

**Area of Engagement: Civic Engagement (CE)**

	<b>Current</b>	<b>Proposed</b>	<b>Descriptions</b>	<b>Rationale</b>
<b>Course Characteristics</b>	explore and critically evaluate the nature and definition of civic engagement and citizenship	explore and critically evaluate the nature and definition of civic engagement and citizenship	No change	
	foster knowledge of important issues in civic and political life	foster knowledge of important issues in civic and political life	No change	
	explore and critically evaluate pathways to social change	explore and critically evaluate pathways to social change	No change	
	examine historic or contemporary groups or individuals who model civic engagement and active citizenship	examine historic or contemporary groups or individuals who model civic engagement and active citizenship	No change	
		evaluate historical and current political and social issues in local, national and global contexts	Moved from SLOs to CCs.	To enable us to assess the Perspectives courses (GP, DP and HP) as a unit, this SLO was moved to the CCs.
	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Student Learning Objectives</b>	demonstrate an understanding of information, values, processes and theories that are essential to building just and democratic societies	describe information, values, processes and theories that are essential to building just and democratic societies	Changed verb	Chose verb that described what the student would do.
	evaluate historical and current political and social issues in local, national and global contexts		Moved from SLOs to CCs.	See comment above.
	apply the perspective of an academic discipline to civic initiatives	apply the perspective of an academic discipline to civic initiatives	No change	
	articulate the importance of being civically engaged individuals throughout their lives	articulate the importance of their role in civic engagement	Reworded.	Changed the time element to be completed by graduation from Simpson

**Area of Engagement: Diversity and Power in the U.S. (DP)**

	Current	Proposed	Descriptions	Rationale
<b>Course Characteristics</b>	provide students with opportunities to <b>actively experience</b> power differentials between two or more groups within one or more communities in the U.S.	provide students with opportunities to <b>observe recognize</b> power differentials between two or more groups within one or more communities in the U.S.	Reworded.	A student cannot experience a power differential of two groups unless the student belongs to one of the two groups. <b>Changed based on faculty feedback.</b>
	critically <b>evaluate the social inequities resulting from such power differentials via the perspectives of both the advantaged and the disadvantaged groups.</b>		Moved from SLOs to CCs.	See comment below.
		<b>help students understand the subjective experience of a less powerful (often minority) group in the U.S. and thus gain the ability to take recognize the perspective of members of that group</b>	Moved from SLOs and reworded to fit as a CC.	This is not assessable <b>Wording change based on faculty feedback.</b>
	Current	Proposed	Description	Rationale
<b>Student Learning Outcomes</b>	<b>demonstrate an understanding of the subjective experience of a less powerful (often minority) group in the U.S. and thus gain the ability to take the perspective of members of that group</b>		Moved from SLOs to CCs.	See comment above.
	<b>articulate an understanding of the perspectives and experiences of a less powerful (often minority) group in the U.S.</b>	<b>describe</b> the perspectives and experiences of a less powerful (often minority) group in the U.S.	changed verb	Chose verb that described what the student would do.
		<b>evaluate the social inequities resulting from power differentials via the perspectives of both the advantaged and the disadvantaged groups.</b>	Moved from CCs to SLOs, removed the words “critically” and “such”	This is a good SLO and aligns with the SLOs of the other Perspectives.
	<b>demonstrate an understanding of</b> power differentials between two or more groups within one or more communities in the U.S.	<b>describe</b> the power differentials between two or more groups within one or more communities in the U.S.	changed verb	Chose verb that described what the student would do.

