

## General Education Curriculum at Salem State University

Scientific Reasoning Lab (SRL)							Black				Black				
World Cultures (WC)					Black			Black				Black			
Written Communication I (WI)													Black		
Written Communication II (WII)													Black		
Written Communication III (WIII)													Black		

General Education Category Descriptions and Criteria		
Category	Category Description	Associated Criteria
Creative Expression & Appreciation (CEA)	This requirement provides an opportunity to develop an informed appreciation of the aesthetic and formal properties of the performing, visual, or literary arts. Courses in this category will foster an understanding of these works within the broader context of human life and culture	<ol style="list-style-type: none"> <li>1. Courses will examine the nature of creativity, including imaginative, intuitive, and innovative thinking.</li> <li>2. Courses will foster the critical study of artworks based on the consideration of their history, their cultural contexts, and their aesthetics.</li> <li>3. Courses will expose students to strategies and skills of creation within the domain of a performing, visual, or literary art.</li> <li>4. Courses will engage the student's own creative and expressive abilities so that the student can better understand the qualities that shape artistic works and the creative process.</li> <li>5. Courses will encourage students to participate in artistic events on or off campus.</li> </ol>
Contemporary Society (CS)	Students will be introduced to concepts and theories about and the evidence-based analysis of human behavior, social relations and social institutions in courses that may involve but is not limited to the study of individuals, groups, organizations, and countries	<ol style="list-style-type: none"> <li>1. Course must introduce students to prevailing theories about and the evidence-based analysis of one or more of the following: human behavior, social relations, social institutions. The course may include but is not limited to the study of individuals, groups, organizations, and countries.</li> <li>2. Course must engage students in the systemic examination and evidenced-based analysis of contemporary social issues. These issues may include but are not limited to interactions among individuals, groups, organizations and countries.</li> <li>3. Course must familiarize students with systemic analysis and interpretation of evidence.</li> </ol>
Diversity, Power Dynamics, and Social Justice (DPDS)	The Diversity, Power Dynamics, and Social Justice requirement stands as an institutional commitment to develop and teach different ways of thinking which have been drawn from and address the multiple histories and cultural heritages that shape the United States. It recognizes that individuals	<ol style="list-style-type: none"> <li>1. Examine the people, structures, systems, and ideologies that sustain discrimination, asymmetries of power, and resource inequities in society (e.g. social, political, economic, environmental, or cultural) and how unequal power impacts the individual and the community.</li> <li>2. Examine the experiences and the contributions of individuals and communities with social identities rendered other or alien, or generally oppressed by asymmetrical power structures</li> </ol>

develop their identities in response to particular cultural and social experiences. At the same time, individuals are located within socio-cultural historical contexts that include oppression, inequality, and differences in power and privilege within society. Course material will engage in a cross cultural analysis of historical and contemporary inequities such as those associated with race, ethnicity, sex and gender, sexual orientation, nationality, ability, religion, age, or socio-economic status. Its goal is to replace stereotyping with informed reasoning, understanding, and judgment skills and to facilitate and enhance students' ability to consider ethical and social decisions from multiple perspectives. No one orthodoxy or perspective encompasses the examination of diversity, power dynamics, and social justice; this may include perspectives from any political and social vantage point.

within the United States, including but not limited to reasons associated with race, ethnicity, sex and gender, sexual orientation, nationality, ability, religion, age, or socioeconomic status.

3. Engage student to explore their own social locations, social identities, privileges, and experiences of inequity to better understand their own place in existing social structures, communities, and power structures.
4. Foster students' ability to act in a manner that recognizes the feelings, lives, and perspectives of diverse others by imploring them to face how people, systems, and social structures function to maintain inequality and deny integrated diversity.

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<b>First Year Seminar (FYS)</b>	<p>This core requirement (required for all first-year students and transfers with fewer than 15 credits) will introduce students to the experience of academic exploration that is at the heart of a liberal arts education. Through study of one or more compelling questions or topics in a small seminar setting, students will practice creative and critical thinking as an introduction to academic inquiry. They will develop relationships and practices that allow them to effectively utilize college resources and become members of a community of learners.</p>	<ol style="list-style-type: none"> <li>1. The FYS will actively encourage students to develop their own academic interests and learn how to pursue them through critical thinking on one or more compelling questions or issues.             <ol style="list-style-type: none"> <li>a. Students will practice developing compelling questions based on their individual interests related to the course's subject.</li> <li>b. Students will gather evidence from relevant sources.</li> <li>c. Students will make clear their methods and assumptions.</li> <li>d. Students will support a position using their sources.</li> </ol> </li> <li>2. The FYS will aid students in developing their ability to express themselves and their ideas effectively and appropriately in a college setting.             <ol style="list-style-type: none"> <li>a. Students will participate in discussions of the course's subject.</li> <li>b. Students will produce at least one product that showcases some aspect of their inquiry in the class through written, oral, or creative means.</li> <li>c. Students will develop an understanding of and value for drafting and revising ideas by presenting at least one draft and then a revised version of a product showcasing some aspect of their inquiry in the class.</li> </ol> </li> <li>3. The FYS will help students begin to develop relationships and practices that will support their success in college.             <ol style="list-style-type: none"> <li>a. Students will become knowledgeable about various persons, opportunities, activities, offices and services that are available through the university and aid in student success (some examples may include the following: student services, MAPWorks, tutor services, campus-wide clubs and associations, Health Services, career services, and campus activities).</li> <li>b. Students will learn about the overall academic structure and opportunities available to them.</li> </ol> </li> </ol>

