### ABOUT THE PROGRAM

College (example: College Science, Engineering, and Technology): College of Health, Education, and Social Welfare  
Degree type (example: BA, MS, etc.): BSW  
Program name (example: Biology): Social Work

### 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 (Note: Program Outcomes Noted in Red Font are not taught or assessed in the undergraduate courses included in this proposal** | **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 | Demonstrate Ethical and Professional Behavior | ILO 1, 2, 4, 5, 7 |
|  | Humanities 1: Describe the Humanities’ unique ways of understanding major events and movements in Western and world civilizations by critically examining a range of literary, philosophical, and other cultural texts produced by those movements. |  |
|  | Sustainability 1: Think critically regarding the array and implications of alternative sustainability definitions and describe why actions to achieve sustainability are complex and controversial.  Sustainability 2: Discuss sustainability within the context of ethical decision-making and engage in informed judgments about environmental problems as socially responsible citizens. |  |
|  | Social Sciences 1: Explain how social scientists practice critical thinking.  Social Sciences 2: Demonstrate the ability to address problems using tools and methods exemplary of two different social sciences. |  |
| 2 | Engage Diversity and Difference in Practice | ILO 1, 2, 4, 6 |
|  | Humanities 2: Articulate individual and social values within cultures and the implications of decisions made on the basis of those values. |  |
|  | Global Culture 1: Demonstrate an understanding of and engage in informed judgments of global issues and individual and cultural differences outside the United States.  Global Culture 2: Explore issues that cross geographic, political, economic and/or socio-cultural boundaries outside the United States. |  |
| 3 | Advance Human Rights and Social, Economic, and Environmental Justice | ILO 1, 2, 5, 6 |
|  | Humanities 2: Articulate individual and social values within cultures and the implications of decisions made on the basis of those values. |  |
|  | Sustainability 1: Think critically regarding the array and implications of alternative sustainability definitions and describe why actions to achieve sustainability are complex and controversial.  Sustainability 2: Discuss sustainability within the context of ethical decision-making and engage in informed judgments about environmental problems as socially responsible citizens. |  |
|  | Social Sciences 2: Demonstrate the ability to address problems using tools and methods exemplary of two different social sciences. |  |
|  | Global Culture 1: Demonstrate an understanding of and engage in informed judgments of global issues and individual and cultural differences outside the United States.  Global Culture 2: Explore issues that cross geographic, political, economic and/or socio-cultural boundaries outside the United States. |  |
| 5 | Engage in Policy Practice | ILO 1, 5 |
|  | Social Sciences 2: Demonstrate the ability to address problems using tools and methods exemplary of two different social sciences. |  |
| 6 | Engage with Individuals, Families, Groups, Organizations, and Communities | ILO 1, 2, 3, 4, 7 |
| 7 | Assess Individuals, Families, Groups, Organizations, and Communities | ILO 1, 2, 3, 4, 7 |
| 8 | Intervene with Individuals, Families, Groups, Organizations, and Communities | ILO 1, 2, 3, 4, 7 |
| 9 | Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | ILO 1, 2, 3, 4, 7 |

### 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**.

Note: Program Learning Outcomes in red font are not taught or assessed in the undergraduate courses included in this project.

| **Course** | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** | **PLO6** | **PLO7** | **PLO8** | **PL09** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Example:*  *EDP 548* | *I* |  | *R* |  |  | *R* | *I* | Choose an item. | Choose an item. |
| TBD: Sustainability for the Professions (Sustainability Gen Ed) | I | Choose an item. | I | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| 213: Human Trafficking (Global Cultures Gen Ed) | Choose an item. | I | I | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| 275: Foundations of Social Welfare (Social Science Gen Ed) | I | Choose an item. | I | Choose an item. | I | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| 307: Ethics in Practice (Humanities Gen Ed) | I | I | I | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

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.

I’d say that the biggest challenge is that the university does not link the general education outcomes to the Institutional Outcomes. Therefore, we needed to create a double map. We began with taking the general education outcomes and then determining which competencies were introduced in the courses. Then we connected the competencies to the Institutional Outcomes.

### ADDITIONAL COMMENTS

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

No other comments at this time.