

Salisbury University Proposed General Education: 2019 Model A (Revised 3-1-2019)

COMAR/SU REQUIREMENT	TITLE/DELIVERY/OUTCOMES MET: Credit count – 38 – 48 credits
SU REQUIREMENT First Year Seminar <ul style="list-style-type: none"> <i>Taken in the first year</i> 	First Year Seminar: Academic preparation, skills and expectations for educational and professional success through exploration of a topic or issue. 1 course, 3-4 credits <i>Critical Thinking and Reasoning, Effective Reading, Information Literacy, Oral Communication, Written Communication, Intellectual Curiosity</i>
	Communicating through Writing: Effective reading, writing, and information usage 1 course, 3-4 credits <i>Effective Reading, Information Literacy, Written Communication</i>
	SU THEMED COURSE REQUIREMENT: Themed Courses are Selected from General Education courses OR others in SU catalog*
(at least) 1 course	Civic and Community Engagement <i>Civic and Community Engagement is integrated into tagged courses</i>
(at least) 1 course	Environmental Sustainability <i>Environmental Sustainability is integrated into tagged courses</i>
(at least) 1 course	Inclusion and Diversity <i>Inclusion and Diversity is integrated into tagged courses</i>
COMAR 1 mathematics course	Quantitative Analysis: Numerical, analytical, statistical, and problem-solving skills 1 course, 3-4 credits <i>Quantitative Reasoning</i>
	Human Expression: Exploration of the different ways individuals and societies have and continue to express themselves and communicate the human experience 1 course, 3-4 credits <i>Intellectual Curiosity, Knowledge of Human Experience, Ethical Reasoning</i>
	Humanity in Context: Critical and comparative analysis of humanity, emphasizing the role of history, culture, and/or language in human issues 1 course, 3-4 credits <i>Effective Reading, Knowledge of Human Experience, Intercultural Competence, Critical Thinking and Reasoning, Understanding the Human World</i>
COMAR 1 of 2 arts and humanities courses	Social Configurations: Quantitative and/or qualitative analysis of human behavior and/or societies 1 course, 3-4 credits <i>Knowledge of Human Experience, Emerging and Enduring Global Issues, Understanding the Human World, Intercultural Competence</i>
	Social Issues: Applied social science, with an emphasis on understanding and solving problems in the social or behavioral sciences 1 course, 3-4 credits <i>Quantitative Reasoning, Knowledge of Human Experience, Emerging and Enduring Global Issues, Ethical Reasoning</i>
	Hands-on Science: Experiential laboratory-based science 1 course, 4 credits <i>Scientific Reasoning, Quantitative Reasoning, Knowledge of the Physical World</i>
COMAR 2 of 2 social and behavioral sciences courses <ul style="list-style-type: none"> <i>In different content area than 1 of 2</i> 	Solutions through Science: Applied science, with an emphasis on understanding and solving problems in the natural, physical, and technological sciences (may or may not include a lab) 1 course, 3-4 credits <i>Scientific Reasoning, Quantitative Reasoning, Critical Thinking & Reasoning</i>
	Personal Wellness: Interconnected dimensions of wellness, including physical, emotional, and financial, to live a healthy, successful life 1 course, 3-4 credits <i>Personal Health and Wellness</i>
	Learning Through Literature: Critical reading and analysis of literature within a specific discipline or theme 1 course, 3-4 credits <i>Critical Thinking and Reasoning, Effective Reading, Written Communication, Information Literacy, Understanding the Human World</i>
COMAR 1 of 1 physical and biological science courses (w/lab)	Capstone Experience: Application of knowledge and competencies from General Education to complex real-world problems through internship, study abroad, research, senior project, or other culminating experience. 1 course, 3-4 credits <i>Critical Thinking and Reasoning, Information Literacy, Oral Communication, Written Communication, Ethical Reasoning, Intellectual Curiosity</i>
	Personal Wellness: Interconnected dimensions of wellness, including physical, emotional, and financial, to live a healthy, successful life 1 course, 3-4 credits <i>Personal Health and Wellness</i>
	Learning Through Literature: Critical reading and analysis of literature within a specific discipline or theme 1 course, 3-4 credits <i>Critical Thinking and Reasoning, Effective Reading, Written Communication, Information Literacy, Understanding the Human World</i>
SU REQUIREMENT Personal Wellness	Capstone Experience: Application of knowledge and competencies from General Education to complex real-world problems through internship, study abroad, research, senior project, or other culminating experience. 1 course, 3-4 credits <i>Critical Thinking and Reasoning, Information Literacy, Oral Communication, Written Communication, Ethical Reasoning, Intellectual Curiosity</i>
	Personal Wellness: Interconnected dimensions of wellness, including physical, emotional, and financial, to live a healthy, successful life 1 course, 3-4 credits <i>Personal Health and Wellness</i>
	Learning Through Literature: Critical reading and analysis of literature within a specific discipline or theme 1 course, 3-4 credits <i>Critical Thinking and Reasoning, Effective Reading, Written Communication, Information Literacy, Understanding the Human World</i>
SU REQUIREMENT Learning Through Literature <ul style="list-style-type: none"> <i>Requires completed FYS</i> 	Capstone Experience: Application of knowledge and competencies from General Education to complex real-world problems through internship, study abroad, research, senior project, or other culminating experience. 1 course, 3-4 credits <i>Critical Thinking and Reasoning, Information Literacy, Oral Communication, Written Communication, Ethical Reasoning, Intellectual Curiosity</i>
	Personal Wellness: Interconnected dimensions of wellness, including physical, emotional, and financial, to live a healthy, successful life 1 course, 3-4 credits <i>Personal Health and Wellness</i>
	Learning Through Literature: Critical reading and analysis of literature within a specific discipline or theme 1 course, 3-4 credits <i>Critical Thinking and Reasoning, Effective Reading, Written Communication, Information Literacy, Understanding the Human World</i>
SU REQUIREMENT Capstone Experience <ul style="list-style-type: none"> <i>Requires completed FYS and Junior status</i> <i>To be met by major or a course/experience in another discipline</i> 	Capstone Experience: Application of knowledge and competencies from General Education to complex real-world problems through internship, study abroad, research, senior project, or other culminating experience. 1 course, 3-4 credits <i>Critical Thinking and Reasoning, Information Literacy, Oral Communication, Written Communication, Ethical Reasoning, Intellectual Curiosity</i>
	Personal Wellness: Interconnected dimensions of wellness, including physical, emotional, and financial, to live a healthy, successful life 1 course, 3-4 credits <i>Personal Health and Wellness</i>
	Learning Through Literature: Critical reading and analysis of literature within a specific discipline or theme 1 course, 3-4 credits <i>Critical Thinking and Reasoning, Effective Reading, Written Communication, Information Literacy, Understanding the Human World</i>

