.Fall 2024 Gen Ed: First Year Seminar (New Course)

Course

# General Catalog Information

First Year Seminars are stand-alone Gen Ed requirements and cannot count toward major or minor requirements.

\*\* Read before you begin \*\*

1. **FILL IN** all required fields marked with an \*. You will not be able to launch the proposal without completing required fields. For all other fields, fill in only those for which a c hang e is being requested. Writing in N/A is not necessary.
2. **LAUNCH** proposal by clicking "Validate and Launch Approval Process" in the top left corner. Once you have launched this proposal, you will have a chance to edit the proposal before APPROVING it and sending it along in the approval process.
3. **APPROVE** proposal. Once you have made final edits after launching, you must approve the proposal to send it along to the next person in the approval process. The proposal will appear in your task list under the "My Proposals" tab, and you may easily view its progress at any time.

### CURRICULUM DEADLINES

**September 1, 2023** - Submission Deadline for Fall 2024 First Year Seminar Courses

**Mid-December, 2023** - Proposal must be approved by the final committee in the workflow – the General Education Oversight Committee (GEOC) – by their last meeting in December 2023 to be implemented by fall 2024.

**First Date of Offering:** General Education designation changes will go into effect for the fall 2024 term.

**If you would like for the course to be offered (without Gen Ed designation) prior to fall 2024, indicate the term here:**

Spring 2024

**Will this impact a secondary education or P12 course / program?**

Yes No

**Will this impact a teacher education course / program?**

Yes No

**Requesting Department**

*IDIS and PACE courses should show Fulton School, and HONR courses should show Honors College. \*If the appropriate Requesting Department doesn't appear, please contact Melissa Boog or Jennifer Ellis in the Office of Academic Affairs before moving forward.*

**Course Type\***

*Choose the discipline that corresponds with the course's prefix. (e.g., FILM = Film).*

**Course Prefix\***

*Choose FYS*

**Course Number\***

*Check with Chris Harr (ctharr@salisbury.edu) in the Registrar's Office for the next available number.*

**Course Title**

**Course Title for GullNet (Limited to 30 Characters)**

**Course Description**

**# of Credits**

**Hours Per Week\***

**If # of credit exceeds hours per week, the** [**Course Credit Rationale**](https://www.salisbury.edu/administration/academic-affairs/ugrad-curriculum-committee/curriculum.aspx) **form must be included.**

**Staffing and Cost Implications**

*Discuss Staffing Implications and Additional Costs*

**Prerequisites**

**Corequisites**

**Major Prerequisites**

**Non-Major Prerequisites**

**Pre or Corequisites**

**Major Pre or Corequisites**

**Non-Major Pre or Corequisites**

**Recommended Prerequisites**

**Recommended Pre or Corequisites**

**May Not Receive Credit**

*List any courses for which students who take this course cannot earn credit. (Ex. If a course is renumbered, students may not earn credit for the prior numbered course and the new numbered course. OR If another course is so similar to this, students may not earn credit for both.)*

**Cross-Listed**

**Graduate Swing Equivalent**

**Activity Code**

**The rubric that will be used to evaluate this proposal can be found in MyClasses in the *General Education Revision: Ongoing Work* course under GEOC Standing Rules – Faculty Senate Approved Spring 2022 and Fall 2022.**

### ADVISORY SUBCOMMITTEE'S NOTE

Salisbury University, as a center of learning, research, culture, and community, requires a First Year Seminar (FYS) for all students in their first year (including transfer students). FYS courses are an introduction to a Salisbury University education that encourages exploration of relevant issues or enduring questions from multiple perspectives. The courses are content and inquiry-driven and not exclusive to one discipline or major. For this reason, FYS courses combine learning with mentorship and a student focused approach. FYS courses address a specific topic or theme in a way that is both rooted in the knowledge of the instructor and provides to students an understanding of the natural connections of inquiry between disciplines. They can be used to introduce students to a contemporary or enduring problem, a geography, culture or period in time, a body of literary or creative engagement, a sustained scientific investigation, a domain of professional practice, or a new way of thinking or knowing the world. In FYS courses, students will acquire foundational skills and expectations for educational and professional success, as well as an increased awareness of SU and its resources.

**FYS Program Outcomes** - FYS courses will provide opportunities to:

* Achieve the elaborated SLOs at the lower division level
* Become familiar with the wide range of academic and community resources available on campus to support student success
* Become aware of the value of academic knowledge, methodology, expertise, specialization, and disciplines
* Demonstrate preparedness for academic work and life
* Gain awareness of a range of topics, academic fields of study, and areas of professionalization
* Display a clear understanding of sources of knowledge and their uses
* Engage with problems of consequence through the critical analysis of materials (texts, data, images, etc.)
* Prepare for future academic challenges

**PART I: First Year Seminar Rationale - Answer the following prompts with a maximum of 150 words per question. Each response is an opportunity to provide evidence of alignment with outcomes. Faculty need not respond to every question, however, responses taken as a whole should demonstrate alignment between the FYS program and the proposed course.**

* 1. **What is the principal course topic and its intellectual value for an FYS? What fundamental questions does your course address?**
  2. **Why is it important to teach this course?**
  3. **How has your background, training, achievements, or other experience inspired you to design and teach this course?**
  4. **How does this topic address the academic needs of a new SU student?**
  5. **What consideration has been given to the diversity of students and the wide range of academic paths served by this course?**
  6. **How does this seek to broaden the perspective of a new student?**
  7. **What disciplines are relevant or connected to this course design?**
  8. **If a student wishes to explore future aspects of this topic, what current SU courses would follow naturally from this course design?**

### PART II: STUDENT LEARNING OUTCOMES

Each Student Learning Outcome (SLO) assigned to the First Year Seminar requirement is listed below. For each, speak to how you will teach to and assess the individual SLO, referencing any attached materials (syllabi, assignment prompts, example activity directions, etc.). All fields do not need to be filled for every SLO. However, evidence f or addressing each SLO in the course must be provided. If more information regarding the SLO is needed, details can be found in Appendix C of the online catalog.

