							ARTS & HUMANITIES
ILO	Dept	Discipline	Term	Course Prefix	Course Title	Number Enrolled/Scheduled for	Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for this CID Communication.
2	GE	A/H	F17	ART 102 MUS 191	Understanding the Visual Arts	8	All adelements addressed one liamine automis
2	GE	A/H A/H	F19	ART 252	Guitar I Ceramics I	14 8	Officed Thirdsing/Problems couldning connecting cultures of origin in muscle and dependent on a faster throughout the word. Spain with Spain America, distrib his ow with Applicable and so on. OCIDI and I/2 — Suddents or
2	GE	A/H	W21	MUS 108	Music Cultures of the World	13	Committed the state of the stat
		•	Total Numi	oer Students Enro	Bed and Affected by Strategy	43	
							CASER & TECHNICAL EDUCATION
	Dept	Disc	Term	Course Prefix	Course Title	Number	Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLD Communication.
1	CTE	BA	F17	& # BA 224	Introduction to Human Resour	Enrolled/Scheduled for 7	Suddents consent formal and informal presentations throughout the term. They clied their sources and become more comfortable with qualic sousiers and the need to creative and manage their time in order to deliver effective presentations. During their presentations, as well as during other course assignments, the Student Production is provided and considered. This about them to become better an obscipating their own positions. Evaluating Potential Studiosis comes about during in class discussions about case studies and relevant news stories. During their presentations, as well as during other course assignments, the Student Production is provided and considered. This about them to become better an obscipating their own positions. Evaluating Potential Studiosis comes about during in class discussions about case studies and relevant news stories.
2	CTE	ВА	F17	BA 208	Business Ethics	7	
2	CTE	CAWT CAWT ECEFS	F17	CAS 102 CAS 121	Marketing with Social Media Beginning Keyboarding	12 14	Co is consorted by assistments in the course that were included in the critical desires, while no additional channes were made that keen in the verse attacked in collection of the course. Solidenties are produced in noncourse and asked before, but the recording of the course, and the course, the recording of the course, the contract of the course, the recording of the recording o
, '	CTE	ECEPS BA	W18	HEC 226 BA 222	Child Development Financial Management	-	Fixed Trips: I maily believe the altered, project type method of deliver for material is better supporting the student in critical thinking, Rather than just here are things to learn, concepts to learn –let's apply these concepts and decide which you would use and when and, more importantly, why. This can support the students in having conversations between themselves to further strengthen the concepts. This lake helps the students realized how interactive these concepts will be incide an organization –" in the real-world".
,	CTE	CAWT	SP18	CAS 230	Design Principles	,	Obstitutions between recommendance of the contract and the contract of the con
2	CTE	ECEFS	SP18	ECE 234	Introduction to children with S	3	0.02 Et Project 7 required students to sases a pregram (facility to their incisions practices for children with special energial part them return to the results. Then they needed to articulate what they would change and why in the future, I think the students should share their results with the class in order to have an opportunity to work or to support facility postering first proving for first proving projecting from a control or to support facility postering for the proving for first proving projecting from a control or first proving projecting proving projecting from a control or first proving projecting proving proving proving proving projecting proving p
2	CTE	UAS BA	SP18 SU18	UAS 101 BA 111	Introduction to Unmanned Airc Introduction to Accounting	11 14	The dissense than the cannot be cann
							Students are presented with various work environment statistions & challenges. Class discussions include solutions to gradients and how students would handle critain challenging statistions, (such as, being older and fully younger in the workforce and tooking for employment), Human Beacuries and Professionalisms. Students are also advanted or nearest individually and Labor of their students are considered for their students are considered for their students are students. Because the considered for their students and workey as common for their students are students. Students are assisted and considered to policy and considered for their students are distincted. Because the considered for their students are students. Because the considered for the considered for their students are students. Because the considered for their students are students. Because the considered for their students are students. Because the considered for their students. Because the considered for their students are students. Because the considered for their students are students. Because the considered for their students. Because the considered for the
2	CTE	CAWT BA	SU18 F18	OS 280F BA 101	Co-oo Education: Administrativ Introduction to Business	2 19	examiles for the continue the content the chain. Histories of assignment of the continue the chain of the continue the chain of the ch
2	CTE	CAWT EM-Tech	F18 F18	CAS 106 EET 221	Intro to HTML for Designers Semiconductor Devices and Cir	6 15	Economical structures to use real-world connection for their webbig orgics: All of the a technical course minimal to a menth course where or evolvers are consisted and troublehood. Theory is sheen and corpora in the labs. Students are always thinking of wave to solve crobbiums. All writes documents must be independently coursel, not impressed and expendent of their interval or their interval in their interval in their interval their interval in the document to present the needed information. This course also has two scenarios that require a bugs amount of critical thinking and problem.