**Area of Engagement: Ethics and Value Inquiry (EV)**

	Current	Proposed	Descriptions	Rationale
<b>Course Characteristics</b>	have ethics and value inquiry as the primary focus	have ethics and value inquiry as the primary focus	No change	Per faculty request: Current criteria are too restrictive, focused on ethics and action-based evaluative reasoning. Value inquiry is actually the broader umbrella category. By shifting the language of the criteria toward value inquiry, we open things up to include more general categories involving meaning and purpose.
	provide students with the opportunity to <b>interact with others who represent a variety of moral, ethical, or religious perspectives, and to reflect on those interactions</b>	provide students with the opportunity to <b>explore and reflect on a variety of perspectives about values</b>	Reworded.	
	Current	Proposed	Description	Rationale
<b>Student Learning Objectives</b>	<b>demonstrate an ability to make decisions about moral values and actions by incorporating and responding to a variety of other ethical, moral, or religious perspectives</b>	make <b>judgments</b> about values and actions <b>by critical evaluation from</b> a variety of <b>normative</b> perspectives	Reworded.	Per faculty request: these changes broaden the scope to include value inquiry instead of just a study ethics. See other comments above.
	identify and critically evaluate multiple approaches to ethical issues	identify and critically evaluate multiple approaches to ethical, <b>moral or values questions</b>	Made less specific.	
	articulate and justify <b>their moral</b> values and actions in light of <b>moral</b> theories, logical principles, foundational texts, or traditions	articulate and justify values and actions in light of <b>normative</b> theories, logical principles, foundational texts, or traditions	Deleted “their moral” and changed “moral” to “normative”.	
	articulate and critically assess <b>values prevalent</b> in contemporary society	articulate and critically assess <b>how various normative perspectives are relevant</b> in contemporary society	Reworded.	
	<b>assess the strengths and limitations of various moral values and actions</b>		Removed.	

**Area of Engagement: Global Perspectives (GP)**

	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Course Characteristics</b>	analyze societal values through cultural expression (e.g. art, music, literature, cuisine)		Moved from CCs to SLOs.	This is a good SLO that aligns with the SLOs of the Perspectives courses (GP, HP, DP).
	explore a society or global issue within its own cultural context		Removed.	Implicit in SLOs.
	investigate the origins and development of the culture and organization of the society	investigate the origins and development of the culture and organization of the society	No change.	
	challenge student views and perceptions about cultures and societies different from their own	challenge student views and perceptions about cultures and societies different from their own	No change.	
		help students demonstrate sensitivity to cultural similarities and differences	Moved from SLOs to CCs.	This is not assessable.
		have students assess their roles in the global community	Moved from SLOs to CCs.	This was moved to help align the SLOs of the Perspectives courses.
	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Student Learning Objectives</b>		analyze societal values through cultural practices, products and perspectives	Moved from CCs to SLOs.	See comment above. Rewording clarifies and allows latitude for things outside of the arts.
	identify the challenges and achievements of the culture and society under study	identify the challenges and achievements of the culture(s) and society(ies) under study	Made nouns plural.	
	recognize the values of the culture and their impact on the decisions the society makes	analyze the values of the culture(s) as reflected in the decisions the society(ies) makes	Changed the verb and reworded.	Chose a verb to describe what the student would do and reworded to simplify.
	demonstrate sensitivity to cultural similarities and differences		Moved from SLOs to CCs.	See comment above.
	assess their roles in the interconnected global community		Moved from SLOs to CCs.	See comment above.

**Area of Engagement: Historical Perspectives in Western Culture (HP)**

	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Course Characteristics</b>	examine the influence of economic, social, intellectual, political, artistic and/or religious movements <b>and their impact on</b> Western culture	examine the influence of economic, social, intellectual, political, artistic and/or religious movements <b>of</b> Western culture	Simplified.	
	provide historical perspective by relating the subjects under consideration to the broader historical and cultural contexts in which they occurred		Moved from CCs to SLOs.	To enable us to assess the Perspectives (GP, DP, HP) as a unit, this CC was moved to the SLOs.
	analyze the relationship between the past and the present		Combined with an SLO.	See comment below.
	interpret, discuss, and critique influential texts or ideas of the West	interpret, discuss, and critique influential texts or ideas of the West <b>and have the students evaluate and interpret primary sources</b>	Combined with an SLO.	To enable us to assess the Perspectives (GP, DP, HP) as a unit, this CC was combined with one of the SLOs.
	provide students with the opportunity to wrestle with the common, enduring themes of human existence that confront every society and tradition		Removed.	Redundant. Implicit in other CCs and SLOs.
		<b>analyze historical scholarly perspectives in terms of their evidence and arguments</b>	Moved from SLOs to CCs and simplified.	To enable us to assess the Perspectives (GP, DP and HP) as a unit, this CC was combined with one of the SLOs.
	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Student Learning Objectives</b>	articulate an understanding of the distinctive perspectives of people who lived in the time periods or settings studied	<b>describe</b> the distinctive perspectives of people who lived in the time periods or settings studied	Changed the verb.	Chose a verb to describe what the student would do.
	articulate an understanding of the influence of the past on contemporary events, issues, and ideas	<b>analyze the relationship between the past and the present by considering</b> the influence of the past on <b>subsequent</b> events, issues, and ideas	Combined with a CC.	Chose a verbal phrase to describe what the student would do by using one of the course characteristics. As a result needed to change “contemporary” to “subsequent.”
		<b>relate the subjects under consideration to the broader historical and cultural contexts in which they occurred</b>	Moved from CCs to SLOs.	See comment above.
	analyze different perspectives of historical interpretation in terms of their evidence and arguments		Moved from SLOs to CCs.	See comment above.
	evaluate and interpret primary sources	evaluate and interpret primary sources	<del>Combined with a CC.</del>	Moved this SLO back based on faculty feedback.