		<p>b. Students will learn about the overall academic structure and opportunities in the SSU Core and the resources available to them (some examples include: advising, learning commons, academic resources such as the Writing Center or Math Lab).</p>
<b>Human Past (HP)</b>	Students will be introduced to a conceptual understanding of the relationship of the past to the present. They will engage the concepts of causality and change over time and develop skills and competencies in comparative analysis and evidence-based interpretation	<ol style="list-style-type: none"> <li>1. Knowledge outcomes. Students will learn to: <ol style="list-style-type: none"> <li>a. Describe events and developments in the past in terms of continuity, change, and causation, and to understand the relationship of the past to the present.</li> <li>b. Understand interpretive debates about the past and appreciate the complexities involved in interpreting societies and social change: for example, the local and the global, particular and general, contingent and structural.</li> <li>c. Identify different kinds of evidence and understand their role in the production of knowledge of the past.</li> </ol> </li> <li>2. Skills outcomes. Students will be able to: <ol style="list-style-type: none"> <li>a. Recall evidence based claims about the past and synthesize them into coherent interpretive arguments.</li> <li>b. Read sources closely and critically and develop skills in analyzing both primary and secondary source materials.</li> </ol> </li> </ol>

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		<ol style="list-style-type: none"> <li>c. Develop the ability to evaluate scholarly sources.</li> <li>d. Formulate a well-organized, well-supported argument.</li> <li>e. Demonstrate clear writing in assignments of varying lengths, and observe ethical practices of citation and intellectual self-presentation.</li> </ol>
<b>Oral Communication (OC)</b>	Students will develop the oral communication skills necessary for effective and ethical personal, professional, and civic communication. They will understand the theories, purpose and value of oral communication, and gain the skills needed to be confident when speaking and presenting from prepared materials, responding extemporaneously to questions and in group communication environments, and using learned critical listening skills to offer feedback to other speakers.	<ol style="list-style-type: none"> <li>1. Motivation – Assessing a student’s willingness to communicate and a student’s communication apprehension. Instruction would need to be included in both of these areas.</li> <li>2. Knowledge – The course should instruct students on different types of communication theories, situations, cultural influences on communication practices and what is needed for each.</li> <li>3. Skill – The course will instruct students, in a progression of learning experiences, how to properly and ethically send and receive messages in a variety of situations relevant to personal, professional, and civic life. Instruction should include critical listening skills and how to ethically use verbal and non-verbal communication (voice and body language.)</li> </ol>
<b>Personal Growth and Responsibility (PGR)</b>	Courses in this category will provide students with the opportunity to demonstrate increased ethical understanding of how their physical, spiritual, emotional, social, environmental, intellectual, financial and/or occupational habits and behaviors impact their personal well-being and their community throughout their lifecycle	<ol style="list-style-type: none"> <li>1. Courses must provide the opportunity for students to articulate and reflect on any three of the eight dimensions of personal growth and wellness included in the category description (ethical understanding of how their physical, spiritual, emotional, social, environmental, intellectual, financial, and/or occupational habits and behaviors impact their personal well-being and their community throughout their life-cycle.)</li> <li>2. Courses must provide the opportunity for students to assess how their ethical values and personal behaviors impact them and others around them.</li> <li>3. Courses must provide the opportunity for students to identify, locate, evaluate, and effectively</li> </ol>

		and responsibly use and share information.
<b>Quantitative Reasoning (QR)</b>	Students will use both quantitative data and abstract quantitative models to compute useful quantities, make predictions, and draw conclusions. Students will learn to communicate using quantitative data, build or select appropriate models, and find appropriate applications for such models.	<ol style="list-style-type: none"> <li>1. Learning goals in the realm of empirical analysis: <ol style="list-style-type: none"> <li>a. Communicate data effectively.</li> <li>b. Compute useful quantities from data.</li> <li>c. Draw conclusions using data.</li> <li>d. Build or select appropriate mathematical models (this includes understanding and communicating the assumptions inherent in these models).</li> </ol> </li> <li>2. Learning goals in the realm of abstract mathematical models: <ol style="list-style-type: none"> <li>a. Communicate such models clearly, including explaining what their component pieces are.</li> <li>b. Use such models to make predictions.</li> <li>c. Use such models to draw conclusions.</li> <li>d. Use such models to compute useful quantities.</li> <li>e. Find appropriate applications for such models.</li> </ol> </li> </ol>
<b>Scientific Reasoning (SR)</b>	This requirement will expose students to scientific inquiry and to scientific methods of exploring the physical and natural world. Students will learn to apply the scientific method and to develop analytical skills. Requires completion of one 4 credit laboratory science course plus one additional course.	<ol style="list-style-type: none"> <li>1. Courses must focus on scientific content and scientific principles in a disciplinary or interdisciplinary field within the physical or natural sciences.</li> <li>2. Courses must engage students in the written and/or oral communication of scientific findings.</li> <li>3. Intended learning outcomes - Students in these courses will: <ol style="list-style-type: none"> <li>a. Demonstrate knowledge of scientific content and scientific principles in a disciplinary or interdisciplinary field within the physical or natural sciences.</li> </ol> </li> </ol>