							solving. In one they have to plan a business trip for a boss, where they have make sure they meet a preset criteria that has been requested (cost, type of accommodations, flights, times etc.). In the other scenario they spend multiple weeks planning a job fair that will be open to the community. They must find venues, food
2	CTE	CAWT	SP19	OS 245	Office Systems and Procedures	3	for the presenters while thinking about cost and possible allergies, licosale local business groups to attend, develop an adventising figer and plan, as well plan all the details that will be required for having the event go smoothly (things like power, internet connections, name tags, parling etc.).
	CIE	CAWT	SP19	UAS 101 OS 131	Introduction to Unmanned Airo 10-Key for Busines	19	Use of shifts to the lab dates four the students on problems onlying. These take examples encourage and resulted in students asking deeper questions. This course between 15-key challenges and general technology issues that happen. These do provider chances for critical thinking and evaluating potential solutions (polarism between 15-key challenges and general technology issues that happen. These do provider chances for critical thinking and evaluating potential solutions (polarism between 15-key challenges and general technology issues that happen. These do provider chances for critical thinking and evaluating potential solutions (polarism between 15-key challenges and general technology issues that happen. These do provider chances for critical thinking and evaluating potential solutions (polarism between 15-key challenges and general technology issues that happen. These do provider chances for critical thinking and evaluating potential solutions (polarism between 15-key challenges and general technology issues that happen. These do provider chances for critical thinking and evaluating potential solutions (polarism between 15-key challenges and general technology issues that happen. These do provider chances for critical thinking and evaluating potential solutions (polarism between 15-key challenges and general technology issues that happen. These do provider chances for critical thinking and evaluating potential solutions (polarism between 15-key challenges and general technology issues that happen.)
	CIE	CAWI	F19	03 131			Description indicates a second of the second
,	CTE	RΔ	w20	BA 226	Business Law I	13	scheduler (Extra Section 1) and the control of the
	CTE	CAWT	F20	CAS 121	Beginning Keyboarding	14	has weedly Model discussions have been improved and are more robust than they core uses. Discussions because it designed to the product of the production and upon pro
2	CTE	BA	SP21	BA 101	Introduction to Business	13	Critical Thinking quiring class, I ald questions and we have disse discussions on each toget to show that they can agoly their thinking. 24.4 A listed above, diver problem such ago of critical thinking a consumer problem. Changes made to address this included creating a more rigorous.
2	CTE	MFG	SP21	MFG 155	Blueprint Reading	8	environment for devolutionment while not removine necessary scrifficient from the use of increasing/eight tolerancies. This class has a weekly application project also addresses the ILORS focus of application of the learned skills that week. The final has been a project and addresses the ILORS focus of application of the learned skills that week. The final has been a project and addresses the ILORS focus of application of the learned skills that week. The final has been a project and addresses the ILORS focus of application of the learned skills that week. The final has been a project and addresses the ILORS focus of application of the learned skills that week. The final has been a project and addresses the ILORS focus of application of the learned skills that week. The final has been a project also addresses the ILORS focus of application of the learned skills that week. The final has been a project also addresses the ILORS focus of application of the learned skills that week. The final has been a project also addresses the ILORS focus of application of the learned skills that week. The final has been a project also addresses the ILORS focus of application of the learned skills that week. The final has been a project also addresses the ILORS focus of application of the learned skills that week. The final has been a project also addresses the ILORS focus of application of the learned skills that week. The final has been a project also addresses the ILORS focus of application of the learned skills that week. The final has been a project also addresses the ILORS focus of application of the learned skills that week. The final has been a project also addresses the ILORS focus of application of the learned skills that week. The final has been a project also addresses the ILORS focus of application of the learned skills that week. The final has been a project also addresses the ILORS focus of application of the learned skills that the application of the learned skills that the application of the learned skills that
2	CTE	CAWT MFG	F21	CAS 133 MFG 150	Intro to Office Software Manufacturing Processes	10 7	going again requires the students to apply the skills listed under the students of the student
2	CTE	EM-Tech BA	F21 W22	BA 212	Semiconductor Devices and Cir Principles of Accounting II-	5 5	LOSE Extraoric challenses sien, troublestot, and evaluated. Instructor was compressed in measure and discusses students about ILO E2 assessment Tributor by the compressed in measure and discusses students about ILO E2 assessment
2	CTE	ECEFS ECEFS	W22 SP22	ECE 130A ECE 200	Practicum Orientation Professionalism & Advocacy	3 8	One is tearned about on students, and there are not unesterned and their arrivant assessment on a child care product in Chanal of the second from consent the license resourcement is bearer them. For these insures in purdicus them bear or completing a Fair of Fixing analysis and Fixing Conference or Conference