**Area of Engagement: Scientific Reasoning (SR)**

	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Course Characteristics</b>	use scientific problem solving in context throughout the course	use scientific problem solving in context throughout the course	No change.	
	have at least one inquiry-based experience for the students through which they address some scientific issue by <ul style="list-style-type: none"> <li>- stating a hypothesis</li> <li>- designing an empirical study</li> <li>- interpreting quantitative data</li> <li>- drawing a conclusion about the data</li> <li>- communicating the results</li> </ul>	have at least one inquiry-based experience for the students through which they address some scientific issue by <ul style="list-style-type: none"> <li>- stating a hypothesis</li> <li>- designing an empirical study</li> <li>- interpreting quantitative data</li> <li>- drawing a conclusion about the data</li> </ul> communicating the results	No change.	
	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Student Learning Objectives</b>	investigate and draw conclusions about scientific questions using appropriate empirical methods	investigate and draw conclusions about scientific questions <b>from data</b> and using appropriate empirical methods.	Added “from data”.	Added “from data” to make the SLO more accessible to students who might not know what empirical methods are.
	formulate <b>problems</b> using the scientific method	formulate <b>and communicate questions</b> using the scientific method	Reworded.	Replaced the ambiguous word “problems” with “questions” and added a requirement to communicate those questions.
	<b>assess the respective strengths and limitations of</b> scientific information from both popular <b>and</b> peer-reviewed sources	<b>evaluate</b> scientific information from popular <b>and/or</b> peer-reviewed sources	Simplified and broadened.	Changed the verb and eliminated the specificity of the evaluation. Gave the option of popular or peer-reviewed sources per request by faculty.
	analyze ethical issues related to scientific inquiry	analyze ethical <b>and/or other conventions, practices, and issues</b> related to scientific inquiry	Broadened.	Allowed for issues of scientific inquiry other than ethical issues per request by faculty.

**Embedded Skill: Collaborative Leadership (CL)**

	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Course Characteristics</b>	provide explicit instruction in collaborative leadership skills and dispositions, <b>such as defining a shared goal, delegating, making decisions, resolving conflict, acting ethically, and communicating effectively</b>	provide explicit instruction in collaborative leadership skills and dispositions	Removed language.	Language was repeated in several CCs and SLOs about the skills and dispositions. This language was moved to a “definitions” area of the proposal.
	ask students to work collaboratively to create a joint product, achieve a shared goal, or promote positive change in their classrooms, institutions, or communities	ask students to work collaboratively to create a joint product, achieve a shared goal, or promote positive change in their classrooms, institutions, or communities	No change.	
	<b>ask</b> students to reflect on growth in collaborative leadership skills and dispositions	<b>provide opportunities for</b> students to reflect on growth in collaborative leadership skills and dispositions	Reworded.	Wording was changed to be consistent with the language in other designations.
	provide ongoing individual or group feedback <b>on</b> the collaborative leadership process	provide ongoing individual or group feedback <b>designed to help students improve in</b> the collaborative leadership process	Reworded.	Wording was changed to be consistent with the language in other designations.
	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Student Learning Objectives</b>	articulate the skills and dispositions necessary to achieve a shared goal	articulate the skills and dispositions necessary to achieve a shared goal	No change.	
	demonstrate <b>that they have grown in the interpersonal</b> skills and dispositions necessary <b>to achieve a shared goal by critically reflecting on their experiences</b> achieving a shared goal	demonstrate <b>the</b> skills and dispositions necessary for <b>effective collaboration</b>  <b>apply the skills and dispositions necessary for effective collaboration</b>	Reworded.	Simplified language.
	explain how their <b>individual values</b> , strengths, and weaknesses <b>impact the success</b> of a collaborative leadership process	explain how their strengths and weaknesses in collaboration <b>affect the outcome</b> of a collaborative leadership process	Reworded.	Specified that the strengths and weaknesses are in collaboration skills. Did not assume success of the collaboration.

