| T                        | Course Prefix   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Course Title   | Number                           | ARTS & HUMANITIES  Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication.  |
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| F17                      | & #<br>ART 102  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Understanding the Visual Arts                                  | Enrolled/Scheduled for           | Support to intritutions enter to support subsens in imprioring "Switzes and switchers" enter or "Vigenzation" for the LLU Communication.  All augments defined or learning undertones.   |
| F17<br>Sp19              | MUS 191<br>ART255   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Guitar I<br>Ceramics II  | 14                               | Class dislayes strength defended with good results.  Each shadows a superal adjust to bettern to fice yet good results.  Each shadows a superal adjust to bettern to fice yet yet genome and becomes the source for experience of glabs workings. Students also create powerpoint presentations contenting on particular fining processes and presents this pagt to the class.   |
| F19                      | ART 252   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Ceramics I   | 8<br>13                          | (QOE) and P2 - students present their findings on their glaze tests to the class, comparing their glaze tests with the other students, and determining and swet wrong.  The mid term and final were quantifiable, virtured in such as what taubjective length in second contains a distinct in nature. In class discussion was successful in Zoom format with most students becoming increasingly comfortable with the other students and delaining with subjects that are extended, and attributed in such as a distinct in nature. In class discussion was successful in Zoom format with most students becoming increasingly comfortable with the other students and a student students are considered as a student student students.   |
| W21                      | MUS 108   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Music Cultures of the World                                    |                                  | class format. The written assay topics were encouraged to be tied into student's ethnicitr or genealour resultins in a greater quality of engagement.  |
| Total Numb<br>Implementa | er Students Enro<br>ition of Teaching   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | olled and Affected by<br>g Strategy                            | 46                               |  |
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   |  |                                  | CAREER & TICHNICAL   |
| Term                     | Course Prefix<br>& #  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Course Title   | Number<br>Enrolled/Scheduled for | Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication.   |
| F17                      | BA 224<br>CAS 102   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Introduction to Human Resour<br>Marketing with Social Media    | 12<br>14                         | Students species formal and information processations throughout the term. They cite their sources and become more comfortable with public speaking and the need to organize and manage their time in order to deliver effective presentations.  Our supported by aztignments in the course that were included in the original design. While no additional changes were must be that they have a leaded in the contract of the course that were included in the original design. While no additional changes were must be that they have a leaded in the course.  I do online forms in my classroom and I am attively involved in weekly online discussions to support students effectively communicate using appropriate reading and writing skills. This is a skill building course and do not touch on Source and Evidence at this basic level of keyboarding.  |
| F17                      | CAS 121   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Beginning Keyboarding  | 7                                | to disease the contract of the |
| Sp18                     | CAS 230   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Design Principles  | 3                                | oricoles.    Juvided a great deal on teaching students how to properly cite their sources (in-text and reference lists) using APA. Many said their writing courses focused on MLA, so there was a lot of practice needed. We spent time discussing when and how to use quotation marks as well as practicing referencing books. I made   |
| 5p18                     | ECE 234   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Introduction to children with S                                |                                  | notes on their papers throughout the term when errors were made (without deducting points) and then towards the end of the term they were informed of which assignments would receive reduced points if certain APA guidelines weren't met. There was considerable improvement!  |
| Su18<br>F18              | OS 280F<br>BA 101   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Co-op Education: Administrativ<br>Introduction to Business     | 2<br>19<br>3                     | Student using ment includes student creating and e portfolio they could use to apply and/or present to potential employers. Students create arebite, preci's, PPT, slideshares, ext.  Sequind AR format in paper, Required or all presentations; all to required round group. "positions precises" each class section.  In this course sudents must do all communication in whiring funder counsing formation format and are required reply to another student, create effice documents, and complete a weekly journal where they do a 3-2-1 refection of their learning that week. These written tasks require students to organize   |
| So19                     | 05245   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Office Systems and Procedures                                  | ,                                | of this course bluders milit of as a communication in winting timited course, line to write or write o |
| 5u19<br>F19              | OS 280G<br>ECE 179  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Co-Op Ed Administrative Assist<br>Child Portfolios in ECE      | 3 4                              | Section to create and online Carelor Petrolio which is focused on their choice care.  Section 1: Section 1: Section 2 and online Carelor Petrolio which is focused on their choice care carel.  County 1: Section 3: Section |
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   |  | 10                               | Exen though this is not a Gen. Ex. Course, I wanted to target CLO PL. Swerzia suggested were graded using the Written Communication Robbits; Project II included written and oral communications, and one part of the project included a self-assessment using the Oral Language Robbits. This students were results of the Communication Robbits; Project II included written and oral communications, and one part of the project included a self-assessment using the Oral Language Robbits. This students were results or the Communication Robbits (in the Swerzie Project II included as exist to a self-assessment using the Oral Language Robbits. This students were results or the Communication Robbits (in the Swerzie Project II included as exist to a self-assessment using the Oral Language Robbits. This students were results and the Communication Robbits (in the Swerzie Project II included as exist to a self-assessment using the Oral Language Robbits. This students were results and the Communication Robbits (in the Swerzie Project II included as exist to a self-assessment using the Oral Language Robbits. This students were results and the Communication Robbits (in the Swerzie Project II included as exist to a self-assessment using the Oral Language Robbits. This students were results and the Communication Robbits (in the Swerzie Project II included as exist to a self-assessment using the Oral Language Robbits. This students were results and the Communication Robbits and the Communication Robbits (in the Swerzie Project II included written and oral Language Robbits.) The Robbits of the Communication Robbits (in the Swerzie Project II included written and oral Language Robbits (in the Swerzie Project II included written and oral Language Robbits (in the Swerzie Project II included written and oral Language Robbits (in the Swerzie Project II included written and oral Language Robbits (in the Swerzie Project II included written and oral Language Robbits (in the Swerzie Project II included written and oral Language Robbits (in the Swer |
