended exclusively for students in a specific program, explain why it sho							
course	carnes prerequisites and/or is intended exclusively for students in a specific program, explain why it site		e designated a gen	erareuucau	on elective. If	not applicable, plea	se marcate w	//////////////////////////////////////
Text Response	A							
As of Spring 20	19. this course's only prerequisites will be mathematics proficiency courses that the vast maiority of UW-Whitewater students will be required to complete (or for which the	hev will receive a waiver). We	are proposing to relax the cu	rrent prerequisite (1	MATH 152 or MATH 14	13. with a C or better) as part of	his recertification re	auest. Computer
programming re	equires familiarity with essential mathematical concepts such as functions and variables, and it also requires a certain level of skill with abstraction and symbolic manip	ulation. MATH 139 (to a lesse	extent) and MATH 141 (to a	greater extent) prov	ride the necessary kno	owledge and skills; MATH 140 d	oes not.	
7. ewe								
#	Answer		Bar			Response		%
1	1. Knowledge of Human Cultures and the Natural World		Bui			0		0%
	2. Critical and Creative Thinking				_	1		100%
	3. Communication Skills					0		0%
	4. Information Literacy					0		0%
	5. Quantitative Reasoning					1		100%
	6. Personal and Civic Responsibility					0		0%
	7. Foundations of Life-Long Learning					0		0%
	7. I dandasons of Life-Long Leanning					0		0 /8
8. To wh	hat extent is this learning outcome (LO) addressed in the course?							
# Question			A primary LO	An implicit or	secondary LO	Not relevant	Total Responses	Mean
1 a. Explore	e enduring issues, questions, and problems of human experience across one or more core areas of knowledge		0	C	1	0	0	0.00
2 b. Ability	to contextualize knowledge through various disciplinary approaches		0	C)	0	0	0.00
3 c. Capaci	ity to apply learning and think in interdisciplinary and integrative ways about the complexity and inter-connectedness of the world		0	C)	0	0	0.00
Q lo thir	s outcome formally assessed (including feedback to students)?							
J . 15 tills	s outcome formally assessed (including reeuback to students)?							
# Questi								
			_	_	Vor		0 = 0.005 0 5	Moon
					Yes	No Total R	esponses	Mean
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1 a. Explo	ore enduring issues, questions, and problems of human experience across one or more core areas of knowledge ly b contextualize knowledge through various disciplinary approaches	-	-		Yes 0 0 0	0	esponses O O O	incuri
1 a. Explo	ore enduring issues, questions, and problems of human experience across one or more core areas of knowledge	-	-		0	0	0	0.00
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1 a. Explor 2 b. Abiiri 3 c. Cape 10. Leve # Questic 1 a. Explor 2 b. Abiiri 3 c. Cape 11. If asses Type of Asses - Type of Asses - 12. Is difference # Question 1 a. Explore	ore enduring issues, questions, and problems of human experience across one or more core areas of knowledge (b to onskutalize knowledge through various disciplinary approaches acity to apply learning and think in interdisciplinary and integrative ways about the complexity and inter-connectedness of the world el of instruction, if applicable [definitions]. on pre enduring issues, questions, and problems of human experience across one or more core areas of knowledge y to ontextualize knowledge through various disciplinary approaches acity to apply learning and think in interdisciplinary and integrative ways about the complexity and inter-connectedness of the world seessed, how? Default - a. Explore enduring issues, questions, research paper, oral presentation) Default - b. Ability to contextualize knowledge through search paper, oral presentation) Interct instruction provided? n enduring issues, questions, research paper, oral presentation)	vugh various disciplinary app ve ways about the complexit Yes 0	roaches y and inter-connectedness of No - only opportunities to 0	je	0 o o 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 Responses 0 0 0 0 0	Mean 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
1 a. Explor 2 b. Abiiit 3 c. Cape 10. Leve # Questic 1 a. Explor 2 b. Abiiity 3 c. Cape 11. If as Type of Asses - Type of Asses - 12. Is di # Questic 1 a. Explor 2 b. Abiiity 1	ore enduring issues, questions, and problems of human experience across one or more core areas of knowledge by bo contextualize knowledge through various disciplinary approaches acily to apply learning and think in interdisciplinary and integrative ways about the complexity and inter-connectedness of the world el of instruction, if applicable [definitions]. on re enduring issues, questions, and problems of human experience across one or more core areas of knowledge by contextualize knowledge through various disciplinary approaches city to apply learning and think in interdisciplinary and integrative ways about the complexity and inter-connectedness of the world sessessed, how? Default - a. Explore enduring issues, questions, research paper, oral presentation) Default - b. Ability to contextualize knowledge through sement (e.g., exam questions, research paper, oral presentation) irrect instruction provided? n e enduring issues, questions, and problems of human experience across one or more core areas of knowledge to contextualize knowledge through various disciplinary approaches contextualize knowledge through various disciplinary ap	ve ways about the complexit Yes 0 0	roaches y and inter-connectedness of No - only opportunities to 0 0	je	0 o o 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 7 8 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Mean 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
1 a. Explor 2 b. Abiiit 3 c. Cape 10. Leve # Questic 1 a. Explor 2 b. Abiiity 3 c. Cape 11. If as Type of Asses - Type of Asses - 12. Is di # Questic 1 a. Explor 2 b. Abiiity 1	ore enduring issues, questions, and problems of human experience across one or more core areas of knowledge (b to onskutalize knowledge through various disciplinary approaches acity to apply learning and think in interdisciplinary and integrative ways about the complexity and inter-connectedness of the world el of instruction, if applicable [definitions]. on or or or enduring issues, questions, and problems of human experience across one or more core areas of knowledge (b apply learning and think in interdisciplinary and integrative ways about the complexity and inter-connectedness of the world el of instruction, if applicable [definitions]. on or or enduring issues, questions, and problems of human experience across one or more core areas of knowledge (b apply learning and think in interdisciplinary approaches city to apply learning and think in interdisciplinary and integrative ways about the complexity and inter-connectedness of the world secessed, how? Default - a. Explore enduring issues, questions, research paper, oral presentation) Default - b. Ability to contextualize knowledge throe sement (e.g., exam questions, research paper, oral presentation) irrect instruction provided? n e enduring issues, questions, and problems of human experience across one or more core areas of knowledge firect instruction provided?	vugh various disciplinary app ve ways about the complexit Yes 0	roaches y and inter-connectedness of No - only opportunities to 0	je	0 o o 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 Responses 0 0 0 0 0	Mean 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.