**Embedded Skill: Critical Thinking (CT)**

	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Course Characteristics</b>	guide students through the processes of forming and evaluating arguments	offer explicit instruction on forming and evaluating arguments	Reworded.	Changed wording to be consistent with other designations.
	include instruction and practice in analysis for drawing conclusions, problem solving, and decision making		Move to other parts of the proposal.	Parts of this CC were combined with the following CC and parts were moved the SLOs.
	include training and practice in interpretation	offer explicit instruction and practice in interpretation, logical inference, and decision making	Combined reworded.	All elements of the explicit instruction were combined into one statement. Changed wording to be consistent with other designations.
	include training and practice in logical inference			
		offer opportunities for students to listen to and carefully consider the arguments of others and investigate alternate conclusions	Moved from SLOs to CCs.	Difficult to assess. Moved to reduce number of SLOs to assess.
	offer opportunities to engage in reflection		Removed.	This was removed because it is taken care of in the SLOs.
	provide feedback that is designed to help students evaluate and improve critical thinking skills	provide feedback that is designed to help students evaluate and improve critical thinking skills	No change.	
	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Student Learning Objectives</b>	interpret and analyze information in order to recognize bias and identify unchecked assumptions	draw conclusions by analyzing information critically	Reworded.	Chose verb to describe what the students will do. Reduced wordiness and moved information on bias and unchecked assumption to a different SLO.
	articulate one's arguments with clarity, precision, and civility	generate and articulate an argument supported by appropriate evidence	Reworded.	Although a brief SLO, required the assessment of many elements. Changed the SLO to focus on the argument and to be consistent with other Reasoning courses (SR, EV, CT, QR, IL).
	utilize different types of logic in order to identify the strengths and weaknesses of evidence supporting or refuting claims	evaluate arguments for validity, bias, unchecked assumptions and/or other appropriate criteria	Reworded.	Broadened the scope of the SLO to allow for other criteria and methods of evaluation than the ones listed.
	reflect on how one's experiences inform, shape, and/or impact the development of one's thinking	describe the effect of one's experiences on the development of critical thinking skills	Reworded.	Focused on what is to be assessed through reflection.
	listen to and carefully consider the arguments of others and investigate alternate conclusions	.	Moved from SLOs to CCs.	See comment above.



**Embedded Skill: Information Literacy (IL)**

	Current	Proposed	Description	Rationale
Course Characteristics	offer explicit instruction in the use of information literacy skills	offer explicit instruction in the use of information literacy skills <b>including</b> – <b>choose and refine a research topic</b> – <b>identify key concepts and terms related to the topic</b> – <b>helping students develop an awareness that information exists in various formats</b>	Added information from the SLOs..	Placing this information here reduces the number of elements that need to be assessed. Correction for consistency in language
	be developed in consultation with a reference librarian for first time instructors of the course	be developed in consultation with a <b>research</b> librarian for first time instructors of the course		Change to reflect librarian title change.
	require students to utilize information literacy in completing assignments	require students to utilize information literacy <b>skills</b> in completing assignments		Added “skills” for consistency.
	provide feedback that is designed to help students evaluate and improve information literacy skills	provide feedback that is designed to help students evaluate and improve information literacy skills	No change.	
	Current	Proposed	Description	Rationale
Student Learning Objectives	search appropriate resources which might include databases, the Internet, books, journals, expert information, films and visual imagery	<b>execute a research strategy by identifying search terms and locating relevant information in a variety of resources</b>	Combined and reworded.	Moved some information to a “definitions” section of the proposal form. Referred to a research strategy to connect with next SLO. Combined to reduce number of SLOs.
	identify most appropriate information resources and data sets			
	define a need for information and ask relevant questions to develop a research strategy, which requires the student to choose and refine a research topic, identify key concepts and terms related to the topic and develop an awareness that information exists in various formats	develop a research strategy <b>by asking relevant questions and refining a research topic</b>		Moved the specific types of instruction to the CCs. Reworded to connect with previous SLO and to be consistent among the Reasoning (QR, IL, SR, EV, CT) designations.
	assess and evaluate both the information and the information’s sources	evaluate information <b>found through a research strategy for suitability</b>	Reworded.	Eliminated a verb. Stated which information is to be evaluated.
	recognize academic integrity, how it relates to plagiarism and responsible use of information by understanding fair use of copyrighted materials and various forms of proper citations such as MLA or APA	<b>use information responsibly by following copyright laws and guidelines for referencing and citation</b>	Reworded.	Simplified language and removed specificity.