| F19                      | ECE 224   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Multicultural Practices: Curricu                               |                                  | were scheduled to deliver their precentation and had them walk men through how they would precent it, this allowed me a chance to make suggestions or provide typ, and it seemed to help the students feel more at ease.   |
| W20                      | BA 104  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Applied Business Math  | 11                               | [small dated 3:9.21 from Todd] if moveding with a few other people in the GSC. community to see if we can already up the English competency issue early on in a program. Will keep you posted. May times the enswers to the case problems are not what a lay person without any knowledge of business law would expect. I encouraged students to think critically and not be awayed by their "heart strings," also suggested to several that they would benefit from taking Writing 121 before taking this class since! It find to teach them to write concise, logical and persuasive arguments using this RPC. method of legal analysis which breaks each case into its issue, that of 1 am., application and conclusion. When correcting their work! would encourage them to describe the relevant facts of the case; identify the issue at the core of   |
| W20                      | BA 226  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Business Law I   |                                  | the dispute control define and explain the relevant rule of the |
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   |  | 5                                | Since CLO #1 is the focus of this year CAS 134 is already designed to support this outcome. Almost every assignment addresses communication, either written or visual (Google Sides and graphs/charts in Google Sheets). These are the studies comments about communication using Google programs:   |
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   |  |                                  | I can do collaborative work with more confidence.  |
| l                        |   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | 1  |                                  | I feet comfident in using Google Drive as a way to communicate.  My ability has incressed as to hatter documents.  I will be able to share information quickly and efficiently.  |
| F20<br>F20               | CAS 134<br>ECE 120  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Introduction to Google Drive<br>Introduction to Early Childhoo | 5                                | I will be able to share information outsich and efficiently, and an annual result.  I will be able to share information outsich and efficiently, and an annual result.  I will be able to share information outsich and efficiently, and an annual result.  I will be able to share information outside share a consideration of the share and annual result.  I will be able to share information outside share a consideration of the share a consideration of the share and annual result.  I will be able to share a consideration outside share a consideration of the share and annual result.  I will be able to share a consideration outside share a consideration of the share and annual result.  I will be able to share a consideration outside share a consideration of the share and annual result.  I will be able to share a consideration outside share and a consideration outside share  |
| W21                      | ECE 121   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Guidance & Classroom Manage                                    | 9 8                              | (LO 8.1) added a 3 to 5 minute class presentation regularement to Project II for our final Zoom class session. Each student was asked to plan a 3 to 5 minute class presentation and share with their pers some highlights of their Project.  A student was not model and delight videos were the large-trade change in any areas of final from times using minute class presentation and share with their pers some highlights of their Project.  A student was not model and delight videos were the large-trade change in any areas of final from times using minute class presentation and share with their pers some highlights of their Project.  A student was not model and delight videos were the large-trade change in any areas of the techniques taught direct in class in lecture  |
| Sp21                     | MFG 155   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Blueprint Reading  |                                  | and in the contine   |
| Total Numb<br>Implementa | er Students Enro  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | olled and Affected by<br>g Strategy                            | 135                              |  |
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   |  |                                  | ENGLISH AS A XCOND LANGUAGE  |
| Term                     | Course Prefix<br>& #  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Course Title   | Number<br>Enrolled/Scheduled for | Support for institutional effort to support students in improving "Sources and Evidence" unifor "Organization and Preventation" for the CLO Communication.   |
| Sp19<br>F19              | ESOL Level 5<br>Level 1-2   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Level 5<br>Level 1-2   | 5<br>6                           | Organization and greenestation and secondaria in class profession for students giving short talls. Students are evaluated on this area.  For my students on this sharp was comparable to the students giving short talls. Students are evaluated on this area.  For my students come in always or comparable control in a sharp was comparable to the students condensation understand or the source students of the students condensation and the source students condensation understand the source students condensation and the source studen |
| Total Numb               | er Students Enro  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | oiled and Affected by  | 11                               |  |
| Implementa               | tion of Teaching  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | g Strategy   |                                  | MATH & COMPATER SCIENCE  |
| Term                     | Course Prefix   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Course Title   | Number                           | Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Personalisation for the QLO Communication.   |
| Su 17                    | &#<br>MTH 95  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Intermediate Algebra   | Enrolled/Scheduled for<br>14     | In Pass students do journal entries. They need to put in writing how they approached a problem and how they solved the problem. All word problems must be answered using sentences.  |