13. To what extent is this learning outcome (LO) addressed in the course?

	Mean
1 2	2.00
1 3	3.00
1 3	3.00
1 3	3.00
1 2	2.00
1 3	3.00
1 1	1.00
	1 1 1 1 1

14. Is this outcome formally assessed (including feedback to students)?

	Question	Yes	No	Total Responses	Mean
1	a. Explain and analyze relevant ideas, arguments, and problems	0	1	1	2.00
2	b. Evaluate the quality of ideas, evidence, materials, and arguments using appropriate criteria	0	0	0	0.00
3	c. Recognize and engage multiple perspectives and alternative explanations	0	0	0	0.00
4	d. Draw conclusions from complex information	0	0	0	0.00
5	e. Synthesize existing information to produce new insights or approaches	0	1	1	2.00
6	f. Craft logical and persuasive arguments supported by relevant and compelling evidence	0	0	0	0.00
7	g. Design, evaluate, and implement strategies to solve problems or answer open-ended questions	1	0	1	1.00

15. Level of instruction, if applicable [definitions].

	Question	Introduced	Reinforced	Total Responses	Mean
1	a. Explain and analyze relevant ideas, arguments, and problems	1	0	1	1.00
2	b. Evaluate the quality of ideas, evidence, materials, and arguments using appropriate criteria	0	0	0	0.00
3	c. Recognize and engage multiple perspectives and alternative explanations	0	0	0	0.00
4	d. Draw conclusions from complex information	0	0	0	0.00
5	e. Synthesize existing information to produce new insights or approaches	1	0	1	1.00
6	f. Craft logical and persuasive arguments supported by relevant and compelling evidence	0	0	0	0.00
7	g. Design, evaluate, and implement strategies to solve problems or answer open-ended questions	1	0	1	1.00