**Embedded Skill: Intercultural Communication (IC)**

	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Course Characteristics</b>	provide explicit instruction and feedback on the development of communication skills in a nonnative language	provide explicit instruction and feedback on the development of communication skills in a nonnative language	No change.	
	involve direct interaction with native speakers of that language	involve direct interaction with native speakers of that language	No change.	
	use the nonnative language as a means of accessing and understanding another culture and how it relates to one's own	use the nonnative language as a means of accessing and understanding another culture and how it relates to one's own	No change.	
	examine the practices (e.g., patterns of social interactions), products (e.g., music, laws, books, food) and perspectives (e.g., attitudes, values, ideas) of the cultures under discussion	examine the practices (e.g., patterns of social interactions), products (e.g., music, laws, books, food) and perspectives (e.g., attitudes, values, ideas) of the cultures under discussion	No change.	
	examine cultural similarities and differences among the cultures under study		Removed.	Redundant. Implicit in other CCs and SLOs.
	lead students to recognize and expose the fallacies of cultural stereotyping		Removed.	Redundant. Implicit in other CCs and SLOs.
		provide feedback that is designed to help students evaluate and improve intercultural communication skills	Added.	Added to CCs to be consistent with the other Embedded Skills.
	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Student Learning Objectives</b>	identify distinctive cultural practices, products and perspectives of the cultures under discussion	identify distinctive cultural practices, products and perspectives of the cultures under discussion	No change.	
	demonstrate an improved ability to communicate in a nonnative language about topics of cultural interest	improve their ability to communicate in a nonnative language about topics of cultural interest	Changed the verb.	Chose a verb to describe what the student would do.
	reflect on the experience of communicating with speakers of another language	evaluate their ability to and the importance of being able to communicate with speakers of another language	Changed the verb.	Chose a verb to describe what the student would do through reflection.
	differentiate between individual and culture-based characteristics and stereotypes		Removed.	Redundant. Implicit in other CCs and SLOs.

**Embedded Skill: Oral Communication (OC)**

	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Course Characteristics</b>	offer explicit instruction in both the process and the product of oral communication and listening skills	offer explicit instruction in both the process and the product of oral communication and listening skills	No change.	
	include several opportunities for students to develop oral communication skills in both formal and informal situation	include several opportunities for students to develop oral communication skills in both formal and informal situation	No change.	
	provide feedback that is designed to help students evaluate and improve oral communication skills	provide feedback that is designed to help students evaluate and improve oral communication skills	No change.	
	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Student Learning Outcomes</b>	produce appropriate, responsive and effective oral communication	communicate orally in response to a prompt	Changed verb and reworded.	Chose a verb to describe what the student will do. Removed qualitative language that would belong in the rubric, but retained the sense of the word “responsive”.
	demonstrate analytical and listening skills when responding to and evaluating arguments, sources, and other presentations	evaluate arguments given through oral communication	Reworded	Simplified language and removed language that was unclear (“sources”).
	cite appropriate evidence to support claims	provide credible evidence to support claims and arguments in oral communication	Reworded.	Clarified and made consistent with other Expression SLOs. Allowed for evidence that was not from other sources.
	organize ideas in oral presentation for the purpose of information and/or persuasion	organize information logically in oral communication	Split into two objects (see next).	To simplify this SLO and to be consistent with other Expression courses (WC, OC, AR) for assessment, the persuasion and organization aspects were separated.
		incorporate elements of persuasion to engage the audience in oral communication	Reworded.	See previous. Chose a verb that described what the student would do. Gave the SLO a specific focus. Change based on faculty feedback since persuasion is not the only reason for presentations.