| Su 17<br>Sp18            | MTH 111<br>MTH 60   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | College Algebra<br>Beginning Algebra                           | 13<br>14                         | Inport more time in class discussing appropriate sources for an authorisation research pager and where to find them Lam howing students with about their man dependences, Students never to discribe how how problem produced more interest, and present their methods to others, and present their work to small arrange. They also create their own story problems and user these problems for quizzes.  |
| F18<br>F18               | MTH98<br>MTH 111  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Quantitative Math<br>College Algebra                           | 14<br>28<br>10                   | Each student completed a project where they explained a material crimula or concept to the class. They made a brief all dies shown to shake with the class. They are discovered the three areas above  This was believes write up a report on a set of graphs. They need to organize their froughts to write presentation on the material can make seem to those not familiar with the material was needed for this particular area. While I didn't have any examples (never having taught this before) il did denote the match that was needed for this particular area. While I didn't have any examples (never having taught this before) il did denote the match in it. They were then to write a 5 page page (graphs) chance could be part of this 5 agreed palling about the match that was needed for this particular area. While I didn't have any examples (never having taught this before) il did   |
| W19                      | MTH 105<br>MTH 65   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Math in Society<br>Beginning Algebra II (AB)                   | 26                               | Society in the state of production of the state of the st |
| F20<br>W21               |   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Fundamentals of Elementary M<br>Calculus II                    | 21 23                            | As students did a bloor presentation on the method the value of the reservation of the re |
| Total Numb               | er Students Enro  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | oiled and Affected by  | 163                              |  |
| Implementa               | tion of Teaching  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | g Strategy   |                                  | NURSING & HEALTH SCIENCES  |
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   |  |                                  | NUISING & REALTH SCIENCES  |
| 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 CLO Communication.  |
|                          | &#</td><td></td><td>Number<br>Enrolled/Scheduled for<br>21</td><td>Nameling Program Writing Standards were reviewed and updated to present during NUR 60 and students will carry that knowledge forward into the Nursing Program. Students have historically participated in 2 in-class presentations in NUR 60 where they were given feedback in general; this year they were given more</td></tr><tr><td>Term<br>Su 17</td><td>Course Prefix<br>& #<br>Nur 60</td><td>Course Title  Nursing Success Strategies</td><td>Enrolled/Scheduled for</td><td>Namenia Program Writing Standards were reviewed and updated to present during NUR 60 and students will carry that knowledge forward into the Nursing Program. Students have historically participated in 2 in-class presentations in NUR 60 where they were given feedback in general, this year they were given more specific feedback from their first operated into the local content of the second ensentations. Some and before a comparison of the Occur currentum. The wear initially their year content, then an evidence based presentation is participated in 2 in-class presentations in NUR 60 where they were given feedback in general, this year they were given more specific feedback from their first operated in the first operated</td></tr><tr><td></td><td>&#</td><td></td><td>Enrolled/Scheduled for<br>21<br>24</td><td>Namely Program Writing Standards were reviewed and updated to present during NUR 50 and students will carry that knowledge forward into the Nursing Program. Students have historically participated in 2 In-class presentations in NUR 50 where they were given reductive in general; this year they were given more sourced. Feedback from their first overestation to be for our what to improve upon for the second essentiation.  Source and bidenote a convertance of the OCC curriculum. Preve was initially their you content, then an evidence based presente assignment which involved analysing as aspect of care in the clinical site to compare popility against evidence-based recommendations (and finding these). Evidence based presented in clinical care plans and care studies. Organization and Preventation-Students, as a part of their cultural project, give preventations about their chosen cultures. Students presented on on the students of evidence to several review. The students is a "ound robbin" session on methods of birth control. Students presented on a health took to colorate of field Start students. Students or secretariations in a "ound robbin" session on methods of birth control. Students presented on a health took to colorate of field Start students. Students oresented finding in a class satisfactory.</td></tr><tr><td></td><td>&#<br>Nur 60</td><td>Nursing Success Strategies</td><td>Enrolled/Scheduled for<br>21</td><td>Number Program Writing Standards were reviewed and updated to precent during NIO or an students will carry that knowledge for ward into the Nurring Program. Students have hebotically participated in 2 in class presentations in NIOI 60 where they were given feedback in general, this year they were given more standard or the program students and program standards and progra</td></tr><tr><td>Su 17  F18  F18  F18  W19</td><td>Nur 60<br>NRS 110<br>NRS 232<br>NUR 210<br>NRS 111</td><td>Nursing Success Strategies  Foundations of Nursing - Healt Pathophysiological Processes I Nursing IV: Psychiatric & Comp Foundations of Nursing in Chr.</td><td>24<br>24<br>24<br>24<br>24<br>24<br>24</td><td>Nursing Program Writing Standards were reviewed and updated to present during NUR 50 and students will carry that knowledge forward into the Nursing Program. Students have historically participated in 2 in-class presentations in NUR 50 where they were given feedback in general; this year they were given more specific feedback from their first overestation to beld forour on what to immore upon to the second presentation.  Southern Students Program Students have historically participated in 2 in-class presentations in NUR 50 where they were given feedback in general; this year they were given more specific feedback from their first overestation to beld forour on what to immore upon to the second presentations in the program of their feedback in general policy against evidence based recommendations (and finding these). Evidence based varieties and the program of their feedback in the program of the contract of their contract subjects on a "count robot" resident on the students in a "count robot" resident varieties and the program of their contract. Students presented on a New House program of the program of their contract. Students presented on a New House program of the program of their contract. Students presented on a national feed from their contract of the country of their contract. Students presented on a national feed from their contract of their contrac</td></tr><tr><td>Su 17<br>F18<br>F18<br>W19<br>W19<br>W19</td><td>8.W<br>Nur 60<br>NRS 110<br>NRS 232<br>NUR 210<br>NRS 111<br>NRS 230<br>NRS 233</td><td>Nursing Success Strategies  foundations of Nursine - Healt Pathophysiological Processes I Nursing IV: Psychiatric, & Come Foundations of Nursing in Chr. Clinical Pharmacology I Pathophysiological Processess</td><td>24 24 23 23 23 23</td><td>Number Program Writing Standards were reviewed and updated to present during NIM Grant students, will carry that knowledge for ward into the Nurring Program. Students have historically participated in 2 in class presentations in NIM Go where they were given feedback in general, this year they were given more standards and the program students have been program of the students. Students are presented or an internal test on compare pally against exidence beaded presented an above the students. Students are presented from the presented or an internal test on compare pally against exidence beaded presented or an above the students. Students are presented from the present of the control presented or a health post or a few students, presented or an internal test or compare pally against exidence beaded presented or a health post or a few students, presented from the present or an internal test or the present of the students and present or a student present or an internal test or a few students and present or a student present or</td></tr><tr><td>Su 17  F18  F18  W19  W19</td><td>Nur 60<br>NRS 110<br>NRS 232<br>NUR 210<br>NRS 230</td><td>Nursing Success Strategies  Foundations of Nursing - Healt  Pathophysiological Processes I  Nursing IV: Psychiatric & Comp  Foundations of Nursing in Chrc  Clinical Pharmacology I</td><td>24  24  24  23  23  23  23  23</td><td>Naming Program Writing Standards were reviewed and updated to present during NUR 50 and students will carry that knowledge forward into the Nursing Program. Students have historically participated in 2 in-class presentations in NUR 50 where they were given feedback in general, this year they were given more specific feedback from their fair presentation to his following which is presented to see the contract of the Cold currents. The reason which they content, then an evidence based practic assignment which involved analysing as aspect of care in the clinical site to compare policy against evidence based received in the compare policy against evidence based received in the clinical site to compare policy against evidence based received in the clinical site to compare policy against evidence based received in the clinical site to compare policy against evidence based received in the clinical site to compare policy against evidence based received in the compare policy against evidence based received in the compare policy against evidence based received in the compare policy against evidence based of the contract policy against evidence contract policy against evidence based received in the contract policy against evidence policy against evidence policy against evidence in the contract policy against evidence policy against evidenc</td></tr><tr><td>Su 17  F18  F18  W19  W19  W19  Sp19  Sp19  F19</td><td>&# Nur 60 NRS 110 NRS 232 NUR 210 NRS 231 NRS 233 NRS 111 NRS 230 NRS 233 NRS 112 NRS 231 NRS 221</td><td>Nursing Success Strategies Foundations of Nursine - Healt Pathosphysiological Processes 1 Nursing IV - Psychiatric & Come Foundations of Nursing in Che Cimical Pharmacology I Pathosphysiological Processes Comidation of Nursing in four Clinical Pharmacology I Nursing in Chronic Illness II and</td><td>24 24 24 23 23 23 23 23 23 23 23</td><td>Name program Writing Standards were reviewed and updated to precent during NUI Or and students will carry that knowledge forward into the Nursing Program. Students have hostercally participated in 2 in class presentations in NUI 60 where they were given feedback in general, this year they were given more control or the control of the</td></tr><tr><td>F18<br>F18<br>W19<br>W19<br>W19<br>Sp19</td><td>8 # Nur 60 NRS 110 NRS 232 NUR 210 NRS 111 NRS 230 NRS 233 NRS 112 NRS 231</td><td>Nursing Success Strategies Foundations of Nursine - Healt Pathophysiological Processes 1 Nursing IV: Psychiatric & Come Foundations of Nursing in Chro<br>(Initial Pharmacology   Pathophysiological Processes Conditions of Nursing in Acut Clinical Pharmacology II Conditions of Nursing in Acut</td><td>Enrolled/Scheduled for 21 24 24 24 23 23 23 23 23 23 23 23 23 23 23 23 23</td><td>Naming Program Writing Standards were reviewed and updated to present during NUI 60 and students will carry that knowledge forward into the Nursing Program. Students have historically participated in 2 in-class presentations in NUI 60 where they were given more according to the control presentation.  **The Number of Program Program</td></tr><tr><td>Su 17  F18  F18  W19  W19  W19  Sp19  Sp19  F19</td><td>8. # Nur 60 NRS 110 NRS 232 NUR 210 NRS 111 NRS 233 NRS 233 NRS 231 NRS 221 NRS 221 NRS 221 NRS 222 NRS 2110 NRS 221 NRS 222</td><td>Nursing Success Strategies Foundations of Poursine - Healt
Pathophysiological Processor I I Nursing IV: Postbaric & Company Foundations of Poursing in Other Foundations of Poursing in Other Foundations of Poursing in Company Fathophysiological Processors Control of Poursing in Company Nursing in Chrone (Bress II and Nursing in Chrone (Bress II and Foundations of Poursing - Healt Foundations of Poursing - Healt</td><td>24 24 24 23 23 23 23 23 23 23 23</td><td>Naming Program Writing Standards were reviewed and updated to present during NUR 50 and students will carry that knowledge forward into the Nursing Program. Students have historically participated in 2 in-class presentations in NUR 60 where they were given more specific fedicinal content of the second presentation.  An official content is a presentation of the foliated and presentation or the fedicinal students. Students are presented to show that is instruct used in the second presentation. Students, as part of their cultural project, give presented on a presentation or their content or present of the second presentation. Students, as part of their cultural project, give presented on a better closer or content as subsected diseased and a students. 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	1			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
W20	EC 201	Principles of Economics: Micro	25	Interactions. World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations.
W20	PSY 214	Introduction to Personality	13	CD #1 - Open discussions, self-disclosing presentations, shared evaluations of readings and materials.
				The course has an assignment specific to Source & Evidence, in that students submit a list of References for their final paper and I check to ensure the references meet the criteria. Students also submit an outline so that I can check organization for their paper. Both of these are then formally assessed using the CLORIA construction.
W21	PSY 201A	General Psychology	31	rubric, which is shared and explained to the students.
				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 #3, I've been focusing more on that one. There are tons
				of 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.
W21	HEC 202	Contemporary Families in the	. 11	
				ILO #1 — I have supported institutional efforts in this area by requiring students to include source information on discussion forum posts and submitted written assignments. I remind students who omit "source and evidence" notations that it is best practices to always include this information even if it is not required.
				By the end of the class, the majority of students habitually include sources and many actively click-through links on peer posts to check out their sources. Formatting examples are provided for students which give them a model to emulate in organizing and presenting assignment results. I also utilize rubrics on some
Sp 21	ATH 102	Introduction to Archeology & R	29	asslanments so that students can see how their work will be assessed and what value "onzanization and presentation" has on their potential scores.