17. Is direct instruction provided?

					-	
#						Mean
1	a. Explain and analyze relevant ideas, arguments, and problems	0	1	0	1	2.00
2	b. Evaluate the quality of ideas, evidence, materials, and arguments using appropriate criteria	0	0	0	0	0.00
3	c. Recognize and engage multiple perspectives and alternative explanations	0	0	0	0	0.00
4	d. Draw conclusions from complex information	0	0	0	0	0.00
5	e. Synthesize existing information to produce new insights or approaches	0	1	0	1	2.00
6	f. Craft logical and persuasive arguments supported by relevant and compelling evidence	0	0	0	0	0.00
7	g. Design, evaluate, and implement strategies to solve problems or answer open-ended questions	1	0	0	1	1.00

18. To what extent is this learning outcome (LO) addressed in the course? 1 a. Read and listen closely and critically in order to interpret, analyze and evaluate written texts, images, speech, performances and multimedia communications 0 0 0 0 0.00 2 b. Communicate in a focused, coherent, and organized manner with appropriate attention to audience, purpose and context 0 0 0 0 0.00 0 3 c. Write effective analytical, reflective and expository essays and research papers 0 0 0 0.00 4 d. Speak effectively in public, small group, and interpersonal settings 0 0 0 0 0.00 5 e. Use clear and precise language as well as appropriate conventions, tools, and technology 0 0 0 0 0.00 6 f. Implement the process of drafting, revising and editing 0 0 0 0 0.00

1	9. Is this outcome formally assessed (including feedback to students)?				
#					Mean
1	a. Read and listen closely and critically in order to interpret, analyze and evaluate written texts, images, speech, performances and multimedia communications	0	0	0	0.00
2	b. Communicate in a focused, coherent, and organized manner with appropriate attention to audience, purpose and context	0	0	0	0.00
3	c. Write effective analytical, reflective and expository essays and research papers	0	0	0	0.00
4	d. Speak effectively in public, small group, and interpersonal settings	0	0	0	0.00
5	e. Use clear and precise language as well as appropriate conventions, tools, and technology	0	0	0	0.00
6	f. Implement the process of drafting, revising and editing	0	0	0	0.00

20. Level of instruction, if applicable [definitions].

#	Question		Reinforced		Mean
1	a. Read and listen closely and critically in order to interpret, analyze and evaluate written texts, images, speech, performances and multimedia communications	0	0	0	0.00
2	b. Communicate in a focused, coherent, and organized manner with appropriate attention to audience, purpose and context	0	0	0	0.00
3	c. Write effective analytical, reflective and expository essays and research papers	0	0	0	0.00
4	d. Speak effectively in public, small group, and interpersonal settings	0	0	0	0.00
5	e. Use clear and precise language as well as appropriate conventions, tools, and technology	0	0	0	0.00
6	f. Implement the process of drafting, revising and editing	0	0	0	0.00

21	If assessed,	how

Default - a. Read and listen closely and critically in order to interpret, analyze and evaluate written texts, images, speech, performances and multimedia communications
-
Default - b. Communicate in a focused, coherent, and organized manner with appropriate attention to audience, purpose and context
-
Default - c. Write effective analytical, reflective and expository essays and research papers
-
Default - d. Speak effectively in public, small group, and interpersonal settings
-
Default - e. Use clear and precise language as well as appropriate conventions, tools, and technology
-
Default - f. Implement the process of drafting, revising and editing

22. Is direct instruction provided?

# Question					
1 a. Read and listen closely and critically in order to interpret, analyze and evaluate written texts, images, speech, performances and multimedia communications	0	0	0	0	0.00
2 b. Communicate in a focused, coherent, and organized manner with appropriate attention to audience, purpose and context	0	0	0	0	0.00
3 c. Write effective analytical, reflective and expository essays and research papers	0	0	0	0	0.00
d. Speak effectively in public, small group, and interpersonal settings	0	0	0	0	0.00
5 e. Use clear and precise language as well as appropriate conventions, tools, and technology	0	0	0	0	0.00
6 f. Implement the process of drafting, revising and editing	0	0	0	0	0.00

23. To what extent is this learning outcome (LO) addressed in the course?

1	a. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem	0	0	0	0	0.00
2	b. Select appropriate resources for finding information and formulate effective search strategies	0	0	0	0	0.00
3	c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria	0	0	0	0	0.00
4	d. Use and cite information sources correctly and ethically	0	0	0	0	0.00
5	e. Choose and effectively use appropriate tools and technologies for these tasks	0	0	0	0	0.00