			Total Numi	per Students Enro ation of Teaching	lled and Affected by Strategy	251	
			psement	or reaching			PROTIST AS A SECTION LANGUAGE
ILO	Dept	Discipline	Term	Course Prefix	Course Title	Number	Support for institutional effort to support students in Improving "Sources and Andread Sectional Annual Association and Presentations" for the CO Communication.
,	ESOL	ESOL_	F17	& # Level C	Level C	Enrolled/Scheduled for	Circitally as we read our dront novel we did a lot of critical thinking activities, prediction, evaluation of circumstances, social commarkines, etc. I was clear with students about how the classes were organized by language skills and building on skills.
							When reading articles, students are asked to refer to the evidence in the text when responding. The questions are text dependent. Students also were a reading articles, students are a seked to refer to the evidence in the text when responding. The questions are text dependent. Students also were readed to be a formal presentation and requestly called upon to do pair presentations following a reading. Students were frequently valided for their opinion on specific journal topics; can address to support their ideals, due, the main insight cannot be control to the text involved more of the text involent more of the text involved more of the text involved more of t
2	ESOL	ESOL	F17	Level C/D	Level C/D	7	readings many traders changed their opinions. Bagainet, COLD 9, be not notice that we read trivially-invested and save their understanding on those, when completed these activities. For ESOL students, this was challenging because they tend to find exact words and base their understanding on those, when committees,
2	ESOL ESOL	ESOL ESOL	Sp19 Sp19	Level 5 Level 5 Level 4-5	Level 5 Level 5 Level 4-5	4 5	especially in literature, despir thinking and evaluation is involved. We had some productive conversations surrounding this concept. Ches students are assisted for their opinious and with they arrived at their ideas/fections.
2	ESOL	ESOL	W20		Level 4-5	3	As for the other CLOs, collect thinking and problem solvine, as well as community and environmental responsibility were present in the course, but communication, in the wave it is described according to the CGCCCLO was not.
			Total Numb	er Students Enro ation of Teaching		30	
							MATH & COMPUTER SCIENCE
ILO	Dept	Discipline	Term	Course Prefix & #	Course Title	Number Enrolled/Scheduled for	Support for institutional effort to support students in improving "Sources and Evidence" and for "Organization and Presentation" for the CLO Communication.
2 2	GE GE	MTH MTH	Su 17 F17	MTH 20	Intermediate Algebra Basic Math	14 5	These tristeds to givenst entries. They read to put in writing how they approached a problem and how they solved the problems must be answered using sentences. Happed students were uniqued annity problems with their efforts in problems ordings, for exercises.
2	GE GE	MTH MTH	SP18 F18	MTH 60 MTH 98	Beginning Algebra Quantitative Math	14	When students who are unable to do basic must dist listed, updated, multiply, and divided they struggle to understand or present conducts. My pile in to use a surply of methods to move them from concrets operations to a level of abstract thinking. Each student consideral a present abstract districts, updated, multiply, and divided they struggle to understand or present conducts. My pile in to use a surply of methods to move them from concrets operations to a level of abstract thinking. Each student consideral a present abstract thinking.
2	GE	мтн	W19	MTH 105	Math in Society	10	There was a problem we did in class that was open ended as it is at leving an answer. I presented a scenario to the students and they needed to come up with questions that would help they meet the objective of the problem. They seemed to enjoy it and I was very pleased a the type of questions they asked in attempting to only the problem. They seemed to enjoy it and I was very pleased a the type of questions they asked in attempting to only the problem. They seemed to enjoy it and I was very pleased a the type of questions they asked in attempting to only the problem. They seemed to enjoy it and I was very pleased a the type of questions they asked in attempting to only the problem. They seemed to enjoy it and I was very pleased a the type of questions they asked in attempting to only the problem. They seemed to enjoy it and I was very pleased a the type of questions they asked in attempting to only the problem. They are the objective of the problem of the problem. They are the objective of the problem of the problem of the problem. They are the objective of the problem of the problem of the problem of the problem. They are the objective of the problem of the probl
2	GE GE	MTH MTH	F19 F20	MTH 65 MTH 251	Beginning Algebra II (AB) Calculus I	26 20	While such control to the support of the quadratic subyer dispersion project, stort when a support of the quadratic squarton. It such as the support of the quadratic squarton. It such as the support of the quadratic squarton is supported by the support of the quadratic squarton. It such as the support of the quadratic squarton is supported by the support of the quadratic squarton. It such as the support of the quadratic squarton is supported by the support of the quadratic squarton. It such as the support of the quadratic squarton is supported by the support of the quadratic squarton. It such as the support of the quadratic squarton. It such as the support of the quadratic squarton. It such as the support of the quadratic squarton. It such as the support of the quadratic squarton. It such as the support of the quadratic squarton. It such as the support of the quadratic squarton. It such as the support of the quadratic squarton. It such as the support of the quadratic squarton. It such as the support of the quadratic squarton.
