### ABOUT THE PROGRAM

College (example: College Science, Engineering, and Technology): CAHSS  
Degree type (example: BA, MS, etc.): non-degree (gen ed requirement)  
Program name (example: Biology): Writing Foundations

### PROGRAM-LEVEL LEARNING OUTCOMES

Please list the program learning outcomes (PLOs). Space for up to 10 PLOs has been provided below, but this does not imply that 10 outcomes are required. Program faculty should decide the appropriate number based on the design of the curriculum. Adjacent to each PLO, please indicate any institutional learning outcomes (ILOs) that the PLO supports. You may enter the outcome number or text description from the [ILO resource page](https://www.uwgb.edu/provost/institutional-learning-outcomes/).

| **PLO #** | **Program Learning Outcome Statement** | **Institutional Learning Outcome(s) supported** |
| --- | --- | --- |
| *Example* | *Graduates will be able to critically evaluate scientific literature related to drugs and disease to enhance clinical decision-making.* | Click or tap here to enter text. |
| 1 | Learn and use key rhetorical concepts through analyzing and composing a variety of texts. | 2,3,7 |
| 2 | Gain experience reading and composing in several genres. | 2,3,4,7 |
| 3 | Understand and use a variety of technologies to address a range of audiences and tasks. | 2,3,4 |
| 4 | Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising. | 3 |
| 5 | Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations. | 2,3,4,5,7 |
| 6 | Locate, evaluate, and incorporate primary and secondary research materials, including scholarly and professionally established and maintained databases or archives, and informal electronic networks and Internet sources. | 1,2,3,4,7 |
| 7 | Use strategies--such as interpretation, analysis, synthesis, critique, and design/redesign--to compose texts that integrate the writer's ideas with those from appropriate sources. | 1,2,3,7 |
| 8 | Practice applying academic citation conventions systematically in their own work. | 1,2,3 |
| 9 | Click or tap here to enter text. | Click or tap here to enter text. |
| 10 | Click or tap here to enter text. | Click or tap here to enter text. |

### CURRICULUM MAP

Please create a map of the PLOs to the curriculum. All required courses should be included in the left-hand column, and all PLOs should span across the remaining columns. The purpose of the curriculum map is to show where each PLO is emphasized within the curriculum. The level at which each PLO is taught within a given course should be indicated as follows: introductory (I); reinforced (R); or mastery (M). When completing the map for a graduate program, indicate that the outcome is met at the undergraduate level with a (U) designation. Each PLO should have at least an instance of I, R, and M across the curriculum. You will notice in the map’s example course that some outcomes are left blank. **Please leave blanks where outcomes are not emphasized in courses**.

| **Course** | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** | **PLO6** | **PLO7** | **PLO8** | **PLO9** | **PLO10** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Example:*  *EDP 548* | *I* |  | *R* |  |  | *R* | *I* |  | *I* |  |
| WF 100 | I | I | I | I | I | I | I | I | Choose an item. | Choose an item. |
| WF 105 | R | R | R | R | R | R | R | R | Choose an item. | Choose an item. |
| WF 164 | I | I | I | I | I | I | I | I | Choose an item. | Choose an item. |
| WF 198 | I | I | I | I | I | I | I | I | Choose an item. | Choose an item. |
| WF 200 | R | R | R | R | R | R | R | R | Choose an item. | Choose an item. |
| Click or tap here to enter text. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
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Introduced (I) indicates that students are introduced to the outcome; Reinforced (R) indicates the outcome is reinforced and students afforded opportunities to practice; Mastery (M) indicates that students have had sufficient practice and can now demonstrate mastery; Undergraduate (U) indicates that the outcome is taught at the undergraduate level.

### MAPPING CHALLENGES

Please use the space below to elaborate on any challenges or difficulties that were encountered when mapping one or more PLOs or courses.

Click or tap here to enter text.

### ADDITIONAL COMMENTS

Please use the space below to provide any additional comments you may have.

Click or tap here to enter text.