24. Is this outcome formally assessed (including feedback to students)?

Question				
a. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem	0	0	0	0.00
b. Select appropriate resources for finding information and formulate effective search strategies	0	0	0	0.00
c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria	0	0	0	0.00
d. Use and cite information sources correctly and ethically	0	0	0	0.00
e. Choose and effectively use appropriate tools and technologies for these tasks	0	0	0	0.00
	a. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem b. Select appropriate resources for finding information and formulate effective search strategies c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria d. Use and cite information sources correctly and ethically	a. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem 0 b. Select appropriate resources for finding information and formulate effective search strategies 0 c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria 0 d. Use and cite information sources correctly and ethically 0	a. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem 0 0 b. Select appropriate resources for finding information and formulate effective search strategies 0 0 c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria 0 0 d. Use and cite information sources correctly and ethically 0 0	a. kdentify and articulate information needs by precisely defining a question, topic of inquiry or problem 0 0 0 b. Select appropriate resources for finding information and formulate effective search strategies 0 0 0 0 c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria 0 0 0 0 0 d. Use and cite information sources correctly and ethically 0 0 0 0 0

25. Level of instruction, if applicable [defintions].								
#	Question	Introduced	Reinforced	Total Responses	Mean			
1	a. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem	0	0	0	0.00			
2	b. Select appropriate resources for finding information and formulate effective search strategies	0	0	0	0.00			
3	c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria	0	0	0	0.00			
4	d. Use and cite information sources correctly and ethically	0	0	0	0.00			
5	e. Choose and effectively use appropriate tools and technologies for these tasks	0	0	0	0.00			

Default - a. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem

Type of Assessment (e.g., exam questions, research paper, oral presentation

Default - b. Select appropriate resources for finding information and formulate effective search strategies

Type of Assessment (e.g., exam questions, research paper, oral presentation

Default - c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria

Type of Assessment (e.g., exam questions, research paper, oral present

Default - d. Use and cite information sources correctly and ethically

Type of Assessment (e.g., exam questions, research paper, oral presentation

Default - e. Choose and effectively use appropriate tools and technologies for these tasks

Type of Assessment (e.g., exam questions, research paper, oral presentation)

27. Is direct instruction provided?

#	Question	Yes	No - only opportunities to practice	No instruction or formal practice	Total Responses	Mean
1	a. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem	0	0	0	0	0.00
2	b. Select appropriate resources for finding information and formulate effective search strategies	0	0	0	0	0.00
3	c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria	0	0	0	0	0.00
4	d. Use and cite information sources correctly and ethically	0	0	0	0	0.00
5	e. Choose and effectively use appropriate tools and technologies for these tasks	0	0	0	0	0.00

28. To what extent is this learning outcome (LO) addressed in the course?

#	Question	A primary LO	An implicit or secondary LO	Not relevant	Total Responses	Mean
1	a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	0	1	0	1	2.00
2	b. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	1	0	0	1	1.00
3	c. Efficiently and accurately carry out calculations to solve problems using appropriate tools and technology	1	0	0	1	1.00
4	d. Make judgments and draw appropriate conclusions based on the quantitative analysis of data	0	0	1	1	3.00
5	e. Support arguments with quantitative information in narrative and other appropriate forms	0	0	1	1	3.00

29. Is this outcome formally assessed (including feedback to students)?

#	Question			Total Responses	Mean
1	a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	1	0	1	1.00
2	b. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	1	0	1	1.00
3	c. Efficiently and accurately carry out calculations to solve problems using appropriate tools and technology	1	0	1	1.00
4	d. Make judgments and draw appropriate conclusions based on the quantitative analysis of data	0	0	0	0.00
5	e. Support arguments with quantitative information in narrative and other appropriate forms	0	0	0	0.00

30. Level of instruction, if applicable [definitions].

#	Question	Introduced	Reinforced	Total Responses	Mean
1	a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	1	0	1	1.00
2	b. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	1	0	1	1.00
3	c. Efficiently and accurately carry out calculations to solve problems using appropriate tools and technology	0	1	1	2.00
4	d. Make judgments and draw appropriate conclusions based on the quantitative analysis of data	0	0	0	0.00
5	e. Support arguments with quantitative information in narrative and other appropriate forms	0	0	0	0.00

