

Learning Outcomes Matrix for Designated Ethics and Civic Responsibility (ECR) Courses

Course Prefix and Number:

Title:

Each designated ECR course is minimally characterized by one of the following:

- a *Strong* focus on at least **two** learning outcomes
- a *Strong* or *Emerging* focus on at least **three** learning outcomes

| Learning Outcomes | Focus on Learning Outcome in Course | |
|--|--|--|
| | Strong Component is... | Emerging Component is... |
| 4.1 Students understand and practice ethical reasoning and decision-making | <input type="checkbox"/> <i>Discussed and demonstrated in class and is a substantial focus in course materials, assignments, and assessments</i> | <input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i> |
| 4.2 Students are knowledgeable about contemporary events and/or issues | <input type="checkbox"/> <i>Discussed and demonstrated in class and is a substantial focus in course materials, assignments, and assessments</i> | <input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i> |
| 4.3 Students understand civic responsibility | <input type="checkbox"/> <i>A major focus in course materials, activities, assignments, and assessments</i> | <input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i> |
| 4.4 Students understand the role and value of diversity | <input type="checkbox"/> <i>Discussed and demonstrated in class and is a substantial focus in course materials, assignments, and assessments</i> | <input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i> |

Materials to be submitted:

- This cover sheet with course prefix, course number, title, and learning outcomes marked
- Catalog description with reference to targeted competencies
- Syllabus
- Description of how relevant QEP competency is to be assessed (**a sample of student work may be requested in the future as part of institutional assessment of this competency**)
- Assignments or other additional materials that identify how ECR is being taught, practiced, or assessed.

Successful applications will be posted to a faculty read-only site.