		1		
		olled and Affected by	316	
Implementa	tion of Teaching	z Strategy		
				WRITING, FOREIGN LANGUAGE & LITERATURE
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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 CLO Communication.
	8.#		Enrolled/Scheduled for	
			24	Increased course requirements for linking and citing sources, created a course activity designed to help students determine veracity of online sources, and increased the number of assignments requiring students to identify the best organizational pattern to employ given different audiences and purposes. (Students
				seemed initially overwhelmed by the number of potential organizational patterns possible—most were aware of just the main four patterns of chronological, compare/contrast, cause/effect, and classification—but they responded well to learning another eight possible patterns and seemed to enjoy the freedom of
Sp 17	WR 227	Technical and Professional Wr		making a deliberate decision reparding how to organize information as opposed to having the organizational structure predetermined.)
Su 17	ENG 195	Film Studies: Film as Art	12	Lazave them lists of films they could access from our library, which has bulked up the number of movies available to students. I also attended local film showings with some students and met after viewing to discuss their assessment of the film critically.
17	ENG 260	Intro to Women Writers	27	This CLO is the cornerstone of mv literature classes, so I did not make any changes to incorporate it.
F17	LIB 101	Library Research and Beyond:	. "	Our course is centered around the idea of realizing students' deficits in information and how they go about rectifying that. This has a great deal to do with organizing one's question; finding, evaluating, and retrieving information/evidence; and then reorganizing, presenting, and arguing for something.
F17	WR 121	English Composition	17	Instructor provides evidence throughout his Part B
F17	WR 122	English Composition	27	Instruction provided into a control of the control
r1/	Wh 122	English Composition	27	Interval another a notational activity or interval interval and an administration and an administration and a notation and a n
				allowed. With regard to "Organization and Presentation." I have added to the Moodle shell for this course a comprehensive guide to outlining their topic, as well as examples of a completed organizational outline and a visual representation of an effective speech (via video link).
W18	COMM 111	Public Speaking		
			7	To address CLO #1 I taught students how to cite quotations from a text using MLA style, Students had a short writing assignment due each week and often used quotes to support "Organization and Presentation" I had students complete a PowerPoint about a short story they read. I created a
Sp18	RD 90	Transformative Reading		Power Point template for them to fill in. I first completed a PowerPoint for a story we read together and then they completed one on their own.
Su18	ENG 105	Introduction to Literature - Por		I required students to write several short essays organized around a thesis. They needed to present their ideas using MI.A format, citing their primary sources.
			28	"Organization and Presentation" The course was rearranged and updated from reflecting one WR particular course outline, to better align to how a topic is researched and a evidence found. The mini bibliographies build on one another and the final bibliography is an amalgamation of the work done on these.
F18	LIB 101	Library Research and informat		
F18	WR 121	English Composition	24	We spend a week on plaziarism and source analysis.
W19	ENG 201	Shakesspeare's Early Works	17	I require that student provide textual evidence to support their assertions in all writing they do for this course. Evidence is a criteria on the rubrics I use. I also direct students to the OWL Purdue Writing website for information about organizing essays.
Sp19	ENG254	American Literature from 1865		This course is solidly based on all three CLO's, so it's hard for me to answer this question except by saying that every pedagogical choice I make in designing or delivering this course is based on one or more of these CLOs.
F19	COMM 140	Introduction to Intercultural Co	21	"Sources and Evidence" and/or "Organization and Presentation" Students researched and cited sources in the Country Profile assignment, examining cultural, familial, social, religious, and culinary practices of people in various countries around the world. They also researched the cuisine of their chosen culture for the international buffer.
F19	RD 90	Transformative Reading	11	international buffet. Students present this research "research noundtable" they must explain their research and its implications in their own lives and the world.
W20	ENG 202	Shakesspeare's Later Works	11	Stockers present their research research research research search
W20	ENG 253	American Literature	10	LEX Mail: Include Cent Private State
W20	WR 227	Technical and Professional Wo		The electromagnity of the consistency of the control of the contro
F20	ENG 104	ENG 104 - Introduction to Liter	13	See that a togget small or committee control country and contractly, and to organic that mornison circumstance.  See that a togget small or committee control country and contractly, and to organic that mornison circumstance.
F20	WR 121	Introduction to Expository Wri		Semilar de prime productive de la constantion and discussion
			11	I worked on sources and evidence by creating many lectures about how to locate reliable information. Also, I created lectures about how to evaluate information. I also had many individual conferences during the term and this one on one instruction with hugely beneficial in helping students organize their thoughts.
F20		English Composition		
F20	WR 227	Technical/Professional Writing	16	We did not use sources and evidence, but we spend a lot of time on organization and presentation through assignments in document design and formatting. Several of the guest lecturers talk about organization when they make slides, write papers and create posters.