2019 Model A (Revised 3/1/2019)

Subsequent to the Re-envisioning General Education, January 24th, 2018, the proposed “2018 Model (April)” emerged reflecting preferences expressed in surveys and other discussions over the following months. With the establishment of the Elected General Education Steering Committee work beginning in Fall of 2018, and the Faculty Senate’s approval of the Student Learning Goals and Outcomes in November, 2018, the GESC committee shifted focus to model development and refinement. This Revised Model clarifies the ‘bookends’ of the proposed program and reflects other adjustments based on faculty and Faculty Senate comments and concerns expressed in the Spring 2018 Survey as well as during Faculty Senate meetings and other encounters since April of 2018. Specifically, this model clarifies First Year Seminars (previously First Year Experiences), shifts Thematic Integrative Courses to Capstone Experiences, and refines Learning through Literature with the addition of the ‘Understanding the Human World’ SLO. The three essential requirements of a contemporary university core curriculum: (1) meeting legally mandated COMAR state requirements; (2) clearly addressing all approved Student Learning Outcomes (SLOs); and (3) advancing curricular enhancements advocated by faculty, students, alumni, prospective families, employers and other peer institutions, as well as the Association of American Colleges and Universities (AACU), remain the core features of the Model.

- (1) The proposed Model meets legally mandated COMAR state requirements:
- a. Course categories clearly match the legally mandated COMAR requirements that must be completed within 38-48 credits:
 - One English composition course (3-4 credits)
 - One mathematics course (3-4 credits)
 - Two courses in arts and humanities (6-8 credits)
 - Two courses in social and behavioral sciences (6-8 credits)
 - Two courses in physical and biological sciences (one with lab, 7-8 credits)
 - Remaining credits reflecting institutional choice (up to 8 credits in areas outside of the COMAR 5):
 - Personal Wellness (3-4 credits)
 - Learning Through Literature (3-4 credits)
 - Salisbury University Graduation Requirements that do NOT exceed 48 ‘General Education’ credits:
 - First Year Seminars and Capstone Experiences are ‘SU Experience’ courses required of all students

(2) The proposed Model clearly addresses all Student Learning Outcomes; all courses meeting General Education requirements have a clear set of learning objectives that reflect the University’s Mission and our high educational standards and broad goals for our students.

This proposed **Model is more innovative and flexible** than the 2000 Group I-V Model. **Faculty from all departments are encouraged to submit courses for consideration** under any course category as long as the course fits the category description, addresses each SLO listed for the category, and meets relevant COMAR category regulations.

- The 12 “course categories” identify students’ range of choices to complete COMAR mandated 38-48 credits of General Education.
- **This Model maps easily to COMAR requirements**, making advising and student pathways through the program both straightforward and responsive to student interests and goals.
- **The Model lives up to the Salisbury University Mission** by transparently addressing all of the New SU Student Learning Outcomes and clearly revealing how student choices achieve the three approved Student Learning Goals
- **Faculty are encouraged to address multiple SLOs in their courses**, even in addition to those SLOs listed as required. **Theming courses for General Education SLO purposes is common at other USM and national universities.** For example:
 - SLOs of “Civic and Community Engagement,” “Environmental Sustainability,” and “Inclusion and Diversity,” or others, may be integrated into any course.
 - While we encourage students to meet those SLOs as part of their General Education coursework, it will be possible to do so with program courses as well, an important consideration for transfer students in credit-tight programs.
 - If faculty choose to address additional SLOs beyond those required by the category, their courses will be ‘tagged’ in GullNet and advising materials indicating opportunities for students to achieve those SLOs.