**Embedded Skill: Quantitative Reasoning (QR)**

	Current	Proposed	Description	Rationale
<b>Course Characteristics</b>	consist of content that is quantitative in nature for about one-third of the course. This can be measured by requiring that approximately one-third of the grade be based on assessment of student work that is quantitative in nature or by scheduling approximately one-third of the syllabus on quantitative material		Removed.	This course characteristic was removed because the designation should depend on whether the course can help students obtain the SLOs, regardless of time spent on task.
	offer explicit instruction in the use of quantitative reasoning skills	offer explicit instruction in the use of quantitative reasoning skills	No change.	
	include several opportunities to practice quantitative reasoning skills	include several opportunities to practice quantitative reasoning skills	No change.	
	provide feedback that is designed to help students evaluate and improve quantitative reasoning skills	provide feedback that is designed to help students evaluate and improve quantitative reasoning skills	No change.	
	Current	Proposed	Description	Rationale
<b>Student Learning Objectives</b>	interpret representations of quantitative information and draw inferences from them.	draw inferences, solve problems and make decisions using quantitative methods	Combined.	To enable us to assess Reasoning (QR, SR, CT, EV, IL) designations as a unit and to reduce the number of SLOs to be assessed, these SLOs were combined.
	solve problems and make decisions using quantitative methods.			
	communicate quantitative information effectively incorporating at least one of symbolic, numeric or graphical representations within verbal communication	communicate solutions to quantitative questions in oral or written communication that incorporates symbolic, numeric or graphical representations	Reworded.	Wording was simplified and made consistent with other Reasoning designations.
	analyze solutions to quantitative problems	analyze solutions to quantitative questions for accuracy, precision, suitability and/or other appropriate criteria	Reworded.	Wording was made more specific and made consistent with other Reasoning designations.
	demonstrate recognition of the value and the limitations of quantitative methods	describe the value, limitations and/or implications of quantitative decision making	Changed verb and reworded.	Chose a verb to describe what the student would do and reworded for clarity.

**Embedded Skill: Written Communication (WC)**

	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Course Characteristics</b>		offer explicit instruction in writing	Added.	Added to be consistent with course characteristics in all embedded skills.
	require each student to submit at least 3,000 words of graded writing (approximately 12 standard double-spaced pages) that demonstrates the learning objectives of this embedded skill.	require each student to submit at least 3,000 words of graded individual writing demonstrating the learning objectives of this embedded skill	Added the word “individual”. Simplified.	Note: the information about the composition of the 3000 words, and types of assignments is unchanged and appears in the definitions section of the proposal.
	provide students with substantive feedback on the 3,000-word minimum of graded writing assigned.	provide students with substantive feedback on the 3,000-word minimum of graded writing assigned.	No change.	
	Students will be given the opportunity to revise the work in accordance with that feedback.	give students opportunity to revise the work in accordance with instructor feedback.	Reworded.	Changed to be parallel in style to other CCs.
	provide the following information in their course materials <ul style="list-style-type: none"> <li>description of the types of discipline-specific writing students will undertake (e.g., proposals, lab reports, research papers, portfolios)</li> <li>description of the writing process each course will incorporate (at least three of the following processes should be included: drafting, peer critique, line editing assembling portfolios)</li> <li>type and frequency of instructor feedback</li> </ul>		Removed.	Redundant—this is implicitly covered in other CCs. Also, this is too prescriptive and can’t be properly monitored.
	normally have no more than 18 students enrolled per section	normally have no more than 18 students enrolled per section	No change.	
	<b>Current</b>	<b>Proposed</b>	<b>Description</b>	<b>Rationale</b>
<b>Student Learning Outcomes</b>	articulate an idea and formulate a thesis as appropriate to the discipline	articulate an idea and formulate a thesis as appropriate to the discipline	No change.	
	identify and correct sentence-level errors	identify and correct errors in grammar and/or style in written communication	Changed verb; made less specific.	Chose verb that described what the student would do. Opened up options for evaluation.
	support arguments with credible evidence	provide credible evidence to support claims and arguments in written communication	Added a verb; made specific.	Chose verb that described what the student would do. Specified where and what needed to be supported.
	organize thoughts in a logical fashion	organize thoughts in a logical fashion in written communication	Made specific.	Specified that organization is in written communication.
	address the requirements of various audiences	incorporate elements of written communication that address the needs of a specific audience in written communication	Reworded.	Revised to make it easier to assess.