2	GE GE	MTH	W21 W21	MTH 65 MTH 252	Beginning Algebra II Calculus II	9 23	GLO2 gave more applied questions and taught for connection and comprehension of how and when they would use the math I talk about assumptions all the time, and on tooir, from Maria 152 crashly use this first, tack.
	GE		SP21		Intermediate Algebra		I spend time with students doing ILO #2 and #3. I have students answer more word problems on exams and do more word problems for homework. I also have them working together to solve problems and report back.
2	GE	MTH	SP21	MTH 95	Intermediate Algebra	6	Espend time with students doing ILO #Z and #3. I have students answer more word problems on exams and do more word problems for homework. I also have them working together to solve problems and report back.
2 2 2	GE GE GE	MTH MTH MTH	SP21 W22 W22	MTH 95 MTH 111 MTH 243		6 10 6	Isseed free with students doing (ILO 22 and 8.1 have students answer more word problems on exams and do more word problems for homework. Lake have them working together to solve problems and report back. Take through in more table problems. Several of my renall assignments revolve amount reading and orthoughing articles that use data in some way, expecially it is used to draw conclusions.
2 2 2	GE GE GE	MTH	W22	MTH 111 MTH 243	Intermediate Algebra College Algebra Statistics I Bed and Affected by	6 10 6	I also through in more real-life problems.
2 2 2 2	GE GE GE	MTH	W22 W22	MTH 111 MTH 243 per Students Enro	Intermediate Algebra College Algebra Statistics I Bed and Affected by	6 10 6	I also through in more real-life problems.
2 2 2 2	GE GE GE	MTH	W22 W22	MTH 111 MTH 243 per Students Enro	Intermediate Algebra College Algebra Statistics I Bed and Affected by	Number	1 Jabo through in more real-life problems. Search of my result asignments revolve amount reading and critiquing articles that use data in some way, especially if it is used to draw conclusions.
2 2 2 2 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1	GE GE Dept Health Occs	MTH MTH Discipline	W22 W22 Total Number Implement	MTH 111 MTH 243 Deer Students Enro ation of Teaching Course Prefix & # MP 111	Intermediate Agebra College Agebra Statistics I Ised and Affected by Strategy Course Title Medical Terminology	6 10 6 163 163 Number Enrolled/Scheduled for 34 172 272	I had brown in more results problem. Some of my mode a signment revolve among modify and officining articles that use data is some way, reproduit 7 it is used to draw conclusions. NUMBRIG & MCATH MICROSES ANGEL THE SCHOOLS ANGEL THE SCHO
1LO 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	GE GE Dept Health Occs Health Occs Health Occs	MTH MTH Discipline MA NRS NRS	W22 W22 Total Numi Implement Term W18 SP18 F18	MTH 111 MTH 243 ber Students Enro ation of Teaching Course Prefix & # MP 111 NUR 112 NRS 110	Intermediate Algebra College Algebra Statistics I led and Affected by Strategy Course Title Medical Terminology Nurring III: Obstetrics & Chroni Foundations of Nursine - Health	Number Enrolled/Scheduled for 34 23 24	I had through a more results gradient. Notified a Media In scale and manual assignment resolve amond reading and officining articles that use data is some way, especially if it is used to draw conclusions. NOTIFIED A MEDIA IN SCIENCES Support for institutional effort to support students in regroung "Sources and Full-Amond Programation and Proceedations" for the CLO Communications. Links of scient findings in the manufacted written issues for this concess, and evaluation the connections through this Source Guidele. Source Proceed Sources and Conference on the Conference on the CLO Communications. Links of scient findings in the manufacted written issues for this connect, and evaluation through this Source Guidele. Source Proceed Sources Conference On the Source Guidele. Source Proceed Sources Conference Conference on the Source Guidele. Source Proceed Sources Conference Conference on the Source Guidele.
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	GE GE Dept Health Occs Health Occs Health Occs Health Occs	MTH MTH Discipline MA NRS NRS NRS NRS	W22 W22 Total Number Implement	MTH 111 MTH 243 Der Students Enror ation of Teaching Course Prefix B MP 111 NUR 112 NIS 110 NIS 232 NIS 210	Intermediate Algebra College Algebra Statistics I led and Affected by Strategy Course Title Medical Terminology Neuring III: Obstetrics & Chroni	Number	I has through a recoverable problem. NURSING & HEAT H SCENCES NURSING & HEAT H SCENCES NURSING & HEAT H SCENCES Support for institutional effort to support subdents in improving "Sources and Sindenos" and joint September 1997 (Sources and Sindenos" And Joint Septemb
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	GE GE Dept Health Occs Health Occs Health Occs Health Occs Health Occs	MTH MTH Discipline MA NISS NISS NISS NISS NISS NISS NISS NIS	W22 W22 Total Numl Implement Term W18 SP18 F18 F18	MTH 111 MTH 243 ser Students Enro ation of Teaching Course Prefix & # MP 111 NUR 112 NRS 110 NRS 232	Intermediate Agebra College Agebra Statatics Statatics I seed and Affected by Strategy Course Title Medical Terminology Norring III: Obstatrics & Chroni Pathophysiological Processors Pathophysiological Processors Pathophysiological Processors Norring IV: Ppotruits & Corner Norring IV: Ppotruits & Corner Pathophysiological Processors	Number Enrolled/Scheduled for 34 23 24	I has through an more results problem. NURSING & MEAN TH SCENCES NURSING & MEAN TH SCENCES NURSING & MEAN TH SCENCES Support for institutional effort 1 to support students in improving "Scence and Enforce" self-of-" Opportunition and Presentation" for the CLO Communication. 1 address control intelligence of the institution of the scene and Enforce
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Dept Health Occs Health Ocs	MTH MTH Discipline MA NRS	W22 W22 Total Numl Implement Term W18 SP18 F18 F18 F18 F19 S019 Sp19	MTH 111 MTH 1243 Ler Students Enro ation of Teaching Course Prefix & # MP 111 NWS 112 NWS 110 NWS 232 NWS 210 NWS 111 NWS 230 MP 111 NWS 230 MP 111 NWS 112	Intermediate Algebra College Algebra Statetics I State	Number Enrolled/Scheduled for 34 23 24	I has meny at the protein. NARMOR & MEATH SCHOOLS NARMOR & A MEATH SCHOOLS NARMOR & MEATH SCHOOLS