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Implementa	ition of Teaching	Strategy		
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Support for institutional effort to support students in improving "Scores and Evidence" and/or "Organization and Presentation" for the CLO Communication.  |
| 2   | GE<br>GE   | A/H<br>A/H                              | F17   | ART 102<br>MUS 191  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Understanding the Visual Arts<br>Guitar I   | 8<br>14  | As
assuments addressed sent isomition purposes.  Orbital thirdisear/Power solution guidance solution in mascal side with dispersion of styles throughout the worl. Spain with South America, British bides with Appatischia and so on.   |
| 2   | GE   | A/H                                     | F19   | ART 252   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
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   | Music Cultures of the World<br>led and Affected by  | 43   |
forms. The written easy fogici seers encouraged to be first into student's ethnicity or generalogy resolution in a greater quality of engagement.  |
|   |  |   | Implement                                       | ation of Teaching   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
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|   | Dept   | Disc                                    | Term  | Course Prefix<br>& #<br>BA 224  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Course Title  | Number<br>Enrolled/Scheduled for                 |
Support for immilitational effort to support students in improving "Sources and Endersor" and/or "Organization and Presentation" for the CIO Communication.  |
| 2   | CTE  | BA                                      | F17   | BA 208  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Business Ethics   | 7  |
Students oresent formal and informal or escentations throughout the term. The cite their sources and become more comfortable with outlic possions and the need to organize and manage their time in order to deliver effective organizations.  During their presentations, as well as during other course assignments, the Student Position is provided and considered. This allows them to become better at developing their coan positions, I valuating Potential Solutions comes about during in-class discussions about case studies and relevant news stories.  |
| 2 2   | CTE<br>CTE   | CAWT                                    | F17<br>F17                                      | CAS 102<br>CAS 121  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Marketing with Social Media<br>Beginning Keyboarding  | 12<br>14   | GD
is appointed by assistenances in the course that were included in the ordinal design. White no additional changes were made this term. Now were a track in included in the course.  Supported by assistenance in the course that were included in the ordinal design. White no additional changes were made this term. Now were a track in included in the course.  Support and provided in the course the resources in the control or included in the course.  Support and provided in the course the resources in the control or included in the course.  Support and provided in the course the resources in the control or included in the course.  |
| 2   | CTE  | ECEFS                                   | F17<br>W18                                      | HEC 226<br>BA 222   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Child Development Financial Management  | - 7  |
Field Trigs    Treatly believe the aftered, project type method of deliver for material is better supporting the student in ortical thinking. Rather than just here are things to learn, concepts to learn - let's poply these concepts and decide which you would use and when and, more importantly, why. This can support the students in having convertations between themselves to further strengthen the concepts. This size helps the students realise to be interesting to be an adjustance or "test for each world".  |
| 2   | CTE  | CAWT                                    | SP18  | CAS 230   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Design Principles   | 7  |
This class is about critical thinking with project based learning; reading the specific directions and then relying on the beginning Moode OER lessons, course reference book and past experiences to design a project. Students are able to use what they already know to design their projects while learning about design projects/cipics.  |
| 2   | CTE  | ECEFS                                   | SP18  | ECE 234   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Introduction to children with S   | 3  | DOZ
P. Project 7 required students to assess a program (relating to their inclusion paractices for follower than the class in order to have an order 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 organizativit is used to support their to provide in the future, I think the students should share their results with the class in order to have an organizativit is used to responsible their positions are support their provided in the future, I think the students should share their results with the class in order to have an organizative their positions.  |
| 2   | CTE  | UAS<br>BA                               | SP18<br>SU18                                    | UAS 101<br>BA 111   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Introduction to Unmanned Air<br>Introduction to Accounting  | 11 14  | The
Entended Lish sessions focused on providing solutions to an integration problem and how they would present this to a prospective employer.  If dis asserts that students make the pass from their testbook that their found the answers to put questions for occurs out obstacles in their could solved Source Evidence.  Tuesday as presented that independ and terminate tradeous for their found the answers to put questions to problem and found on the pass and terminate tradeous for their found their found to provide source for their found on their found to the pass and their found that their found their found their found their found to the pass and their found their found their found their found that their found their found their found their found that their found their |
| 2   | CTE  | CAWT                                    | SU18  | OS 280F   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Co-oo Education: Administrath   | 2  | are
also asked to research industry and Labor trends and develop a career choice essay, based on their labor trend analysis. Students are asked to evaluate their skill set as compared to job description of their choice and determine where they need to focus skill/experience building to got to the level they need to be to be coalieful of the countion they choose.   |
| 2   | CTE  | CAWT                                    | F18   | BA 101<br>CAS 106   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Introduction to Business<br>Intro to HTML for Designers   | 19<br>6  |
Recoverable supplements of the recitation of the |
| 2   | CTE  | EM-Tech                                 | F18   | EET 221   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Semiconductor Devices and Cir   | 15   |
This is a technical course similar to a most course where endollers are created and trouble-bot, theory is alway and report in the labs. Students are always thriving of ways to sobe problems.  All writing occurrents must be independently created, no temploise are sewed follow than for the resumed own letter) and requires student to critically hims have to be, exceed the deciminant to prevent the needed information. This course also has two sewerins that require a huge most of critical thriving and problems of the deciminant to a problem of the deciminant to the countries of the deciminant to a most of the deciminant to the countries that yet a considerable that has been expendently on the part of the deciminant to the yet must be designed in all play weeks planning a job for it that will be open to the community. They must find wront, food of the problems.   |
| 2   | CTE  | CAWT                                    | SP19  | OS 245  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Office Systems and Procedures   | 3  |
(for the presenters while thinking about cost and possible allergies), locate local business groups to attend, develop an advertising they and plan, as well plan all the detais that will be required for having the event go smoothly (things like power, internet connections, name tags, parking etc.)   |
| 2   | CTE  | UAS                                     | SP19  | UAS 101<br>05 131   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Introduction to Unmanned Air<br>10-Key for Busines  | 19   | Use
of MyRio in that subt dates four the students on problems-solving. These side examples encourage and resulted in students asking deport questions.  Thus do not be subtracted to the students on many of the above core learning outcomes, however there are problem solving opportunities throughout the course between 10 Key challenges and general technology issues that happen. These do provide chances for critical thinking and evaluating potential solutions problems in the course between 10 Key challenges and general technology issues that happen. These do provide chances for critical thinking and evaluating potential solutions problems individually.   |
| - 4   | CIE  | CAWI                                    | F19   | 05 131  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
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Obtaining informations, the contract of the co |
| 2   | CTE  | BA                                      | W20   | BA 226  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Business Law I  | 13   | the
relevant facts of the case; identify the issue at the core of the dispute; correctly define and explain the relevant rule of law; apply the nule to the facts at hand and come to a conclusion that was legically supported by each of the prior building blocks of their argument.  |
| 2   | CTE  | CAWT                                    | F20   | CAS 121<br>BA 101   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Beginning Keyboarding   | 14   | The
weekly Miscola discussions have been improved and are more robust than they once were. Discussion include discussions have been from their programmen and even more robust than they once were. Discussion include discussions to have been from their perspective and experience, as well as look at solutions or options if something is not quite working for them, such as evaluating their workstation to be ergonomically correct, critical thinking about how their implementaries within a look at a solution or option if something is not quite working for them, such as evaluating their workstation to be ergonomically correct, critical thinking under a solution about how their implementaries and in the solution are solved in the solution and in the solution are solved in their solutions.  Once the solution of the solution are solved in the solution are solved in their solutions.   |
| ,   | CTE  | MFG                                     | SP21<br>SP21                                    | BA 101<br>MFG 155   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Introduction to Business Blueprint Reading  | 8  | 22.