### #1 EFFECTIVE READING

Students will be able to:

* + - extrapolate ideas from writing
    - apply reading strategies to different learning purposes

**How will students demonstrate that they have achieved the EFFECTIVE READING Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**Please explain as specifically as possible how course content and activities will help determine how students have achieved the listed objectives within the required “EFFECTIVE READING” SLO as listed above, referencing any attached materials:**

**Course Content (Readings & Materials) Course Activities (Assignments, Assessments, & Activities)**

### #2 CRITICAL THINKING AND REASONING

Students will be able to:

* + - Analyze evidence to support or create interpretations, arguments, or claims
    - Identify and analyze the connection between evidence and claims
    - Evaluate the strength and weaknesses of conclusions and opinions
    - Determine the scope of evidence needed for original arguments

**How will students demonstrate that they have achieved the CRITICAL THINKING AND REASONING Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**Please explain as specifically as possible how course content and activities will help determine how students have achieved the listed objectives within the required “CRITICAL THINKING AND REASONING” SLO as listed above, referencing any attached materials:**

**Course Content (Readings & Materials) Course Activities (Assignments, Assessments, & Activities)**

### #3 ORAL COMMUNICATION

Students will be able to:

* + - Prepare purposeful oral communication appropriate to the audience, purpose, and context
    - Deliver purposeful oral communication appropriate to the audience, purpose, and context
    - Reflect upon purposeful oral communication appropriate to the audience, purpose, and context

**How will students demonstrate that they have achieved the ORAL COMMUNICATION Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**Please explain as specifically as possible how course content and activities will help determine how students have achieved the listed objectives within the required “ORAL COMMUNICATION” SLO as listed above, referencing any attached materials**

**Course Content (Readings & Materials) Course Activities (Assignments, Assessments, & Activities)**

### WRITTEN COMMUNICATION

Students will be able to:

* Express themselves through writing appropriate for different purposes, audiences, and situations
* Compare and understand different styles of writing
* Connect evidence to claims in multiple writing assignments
* Effectively apply strategies to revise and improve writing

**How will students demonstrate that they have achieved the WRITTEN COMMUNICATION Student Learning Outcome (Check all that apply.):**

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**Please explain as specifically as possible how course content and activities will help determine how students have achieved the listed objectives within the required “WRITTEN COMMUNICATION” SLO as listed above, referencing any attached materials:**

**Course Content (Readings & Materials) Course Activities (Assignments, Assessments, & Activities)**

### INFORMATION LITERACY

Students will be able to:

* Decide the range and scope of needed information
* Access information effectively
* Evaluate information critically and ethically
* Use information effectively to accomplish specific purposes
* Use information ethically

**How will students demonstrate that they have achieved the INFORMATION LITERACY Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**Please explain as specifically as possible how course content and activities will help determine how students have achieved the listed objectives within the required “INFORMATION LITERACY” SLO as listed above, referencing any attached materials:**

**Course Content (Readings & Materials) Course Activities (Assignments, Assessments, & Activities)**

### INTELLECTUAL CURIOSITY

Students will be able to:

* + Demonstrate an awareness of intellectual connections across a range of disciplines, professions, and/or enduring questions
  + Formulate questions that support sustained inquiry, research, and/or creative production
  + Foster increased intellectual humility, respect for intellectual difference, and an openness to exploring new ideas or perspectives
  + Reflect critically on one’s own course of study

**How will students demonstrate that they have achieved the INTELLECTUAL CURIOSITY Student Learning Outcome (Check all that apply.):**

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**Please explain as specifically as possible how course content and activities will help determine how students have achieved the listed objectives within the required “INTELLECTUAL CURIOSITY” SLO as listed above, referencing any attached materials:**

**Course Content (Readings & Materials) Course Activities (Assignments, Assessments, & Activities)**

## IMPACT

**Impacted Programs:** List all majors/programs, concentrations, tracks or minors for which this course will be required or will be an option. **NOTE:**  Change to Minor Proposals

and Chang e to Major, Program or Track Proposals are required if this course will be added as a *requirement* or to a list of preset electives; those proposals should be initiated by the department that houses the major or minor.

**Impacted Majors/Programs**

## Attachments and Acknowledgments

**Confirm\***

Click here to confirm that a rationale, syllabus, and request for a resource analysis has been sent to your Library Liaison.

**Attached**

A detailed course syllabus that includes the Course SLOs, the General Education Designation, the General Education SLOs. At least two example assignments.

If applicable, detailed assessment tools, materials, and/or reports related to the First Year Seminar requirement.

**Acknowledge**

I understand that this course is subject to institution-wide general education assessment.

I acknowledge that new Change to Minor Proposals and/or Change to Major, Program or Track Proposals are required if this course will be added as a requirement or to a list of preset electives.