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Dept Health Occs Health Ocs	MTH MTH Discipline MA NRS	W22 W22 Total Numl Implement W18 S918 F18 F18 F18 F19 F19	MTH 111 MTH 243 MTH 243 Arr Students Enroation of Teaching Course Prefix & # MP 111 NUR 112 NRS 110 NRS 232 NRS 210 NRS 210 NRS 211 NRS 230 MP 111	Intermediate Algebra College Algebra Statistics 1 Statistics 1 Statistics 1 Statistics 1 Goard Metical by Strately Statistics 1 Course Title Course Title Course Title Course Title Theology Needical Terminology Needical Terminology Needical Terminology Needical Terminology Needical Terminology Needical Terminology Course Title Co	Number Enrolled/Scheduled for 34 23 24 24 24 23 23 42 23 23 23 23 23 23 23	I had through a concernant fle problems. NURSING & MEAL TH SCENCES NURSING & MEAL TH SCENES NURS NURS NURS NURS NURS NURS NURS NURS
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Dept Health Occs	MTH MTH Discipline MA NRS	W22 W22 Total Numl Implement Term W18 SP18 F18 F18 F18 F19 S019 Sp19	MTH ±11 MTH ±13 MTH ±243 MTH ±243 MTH ±243 MTH ±243 MTH ±243 MTH ±143 MUSH ±12 NNS ±10 NNS ±10 NNS ±10 NNS ±10 NNS ±10 NNS ±11	Intermediate Agelera College Algebra College Algebra College Algebra Course Titale Modical Terminology Mouries III Debetrois R. Chool Source Titale Modical Terminology Mouries III Debetrois R. Chool Source Titale Modical Terminology Mouries III Debetrois R. Chool Source Titale Modical Terminology Mouries III Debetrois R. Chool Source Titale Mouries III Prophistoris G. Mouries III Modical Mouries III Prophistoris G. Mouries III Mouries II Mouri	Number Errofted/Scheduled for 34 23 24 24 24 24 23 23 23 23 24 22 23 23 23 23 23 23 23 23 23 23 23 23	I has thread in more results positions. Noticed of my mind a segment whether around residing and officious particles that use data is not me any, especially if it is used to draw contributions. Noticed of my mind a segment whether around residing and officious particles that use data is not a data in some way, especially if it is used to draw contributions. Noticed of my mind a segment of medical contribution of the mind of my mind and my mind of my mind
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Dept Health Occs	MTH MTH Discipline MA NRS	W22 W22 Total Numl Implement W18 SP18 F18 F18 F19 So19 So19 Sp19 Sp19 Sp19 Sp19	MTH 111 MTH 243 MTH 212 MNS 110 MNS 110 MNS 232 MNS 210 MNS 111 MNS 212 MNS 230 MTH 243 MNS 213 MNS 212 MNS 213 MNS 213 MNS 214 MNS 215 MNS 215 MNS 215 MNS 215 MNS 216 MNS 217 MNS 217 MNS 217 MNS 217 MNS 218 MNS 218 MNS 218 MNS 218 MNS 218 MNS 222 MNS 110 MNS 222 MNS 110 MNS 222	Intermediate Appliers College Splates Learning L	Number Excited/scheduled for 33 34 32 34 24 24 24 23 23 23 42 22 23 23 23 23 23 22 23 23 2	1 has more at the positions. Section of must a deprenant cooler and depart of chipsing and chip
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	GE GE GE Health Occs	MTH MTH Discipline MA NRS	W22 W22 Total Numl Implement W18 SP18 F18 F18 F19 F19 Sp19 Sp19 Sp19 Sp19 Sp19 F19 W20 F20 F20	MTH 111 MTH 243 MTH 243 MTH 243 Course Prefix S. B. B. MS 111 MNS 110 NNS 110 NNS 110 NNS 110 NNS 110 NNS 111 NNS 212 NNS 110 NNS 210 NNS 110 NNS 210 NNS 211 NNS 211	Intermediate Algebra Continue Charles Co	Number Excited/scheduled for 33 34 32 34 24 24 24 23 23 23 42 22 23 23 23 23 23 22 23 23 2	Into through a concernant flee problems. NUMERIA & MEAN TO SCHOOL & MEAN
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Dept Health Occs	MTH MTH MTH MTH MA NRS	W22 W22 Total Numl Implement W18 SP18 F18 F18 F18 F19 S019 S019 S019 F19 W20 F20 F20 F20 W21	MTH 111 MTH 243 MTH 243 MTH 243 MTH 243 Course Prefix & # MP 111 MUR 112 NNS 110 NNS 210 NNS 221 NNS 221 NNS 222 NNS 110 NNS 222 NNS 110 NNS 222	Intermediate Algebra Control Selection Control Selection Control Selection Control Selection Control Title Course Title Co	Number Excited/scheduled for 33 34 24 24 24 23 23 23 22 23 23 23 23 23 22 23 23	I has through a more results positions. Secured of my mail a ingenerant results and resident and of originary articles that on data in some way, agentally 7.5 it would be development. NUMBERS & MARTH MICRORYS Support for institutional effort to support students in imprising "Sources and Fallents" and presentations" between the COD Communications. However, and the Code of the COD Communications and Presentations of the COD Communications. However, and the COD Code of the COD Communications and Presentations of the COD Communications. However, and the COD Code of the COD Communications and Presentations of the COD Communications and Presentations of the COD Communications. However, and the COD Code of the COD Communications and Presentations of the COD Communications and Presentations and Presentations of the COD Communications and Presentations and Presentations of the COD Communications and Presentations and P
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Dept Health Occs	MTH MTH MTH Discipline MA NRS	W22 Total Numl Implement W18 SP18 F18 F18 F18 F19 So19 So19 Sp19 So20 F20 F20 F20 W21 W21 W21 W21 SP21	MTH 111 MTH 213 MTH 243 MTH 243 MTH 243 MTH 243 Course Prefix B # LOUISE Prefix B # NUR 112 NUR 112 NUR 112 NUR 112 NUR 112 NUR 111	Intermediate Algebra Contigo Papilipa Landina II Landin	Number Excited/scheduled for 33 34 24 24 24 23 23 23 22 23 23 23 23 23 22 23 23	I has through a more results problems. Section of my mind a significant models and of religing a pricks that on data is not now any, registally 7 5 is used to down conclusions. Support for institutional effort to support substitution in imprison "some control of the COD Communication. Machine Code and the Code and the Code and the Code and the Code and Problems an
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| 2 | GE | Social Scient | F18 | PSY 101

