

First Year Seminar Description:

Salisbury University, as a center of learning, research, culture, and community, requires a First Year Seminar for all students in their first year (including transfer students). First Year Seminar (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.

First Year Seminars (FYS) are designed, assessed, and approved with specific outcomes in mind.

FYS Program Outcomes

FYS courses will provide opportunities to:

- Achieve the elaborated student learning outcomes (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

In addition, the following **Student Learning Outcomes (SLOs)** must be demonstrated and assessed through the FYS course:

- **Critical Thinking:** Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.
- **Oral Communication:** Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.
- **Written Communication:** Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.
- **Information Literacy:** Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically.
- **Effective Reading:** Students will be able to extract and construct meaning by interacting with written language.
- **Intellectual Curiosity:** Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.

Directions for FYS Course Submission

Please provide:

1. A copy of the full course syllabus
2. A rationale (maximum 150 words per question) answering the following prompts. **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 course.**
 - a. What is the principal course topic and its intellectual value for an FYS? What fundamental questions does your course address?
 - b. Why is it important to teach this course?
 - c. How has your background, training, achievements, or other experience inspired you to design and teach this course?
 - d. How does this topic address the academic needs of a new SU student?
 - e. What consideration has been given to the diversity of students and the wide range of academic paths served by this course?
 - f. How does this topic seek to broaden the perspective of a new student?
 - g. What disciplines are relevant or connected to this course design?
 - h. If a student wishes to explore future aspects of this topic, what current SU courses would follow naturally from this course design?
3. The following FYS SLO Matrix completed with evidence to support the inclusion and assessment of each student learning outcome

GEOC SubCommittee Review: FYS Syllabus, Rationale & Program Outcomes <i>(An approved course will satisfy all elements below.)</i>			
	Yes	No/ Partial	Feedback
The course rationale is complete and well-developed.			
A complete course syllabus is submitted.			
FYS course provides opportunity to:	Yes	No/ Partial	Feedback
Become familiar with the wide range of academic and community resources available on campus to support student success. <i>(Rationale Prompt A, C, D, E, F)</i>			
Become aware of the value of academic knowledge, methodology, expertise, specialization, and disciplines. <i>(Rationale Prompt B, C, E, G, H)</i>			

Demonstrate preparedness for academic work and life. <i>(Rationale Prompt D, E, G)</i>			
Gain awareness of a range of topics, academic fields of study, and areas of professionalization. <i>(Rationale Prompt A, B, C, E, F, G, H)</i>			
Display a clear understanding of sources of knowledge and their use. <i>(Rationale Prompt A, D, G)</i>			
Engage with problems of consequence through the critical analysis of materials (texts, data, images, etc.). <i>(Rationale Prompt B, F)</i>			
Prepare for future academic challenges. <i>(Rationale Prompt D, G, H)</i>			
Achieve the elaborated student learning outcomes (SLOs) at the lower division level. <i>(See FYS SLO's Course Matrix)</i>			

First Year Seminar SLOs Course Matrix

(ALL rows or columns do not need to be filled for every SLO, however, evidence for addressing each SLO in the course must be provided)

Student Learning Outcome SLO definitions as presented on the SU website:
<https://www.salisbury.edu/administration/academic-affairs/general-education.aspx>

Critical Thinking

Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.

Critical Thinking Components

- *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*

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

Oral Communication

Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.

Oral Communication Components

- *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*

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

Written Communication

Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.

Written Communication Components

- *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*

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

Information Literacy

Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically.

Information Literacy Components

- *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*

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

Effective Reading

Students will be able to extract and construct meaning by interacting with written language.

Effective Reading Components

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

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

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Intellectual Curiosity
Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.

Intellectual Curiosity Components

- *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*

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)