A Listed above, direct problems solving and critical trialing are certainly the biggest components of this course in personal, from identifying problems to finding solutions: this is the heart of creating a successful product; solving a consumer problem. Changes made to address this included creating a more rigorous environment which not reconstruct reconstruct reconstructions from the reconstruction from t |
| 2   | CTE  | CAWT                                    | F21   | CAS 133   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Intro to Office Software  | 10   |
This class has a weekly application project that require the students to apply critical thinking skift to complete. May be buying a computer and digital commercial registers are present as a present that the students to apply critical thinking skift to complete. Who, the buying a computer and digital commercial registers are present as a present the students to apply critical thinking to complete. Who application project also and execute the competition of the first present as a pr |
| 2   | CTE<br>CTE   | MFG<br>EM-Tech<br>BA                    | F21<br>F21<br>W22                               | MFG 150<br>EET 221<br>BA 212  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Manufacturing Processes<br>Semiconductor Devices and Cir<br>Principles of Accounting II-                                      | 7 5  |
Problem solving is a constant feature and closes, and in this term in particular greater emphasis was put in to problem solving tools, particularly using math, to solve manufacturing workflow issues.  5.002 Electronic challenges given, tourislessed, and conclused.  The problem of the proble |
| 2   | CTE  | ECEFS<br>ECEFS                          | W22<br>SP22                                     | ECE 130A<br>ECE 200   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Principles of Accounting II-<br>Practicum Orientation<br>Professionalism & Advocacy   | 3<br>8   |
Softed the missing of a ringuistic and relative students and relat |
|   |  |   | Total Numb                                      | per Students Enro   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | lled and Affected by  | 251  |    
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ENGLISH AS A SECOND LANGUAGE   |
| ILO   | Dept   | Discipline                              | 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 CLO Communication.   |
| 2   | ESOL   | ESOL                                    | F17   | & #<br>Level C  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Level C   | Enrolled/Scheduled for<br>11                     |
Certain as we read our short round we did a let of rifical thinking articles, prediction, evaluation of circumstances, social comparisons, etc. i was clear with students about how the classes were oranized by because skills and building on skills.  When reading articles, students we related to refer in the winters in the lent when respondents the questions are twent developed. Students about new related the control of presents and frequently called insort to do as consentations following a reading students were frequently valved for the control on our exertification.  |
| 2   | ESOL   | ESOL                                    | F17   | Level C/D   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Level C/D   | 7  |
course locitic and sixed to support their deals. Also, the main topic of the term involved much critical thinking about how to navigate the digital world with teenagers. The sharing of ideas beneget, us all to a different spot, initially students were asked their opinion about the topic prior to study, after our discussions and readings most youthout sharingst changed by the students are supported by the students are suppo |
| 2   | ESOL   | ESOL                                    | Sp19<br>Sp19                                    | Level 5   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Level 5   | 4  |
Regarding, CD 27, the short stories that we read throughout the term included as critical thinling component. We discussed what that meant each time we completed these artibities. For ISOs, students, this was challenging because they tend to find exist words and base their understanding on those, when sometimes, respecials, in Internal, despet thinking and evaluations in instead, the foreign exclusions instead, between the foreign exclusions instead, the foreign exclusions in the f |
| 2   | ESOL<br>ESOL   | ESOL<br>ESOL                            | Sp19<br>W20                                     | Level 5<br>Level 4-5  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Level 5<br>Level 4-5  | 3  |
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   | lied and Affected by<br>Strategy  | 30   |    
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MATH & COMPUTER SCIENCE  |
| ILO   | Dept   | Discipline                              | Term  | Course Prefix<br>& #  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
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Support for institutional effort to support students in improving "Sources and Evidence" and for "Organization and Presentation" for the CLI Communication.  |
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   | Intermediate Algebra<br>Basic Math  | 14<br>5  |
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| 2   | GE<br>GE   | MTH                                     | SP18<br>F18                                     | MTH 98  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Beginning Algebra<br>Quantitative Math  | 14<br>14   |
When students who are unable to do do see mark dills judd, colorer, multiply, and divided they compare to understand or predict colorious. My july in a sea a variety of methods to move them from concess operations to a level of abstract tribuility.  (Each student connected as predict where they equalment a market colorious differential or concept to the close. There made a be'ef side show to have with the case. The variety of methods to a market predict covered by the three areas shown.  There was a problem one did in closs that was open model at for a having a market. I presented a secretion to the shortest and they market the colorious and control of the problem. They exceed to import and view or pleased a the type of questions they aded in attempting to   |
| 2   | GE<br>GE   | мтн<br>мтн                              | W19<br>F19                                      | MTH 105<br>MTH 65   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   | Math in Society<br>Beginning Algebra II (AB)  | 10<br>26   |
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   | Calculus I  | 20   | I
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   | Beginning Algebra II  | 9  | Lab
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| 2 2 2   | GE<br>GE   | MTH                                     | W21<br>SP21                                     | MTH 252<br>MTH 95   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
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talk about assumptions all the time, and one topic from Math 252 really puts that right in a student's face.   |