 | Psychology of Human Relations | 22 | i emphasized more group work on topics presented that required problem-solving &/or critical thinking to accomplish, giving everyone opportunities to hear different perspectives. |
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| | GE | Social Scien | | EC 201

 | Principles of Economics: Microe | 27 | Use real life examples to motivate students to provide a reasonable analysis of theory in support or non-support of written media articles. This includes defining the situation and provide a forecast from economic supply and demand shifts. Exploration of different market structures sometimes involve global interactions. |
| 2 | GE | Social Sciena | | WS 201

 | Women of the World | 12 | Students must evaluate potential solutions for humanitarian issues we study. |
| 2 | GE | Social Sciena | | PSY 214

 | Introduction to Personality | 12 | Student's were required to evaluate and create group problem solving and the creation of solutions for research and data outcomes |
| | GE | Social Sciene | | PSY 202A

 | General Psychology | 19 | Students are asked to state a position in the majority of the forums, then back up their position usine evidence from the course content. Students are also constantly evaluatine potential solutions. We seemd a lot of time beninnine responses with "it depends" |
| 2 | GE | Social Scieni | W20 | ATH 103

 | Intro to Cultural Anthropology | 29 | CLO 82 — Critical thinking and problem solving are regularly addressed in research activities and interaction within discussion forums. |
| | | | | l

 | | | Use real life examplies to motivate students to provide a reasonable analysis of theory in support or non-support of written media articles. This includes defining the situation and provide a forecast from economic supply and demand shifts. Exploration of different market structures sometimes involve global interactions. |
| 2 | GE | Social Scient | | EC 201
PSV 214

 | Principles of Economics: Micros
Introduction to Personality | 25 | World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations. |
| | GE | Social Scieni | C W20 | PSY 214