31. If assessed, how?
Default - a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
Type of Assessment (e.g., exam questions, research paper, oral presentation)
uiz questions, exam questions
Default - b. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)
Type of Assessment (e.g., exam questions, research paper, oral presentation)
n-class labs, programming projects, exam questions
Default - c. Efficiently and accurately carry out calculations to solve problems using appropriate tools and technology
Type of Assessment (e.g., exam questions, research paper, oral presentation)
n-class labs, programming projects
Default - d. Make judgments and draw appropriate conclusions based on the quantitative analysis of data
Type of Assessment (e.g., exam questions, research paper, oral presentation)
Default - e. Support arguments with quantitative information in narrative and other appropriate forms
Type of Assessment (e.g., exam questions, research paper, oral presentation)

32. Is direct instruction provided?

#	Question	Yes	No - only opportunities to practice	No instruction or formal practice	Total Responses	Mean
1	a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	0	1	0	1	2.00
2	b. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	1	0	0	1	1.00
3	c. Efficiently and accurately carry out calculations to solve problems using appropriate tools and technology	1	0	0	1	1.00
4	d. Make judgments and draw appropriate conclusions based on the quantitative analysis of data	0	0	0	0	0.00
5	e. Support arguments with quantitative information in narrative and other appropriate forms	0	0	0	0	0.00

33. To what extent is this learning outcome (LO) addressed in the course?

#	Question	A primary LO	An implicit or secondary LO	Not relevant	Total Responses	Mean
1	a. Recognize and examine own values, perspectives and biases	0	0	0	0	0.00
2	b. Understand own roles and responsibilities as members of multiple diverse communities	0	0	0	0	0.00
3	c. Understand the impact of own actions on the community, the environment, and the world	0	0	0	0	0.00
4	d. Understand the cultures and diversity of the United States and other countries, both historical and contemporary	0	0	0	0	0.00
5	e. Recognize the existence and impact of discrepancies in power, privilege and access between individuals, groups and societies	0	0	0	0	0.00
6	f. Articulate and respect the multiple perspectives that arise from differing experiences	0	0	0	0	0.00
7	g. Interact effectively and conscientiously with diverse people in diverse contexts	0	0	0	0	0.00
8	h. Make informed ethical decisions that respect the social and environmental contexts	0	0	0	0	0.00

34. Is this outcome formally assessed (including feedback to students)?

		N		7.415	
#	Question	Yes	No	Total Responses	Mean
1	a. Recognize and examine own values, perspectives and biases	0	0	0	0.00
2	b. Understand own roles and responsibilities as members of multiple diverse communities	0	0	0	0.00
3	c. Understand the impact of own actions on the community, the environment, and the world	0	0	0	0.00
4	d. Understand the cultures and diversity of the United States and other countries, both historical and contemporary	0	0	0	0.00
5	e. Recognize the existence and impact of discrepancies in power, privilege and access between individuals, groups and societies	0	0	0	0.00
6	f. Articulate and respect the multiple perspectives that arise from differing experiences	0	0	0	0.00
7	g. Interact effectively and conscientiously with diverse people in diverse contexts	0	0	0	0.00
8	h. Make informed ethical decisions that respect the social and environmental contexts	0	0	0	0.00

Introduced			
Introduced			
	Reinforced	Total Responses	Mean
0	0	0	0.00
0	0	0	0.00
0	0	0	0.00
0	0	0	0.00
s and societies 0	0	0	0.00
0	0	0	0.00
0	0	0	0.00
0	0	0	0.00
	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Image: Constraint of the second sec

36. If assessed, how?

Default - a. Recognize and examine own values, perspectives and biases
Type of Assessment (e.g., exam questions, research paper, oral presentation)
Default - b. Understand own roles and responsibilities as members of multiple diverse communities
Type of Assessment (e.g., exam questions, research paper, oral presentation)
Default - c. Understand the impact of own actions on the community, the environment, and the world
Type of Assessment (e.g., exam questions, research paper, oral presentation)
Default - d. Understand the cultures and diversity of the United States and other countries, both historical and contemporary
Type of Assessment (e.g., exam questions, research paper, oral presentation)
Default - e. Recognize the existence and impact of discrepancies in power, privilege and access between individuals, groups and societies
Type of Assessment (e.g., exam questions, research paper, oral presentation)
Default - f. Articulate and respect the multiple perspectives that arise from differing experiences
Type of Assessment (e.g., exam questions, research paper, oral presentation)
Default - g. Interact effectively and conscientiously with diverse people in diverse contexts
Type of Assessment (e.g., exam questions, research paper, oral presentation)
Default - h. Make informed ethical decisions that respect the social and environmental contexts
Type of Assessment (e.g., exam questions, research paper, oral presentation)