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| 2<br>2<br>2<br>2<br>2<br>2  | GE<br>GE   | MTH<br>MTH<br>MTH                       | W21<br>SP21<br>SP21<br>W22<br>W22<br>Total Numb | MTH 252<br>MTH 95<br>MTH 95<br>MTH 111<br>MTH 243<br>ser Students Enro  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
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has about assumptions all the time, and one tour from Wash 232 repair layers for risk in a student's face.  The great from with students down (LLP 22 and E1 Ameritation) research and originate concernant and is more word problems for homework. I also have them working toperfor to solve problems and report back.  Toped time, with students doing (LD 22 and E1 Than students passer more word problems on comman and is more word problems for homework.) Also have them working toperfor to solve problems and report back.  This first threat is more well-defined in passer more word problems on comman and is more word problems for homework.) Also have them working toperfor to solve problems and report back.  This first threat is more well-defined in passer more word problems on the more working toperfor to solve problems and report back.  Second of my small accomments trouble around reading and critiquing written that use data in some way, especially if it is used to draw conclusions.   |
| 2<br>2<br>2<br>2<br>2<br>2<br>2<br>2<br>2<br>2<br>2<br>2<br>2<br>2<br>2<br>2<br>2<br>2<br>2 | GE<br>GE<br>GE<br>GE<br>GE<br>Health Occs<br>Health Occs | MTH | W21<br>SP21<br>SP21<br>W22<br>W22<br>Total Numb | MTH 252 MTH 95 MTH 95 MTH 111 MTH 243 ber Students Enro ation of Teaching  Course Prefix &# MP 111 NUR 112</td><td>Calculus III Intermediate Algebra Intermediate Algebra Intermediate Algebra College Algebra College Algebra Statistics I Ied and Affected by Strategy Course Title Medical Terminology Medical Eleminology Medical Eleminology</td><td>Number</td><td>In this about assumptions of the time, and one took from Mark 22 peak legs that it rick in a state depth for a form of the mark of the mar</td></tr><tr><td>2</td><td>GE<br>GE<br>GE<br>GE<br>GE<br>Dept</td><td>MTH MTH MTH MTH MTH MTH MTH MTH MTH MTH</td><td>W21<br>SP21<br>SP21<br>W22<br>W22<br>Total Numb<br>Implement</td><td>MTH 252 MTH 95 MTH 95 MTH 95 MTH 111 MTH 243 ber Students Enro ation of Teaching  Course Prefix 8: # MP 111 NUR 112 NIS 110</td><td>Calculus II Intermediate Alaptra Intermediate Interme</td><td>Number</td><td>In this about assumption of the time, and one text from Math 122 and 14. 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  | 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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  |  |  | accusements are assessed to state a doststorn in the majority of the forums, then back up their position usine evidence from the course content. Students are also constantly evaluating octential solutions. We seemd a lot of time beginning responses with "it depends"   |
| 1  | Section   Control   Cont   |     | GE                         | Social Scien                 | W20                                      | ATH 103   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
  | Intro to Cultural Anthropology   | 29   | C.O. 以 — Critical thinking and problem solving are regularly addressed in research activities and interaction within discussion forums.  |
| Section   Sect   | 1  |     | 1                          |                              | l  | 1   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
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  | Introduction to Personality  | 13   |  |
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  | Social Change in Societies   | **   |  |
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  |  | 10   | Used real life examples to motivate students to provide a reasonable analysis of theory in support or non-support of written media articles. This included defining the situation and providing an expectation from macroeconomic shifts. Exploration of different market structures sometimes involved global interactions. World   |
| The control control of the control c | Proceedings  | - 1 | GΕ                         | Social Scien                 | W20                                      |   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
  |  |  | events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations.  |
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   | General Psychology   | 31   | The forum questions (a total of 55) require students to either state a position and support it, or to evaluate potential solutions for problems from each unit. Students are constantly practicing at meeting these outcomes.  |
| Section   Continue     |  |     |                            |                              |  |   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
  |  |  | 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 #3, I've been focusing more on that one. There are tons of  |
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   |  |  | are this course i roccased on CLOWA - Chickai i minibility incovers solvang by assentig that students respond to different discussion questions that ask them to come up with solutions to some of the proteins that easy in   |
| Section   Sect   | 1  |     | GE.                        | Social Scien                 | SP21                                     | SUC 206   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
  | Social Problems  | 29   |  |
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  |  | 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.  |
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  |  | l  | 2. Gather your information: you will be expected to find evidence to either support the claim or reject the claim (4 sources total).   |
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  |  | l  | 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)   |
| South Seed (1) A fit (3) In the content of the cont | Section   Control of the Control o   |     | 1                          | l                            | l  | 1  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   |  | l  | 4 . Consider the implications (what are the effects of your position?)   |
| Social control (1) and | Section  |     | GE                         | Social Scien                 | F21                                      | CG 111  
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
  | Study Skills for College Learning  | 12   | 5. Explore other points of view. (Discuss the opposing point of view and whether there is any validity to it)  |
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  |  | 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 Mendelan   |
| Part      | Second    |     | GE                         | Social Scien                 | F21                                      | ATH 101   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
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  | Principles of Economics: Macro   | 10   | This includes defining the structor and providing an expectation from interference structs.  |
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