 | Introduction to Personality | | Q.Q.9.2. Students were self-reflective over theoretical issues and how they adopt not the real-world on a weekly basis. In this course! Foundation and the problems that exist in America's social institutions. I have been impressed with the creatively that some students have brought to their missions of the problems that exist in America's social institutions, I have been impressed with the creatively that some students have brought to their |
| | cr | Social Science | w20 | SOC 205

 | Social Change in Societies | 34 | In this course inclused on LUVE - Critical Infinity/Problem Sowing by sking that students report to different accusion quantum for the problems that exist in Anninch's social institutions. I have been impressed with the critical infinity for indicating the problems that exist in Anninch's social institutions. I have been impressed with the critical infinity for indicating that students report to different accusion quantum for the problems that exist in Anninch's social institutions. I have been impressed with the critical infinity for indicating that is a student to social institutions. I have been impressed with the critical infinity for indicating that is a student to social institutions. I have been impressed with the critical infinity for indicating that is a student to social institutions. I have been impressed with the critical infinity for indicating the problems that exist in Anninch's social institutions. I have been impressed with the critical infinity for indicating the problems that exist in Anninch's social institutions. I have been impressed with the critical infinity for indicating that is a student to social institutions. I have been impressed with the critical infinity for indicating the problems that exist in Anninch's social institutions. I have been impressed with the critical infinity for indicating the problems that is a student to some social institutions. I have been impressed with the critical infinity for indicating the problems that is a student to some social institutions. I have been impressed with the critical infinity for indicating the problems that is a student to some social institutions. I have been impressed with the critical infinity for indicating the problems that is a student to some social institutions. I have been impressed with the critical infinity for indicating the problems that is a student to some social institutions. I have been impressed with the critical infinity for indicating the problems that is a student to some social institution in the social institution |
| - | GE | Social Scieni | G W20 | SUC 205

 | Social Change in Societies | | solutions. Students have come up with isolations to processing that it is work to proceed the process of the pr |
| , | G E | Social Science | woo. | EC 202

 | Principles of Economics: Macro | 19 | Uses rea interestingles to motivate students to provide a reasonable analysis of thiory in support or written media articles. Init included oriening the situation and provening an expectation from macroeconomic smits, Exploration or dimensit mannet structures sometimes involved global interactions. Wonte events from the COVID-19 provided a real-life "lab experience" in applicable in their variety experience in a continue and a provincial provincial provincial and a provincial provincial and a provincial provincial and a provincial p |
| - 2 | GE | Social Scient | |

 | General Psychology | 31 | sevens into the Curvin-12 province a rea-tive to adequate more an appropriate control to the con |
| - | UL. | JOCIES JORGES | **** | F31 202A-02

 | General Psychology | | This course naturally covers many of the ILOs. When I distinged it is produced in the ILOs when I designed it is not to a produced in the ILOs when I designed it is not to a produced in the ILOs when I designed it is not to a produced in the ILOs when I designed it is not to a produced in the ILOs when I designed it is not to a produced in the ILOs when I designed it is not to a produced in the ILOs when I designed it is not to a produced in the ILOs when I designed it is not to a produced in the ILOs when I designed it is not to a produced in the ILOs when I designed it is not to a produced in the ILOs when I designed it is not to a produced in the ILOs when ILOS whe |
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 | | | graphs in the book. We discuss these and compare data from past and present to make predictions about the future, regarding the societal trends covered in the course. |
| , | GE | Social Sciene | w21 | HEC 202

 | Contemporary Families in the U | 11 | 6 The second sec |
| | - | | |

 | | | LO 82 — I have supported institutional efforts in this are by incorporating critical thinking and problem solving into exercises so that students can demonstrate how to apply what they are learning. This is an important aspect of critical skill-building in learning how to research and present information, how to sfit through |
| | | | | l

 | | | data to find the evidence to support conclusions. Without that ability, the study of archaeology lacks context to human behavior. In some exercises, students are asked take a position or stance on an issue, other times they are asked to reflect on ethical concerns or situations as they are presented in course materials. Then |
| 2 | GE | Social Sciene | SP21 | ATH 102

 | Introduction to Archeology & P | 29 | reflect actual field practices in the subject area. |
| | | | |

 | | | in this course I focused on CLOR2 - Critical Thinking/Problem Solving by asking that students respond to different discussion questions that ask them to come up with solutions to some of the problems that exist in |
| 2 | GE | Social Sciene | SP21 | SOC 206

 | Social Problems | 29 | society. I have been impressed with the creativity that some students have brought to their solutions. Students have come up with solutions to problems that I haven't thought of indicating that their critical thinking skills are well developed. |
| | | | |