37. Is direct instruction provided?

#			No - only opportunities to practice	No instruction or formal practice		Mean
1	a. Recognize and examine own values, perspectives and biases	0	0	0	0	0.00
2	b. Understand own roles and responsibilities as members of multiple diverse communities	0	0	0	0	0.00
3	c. Understand the impact of own actions on the community, the environment, and the world	0	0	0	0	0.00
4	d. Understand the cultures and diversity of the United States and other countries, both historical and contemporary	0	0	0	0	0.00
5	e. Recognize the existence and impact of discrepancies in power, privilege and access between individuals, groups and societies	0	0	0	0	0.00
6	f. Articulate and respect the multiple perspectives that arise from differing experiences	0	0	0	0	0.00
7	g. Interact effectively and conscientiously with diverse people in diverse contexts	0	0	0	0	0.00
8	h. Make informed ethical decisions that respect the social and environmental contexts	0	0	0	0	0.00

38. To what extent is this learning outcome (LO) addressed in the course?

		A primary LO	An implicit or secondary LO		Total Responses	Mean
1	a. Implement strategies and skills needed for collaborative and self-directed learning	0	0	0	0	0.00
2	b. Monitor and reflect on their own learning	0	0	0	0	0.00
3	c. Integrate, transfer and apply learning in new contexts	0	0	0	0	0.00
4	d. Recognize and apply the factors and habits that are essential for personal health and well-being	0	0	0	0	0.00

39. Is this outcome formally assessed (including feedback to students)?								
Question			Total Responses	Mean				
a. Implement strategies and skills needed for collaborative and self-directed learning	0	0	0	0.00				
b. Monitor and reflect on their own learning	0	0	0	0.00				
c. Integrate, transfer and apply learning in new contexts	0	0	0	0.00				
d. Recognize and apply the factors and habits that are essential for personal health and well-being	0	0	0	0.00				
	Question a. Implement strategies and skills needed for collaborative and self-directed learning b. Monitor and reflect on their own learning c. Integrate, transfer and apply learning in new contexts	Question Yes a. Implement strategies and skills needed for collaborative and self-directed learning 0 b. Monitor and reflect on their own learning 0 c. Integrate, transfer and apply learning in new contexts 0	Question Yes No a. Implement strategies and skills needed for collaborative and self-directed learning 0 0 b. Monitor and reflect on their own learning 0 0 0 c. Integrate, transfer and apply learning in new contexts 0 0 0	Question Yes No Total Responses a. Implement strategies and skills needed for collaborative and self-directed learning 0				

40. Level of instruction, if applicable [definitions].

#	Question	Introduced	Reinforced	Total Responses	Mean
1	a. Implement strategies and skills needed for collaborative and self-directed learning	0	0	0	0.00
2	b. Monitor and reflect on their own learning	0	0	0	0.00
3	c. Integrate, transfer and apply learning in new contexts	0	0	0	0.00
4	d. Recognize and apply the factors and habits that are essential for personal health and well-being	0	0	0	0.00

41. If assessed, how?

Default - a. Implement strategies and skills needed for collaborative and self-directed learning

Type of Assessment (e.g., exam questions, research paper, oral presentation

Default - b. Monitor and reflect on their own learning

Type of Assessment (e.g., exam questions, research paper, oral presentation

Default - c. Integrate, transfer and apply learning in new contexts

Type of Assessment (e.g., exam questions, research paper, oral presentation)

Default - d. Recognize and apply the factors and habits that are essential for personal health and well-being

Type of Assessment (e.g., exam questions, research paper, oral presentation

42. Is direct instruction provided?

#	Question	Yes	No - only opportunities to practice	No instruction or formal practice	Total Responses	Mean
1	a. Implement strategies and skills needed for collaborative and self-directed learning	0	0	0	0	0.00
2	b. Monitor and reflect on their own learning	0	0	0	0	0.00
3	c. Integrate, transfer and apply learning in new contexts	0	0	0	0	0.00
4	d. Recognize and apply the factors and habits that are essential for personal health and well- being	0	0	0	0	0.00