(3) The proposed Model advances curricular enhancements advocated by faculty, students, alumni, prospective families, employers and other peer institutions, as well as the Association of American Colleges and Universities (AACU). These enhancements bring SU into the 21st century of higher education and increase flexibility for faculty, deepen engagement for our students and offer a more rigorous educational experience for our students. **Keeping the current Group I-V model leaves SU in a dwindling group of only 8% of universities with a strictly distributional General Education with no embedded explanation of outcomes or synergy between categories (AAUP).**

- b. **Top requests** for improvements included: more strategic preparation for academic and professional advancement, writing throughout the curriculum and within the disciplines, financial and personal preparation for adulthood, increased awareness and application of diversity and sociopolitical issues, and cross-disciplinary exploration and synthesis of complex issues.
- This Model includes four course categories **beyond COMAR minimums**: “First Year Seminar,” “Personal Wellness,” “Learning through Literature,” and a “Capstone Experience.” Collectively, **these four Salisbury University course categories explicitly address the concerns of faculty, students, and SU graduates** as documented in 2015 surveys regarding need for improvement in SU’s current Gen Ed Group I-V model.
 - New SLGs and SLOs reflect emphasis on all of the above; **attachment of Student Learning Outcomes (SLOs) to categories within the model provides clear pathways for students** to achieve the Student Learning Goals (SLGs). For example:
 - This Model requires native SU students to complete **4 courses in which Written Communication is a major component** (FYS, Communicating through Writing, Learning through Literature, and Capstone Experience). Transfer students are required to complete two courses, the FYS and the Capstone Experience, in which Written Communication is a major component.
 - **Information Literacy** is a major component of the same 4 courses in this Model insuring that **students have the opportunity to complete the 4-stage Information Literacy Curriculum developed by the Library Faculty.**
 - This Model provides a **framework conducive to increased emphasis** in any of the above areas as well as others. **Theming** courses to provide student access to specific learning opportunities is a primary strategy for achieving such refinements and may be utilized throughout the curriculum (not restricted to General Education approved courses).
 - This Model allows faculty to design courses fitting any of the categories to also address any SLOs of their choosing beyond those required by the category; **themed courses identify faculty expertise and course content emphasis** by Personal, Social, and Cultural Responsibility(ies) for example.
 - Refining the model to ensure student levels of achievement satisfactory to the University is both an iterative process and one that remains open for discussion. In addition to **encouraging faculty to develop courses in any category themed to address additional SLOs**, departments could require their students to choose a specified number of courses themed with any (set of) SLO(s).
 - Both First Year Seminar and Capstone Experience courses provide a **distinctive Salisbury University experience**. Required of ALL SU students, regardless of credits earned prior to their arrival at SU, these two courses directly address **synergies** among SLOs and the **integrated achievement of SLGs**. In addition, such synergies are apparent in the sets of SLOs addressed in each of the other 10 course categories.
 - First Year Seminar, Learning through Literature, and Capstone Experience categories are **open to all departments and disciplines across the University**, providing students with unique introductions to Salisbury University life and to integrative learning as they transition into chosen programs and professions.
 - The **Personal Wellness** category also provides a wide range of opportunities for students to choose an area of **emphasis** (physical or emotional wellness, or **financial literacy**), allowing departments and programs to provide unique opportunities to explore and facilitate student development of life-long learning and personal wellness. Courses in the Personal Wellness category could be structured as follows:

- Each four-credit class meeting the Personal Wellness requirement would **emphasize one of the three target dimensions** while still covering content specific to the other two dimensions in sufficiently robustly to fulfill the learning outcome. Students would be able to choose among:
 - **Emotional wellness**-focused course: one three-credit class covering all areas, plus a one-credit supplement emphasizing just emotional wellness topics.
 - OR**
 - **Financial literacy**-focused course: one three-credit class covering all areas, plus a one-credit supplement emphasizing just financial literacy topics.
 - OR**
 - **Physical wellness**-focused course: one three-credit class covering all areas, plus a one-credit supplement emphasizing just physical wellness topics.
- The Quantitative Analysis category makes explicit the COMAR emphasis on **math with practical application** for students.
- **Academic progression** is built into the 12-course program, with the First Year Seminar and Communicating through Writing taken in the first year, and the Capstone Experience completed in the junior or senior year. As mentioned above, the FYS, Communicating through Writing, Learning through Literature, and Capstone Experience courses allow us to **sequence the development of both Information Literacy and Written Communication** by, for example, recommending that students take each course in a different semester.
- Within three broader COMAR area-based categories (arts and humanities, social and behavioral sciences, and physical and biological sciences), one of the two required courses can follow a wide array of discipline-based formats, including survey courses, while the other should include a **significant problem-based component** focused on understanding and/or solving current problems by applying knowledge and skills relevant to the discipline. The implication of this distinction is that students should complete '1 of 2' before they enroll in '2 of 2' in each of the three areas.
 - These six course categories provide opportunities for departments currently excluded from General Education to offer courses that address the associated SLOs and meet COMAR guidelines for the areas.
 - The **emphasis on application** in three of the six categories encourages the development of courses that emphasize **Civic and Community Engagement and that grapple with issues of Inclusion and Diversity and Environmental Sustainability**.
 - The development of multiple courses within COMAR area categories may be **themed** to emphasize these responsibilities and provide students with strong **thematic pathways through General Education**.
 - **Themed courses** identify these pathways for students encouraging student engagement in General Education as well as the development of student agency and responsibility for their educations.
 - **Theming also encourages faculty to utilize their disciplinary specialization** in developing and delivering General Education courses. Theming creates a flexible, vital and engaging General Education for students and faculty; it is an important component of a program that **emphasizes integrative learning** and the development of practices underpinning life-long learning as well as **academic excellence** in preparation for students' success in their programs of choice and future careers.

Overall this Model offers a General Education curriculum that is **unique** to Salisbury University, allows us to be **competitive** with other universities, and **better prepares** SU students for academic and professional development. The proposed Model A offers a curriculum conscious of our **University's mission** and capable of offering **innovative** opportunities to faculty, while delivering the **best educational experience** we can to our community. Finally, Model A allows for discussion and refinement as we work together toward optimizing this new and exciting framework for a Re-envisioned General Education.