 | | | This course naturally covers many of the ILOs. When I designed it, I made sure that the assignments I created helped students achieve these, especially # 1, 2, 4, & 5. Since I've taught it now twice and realize the opportunities for supporting students in achieving #8, I've been focusing more on that one. There are tons of |
| 1 | l | 1 | | I

 | | 1 | graphs in the book. We discuss these and compare data from past and present to make predictions about the future, regarding the societal trends covered in the course. Students also have to review and summarize research articles that include quantitative data. |
| 2 | GE | Social Sciene | | HEC 202

 | Contemporary Families in the U | 11 | |
| 2 | GE | Social Science | F21 | WGS 101

 | Women's and Gender Studies | 12 | For ILD #2 — The journals cover this, Students must analyze and reflect in each weekly journal. This demonstrates critical thinkine and erowth in their thinkine seccifically. |
| | | | |

 | | | CLOW2 - Evaluate Potential Solutions - Students were required to complete a forum post discussing the validity of a controversial claim using the CRAAP method. The rubric requires students to : |
| | l | l | 1 | I

 | l | 1 | 2. Gather your information: you will be expected to find evidence to either support the claim or reject the claim (4 sources total). |
| 1 | 1 | 1 | 1 | I

 | 1 | 1 | 3. Apply the information (ask critical questions, explain how you came to your conclusion and why the sources you've consulted are credible using CRAAP) |
| 1 | 1 | 1 | 1 | I

 | 1 | 1 | 4. Consider the implications (what are the effects of your position?) |
| | GE | Social Sciene | F21 | CG 111

 | Study Skills for College Learning | 12 | S. Explore other points of view. (Discuss the opposing point of view and whether there is any validity to it) |
| 1 | | | 1 |

 | | | Students are asked to apply information learned in the course through a personal lens which allows them to evaluate how curriculum relates to real-world experience. For example, when learning about genetic inheritance students evaluate their own phenotype in order to differentiate between polymorphic and Mendella |
| 2 | GE | Social Sciene | F21 | ATH 101

 | Introduction to Physical Anthro | 26 | traits. Student reaction to being able to draw a direct link between academic assignments and the way they perceive family traits is powerful and gets them excited to apply more research in practical ways. |
| 1 _ | I | 1 | 1 | I

 | | 1 | Used real life examples to motivate students to provide a reasonable analysis of theory in support or non-support of written media articles. Used current event articles for homework questions in applying theory and thought process. |
| 2 | GE | Social Sciene | SP22 | EC 202

 | Principles of Economics: Macro | 16 | This included defining the situation and providing an expectation from macroeconomic shifts. |
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 | led and Affected by | 487 | |
| | | | Implementat | tion of Teaching

 | Strategy | | |
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 | | | WRITING, FOREIGN LANGUAGE & LITERATURE |
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| | | Discipling | Torm | Course Brofix

 | Course Title | Number | Support for institutional affect to report student in improving "Source and Subtrace" and for "Personation and Beconstation" for the CLO Communication |
| ILO | Dept | Discipline | Term | Course Prefix

 | Course Title | Number
Enrolled/Scheduled for | Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLD Communication. |
| ILO | Dept | Discipline | Term | Course Prefix
& #

 | Course Title | Number
Enrolled/Scheduled for | |
| ILO | Dept | Discipline | Term | Course Prefix
& #

 | Course Title | Enrolled/Scheduled for | This CLO is the comeration of my literature classes, so I did not make any changes to incorporate it. |
| 2 | Dept | Discipline | Term | 8.0

 | | | This CID's the connections of my Relative classes, so 1 did not make any changes to incorporate it. Course outcomes are shared in the Sylabus. They are also repeated, in more specific from, in the Weekly Objectives and Analysimments. My texts and assignments arise and align with Course Objectives. |
| 2 2 | GE | WFFL | F17 | & #
ENG 260

 | Course Title Intro to Women Writers Library Research and Beyond: F | Enrolled/Scheduled for | This CLO is the connection of my Renature classes, so fed not make any changes to incorporate it. Course acciones are shared in the fyliable. They are also reposted, in more specific form, in the Weekly Objectives and Audjanments. My feats and adoignments arise and align with Course Objectives. Ourse acciones are shared in the fyliable. They are also reposted, in more specific form, in the Weekly Objectives and Audjanments. My feats and adoignments arise and align with Course Objectives. Ourse acciones are shared in the fyliable. They are also reposted, in one specific form, in the Weekly Objectives and Audjanments. My feats and adoignments arise and align with Course Objectives. |
| 2 2 2 | GE
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ENG 260
LIB 101

 | Intro to Women Writers | Enrolled/Scheduled for
27 | This CID's the connections of my Relative classes, so 1 did not make any changes to incorporate it. Course outcomes are shared in the Sylabus. They are also repeated, in more specific from, in the Weekly Objectives and Analysimments. My texts and assignments arise and align with Course Objectives. |
| 2 2 2 | GE
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 | Intro to Women Writers
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