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	The two courses do not have to be a sequence or be from the same discipline.	<ol style="list-style-type: none"> <li>b. Demonstrate an ability to use scientific terminology and concepts appropriately in meaningful scientific dialogue.</li> <li>c. Demonstrate an understanding of the process of science as an intellectual pursuit and of the ways in which scientific ideas evolve and come to be accepted.</li> <li>d. Demonstrate the ability to discuss the relevance of science in their lives and how it may affect them in their public and private roles.</li> </ol> <ol style="list-style-type: none"> <li>4. Four Credit Laboratory courses must: <ol style="list-style-type: none"> <li>a. Engage students in the methods of contemporary physical or natural science by providing them a laboratory experience.</li> <li>b. Require that students practice the application of the scientific method, including developing and revising a hypothesis, research design, appropriate collection, analysis and interpretation of data, and effective communication of findings.</li> </ol> </li> </ol>
<b>World Cultures (WC)</b>	Students will explore cultural diversity and worldviews and acquire an understanding of and sensitivity to other cultural perspectives as a way to challenge and enrich their own. This will prepare them to work in an increasingly complex world and to function in the global	<ol style="list-style-type: none"> <li>1. Students will gain knowledge about one or more cultures outside the U.S., which may include the study of their diaspora(s). Note: Courses in this category will focus on the culture of origin even if they are examining a diaspora. The designation “cultures outside the U.S.” does not exclude distinct cultures in the Americas, such as Native American, Puerto Rican, and U.S. Virgin Islands cultures.</li> </ol>

	community.	<ol style="list-style-type: none"> <li>2. Students will be exposed to diverse world views.</li> <li>3. Students will identify differences and similarities between their own culture(s) and the culture(s) that they are studying.</li> </ol>
<b>Written Communication Level I (W-I)</b>	An introduction to the foundational knowledge, literacies, and composing strategies that will help prepare students for writing across the disciplines, in the workplace, and in their local and global communities.	<ol style="list-style-type: none"> <li>1. Goals Related to What Writing Is and Does: By the end of the first level course, students should better understand: <ul style="list-style-type: none"> <li>a. that writing is a dynamic, multi-modal means of communication that is not only alphabetic, but also aural and visual;</li> <li>b. that writing is a process that emerges from and responds to specific rhetorical situations;</li> <li>c. that writing shapes and is shaped by multiple social contexts;</li> <li>d. that writing transforms the self and others;</li> <li>e. that the choices writers make have ethical dimensions and implications;</li> <li>f. that genre awareness can serve as a guide in the composing process;</li> <li>g. that academic writing shares both common and discipline-specific characteristics and conventions, including those related to research and citation practices.</li> </ul> </li> <li>2. Goals Related to Foundational Literacies: By the end of the first level course, students should have improved their ability to: <ul style="list-style-type: none"> <li>a. critically read and interpret texts;</li> <li>b. summarize and paraphrase texts;</li> <li>c. analyze texts;</li> <li>d. synthesize texts;</li> <li>e. evaluate texts.</li> </ul> </li> <li>3. Additional Goals: By the end of the first level course, students should have improved their ability to:</li> </ol>

Category	Category Description	Associated Criteria
		<ol style="list-style-type: none"> <li>a. compose in various genres;</li> <li>b. use writing as a means to learn;</li> <li>c. manage, analyze and synthesize multiple streams of simultaneous information;</li> <li>d. use and document sources according to academic norms and expectations;</li> <li>e. use technology during the composing process;</li> <li>f. use a handbook (print or online) for documenting sources;</li> <li>g. articulate constructive and thoughtful responses to others' writing;</li> <li>h. revise and edit their writing;</li> <li>i. reflect on their own writing, writing strategies and writing practice.</li> </ol>
<b>Written Communication Level II (W-II)</b>	<p>Students complete a mid-level course (typically a 200- or 300-level course) in their major, minor, general education courses or free electives that has been identified as including an intensive writing experience with the following goals:</p> <ol style="list-style-type: none"> <li>1. Students build on knowledge gained in the first-year writing course, specifically in terms of writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructors require a range of informal and formal writing assignments, either graded or ungraded, to help achieve course learning goals and objectives.</li> <li>2. At least 40% of the course grade is based on writing in its various forms (including print or digital), as determined by the instructor.</li> <li>3. Writing assignments clearly identify requirements, expectations, learning goals and assessment criteria.</li> </ol>

	<p>writing course, specifically in terms of writing processes, writing conventions and an understanding of what writing is and does.</p> <ol style="list-style-type: none"> <li>2. Students use writing as a tool for learning and thinking in content areas.</li> <li>3. Students experience writing as a process.</li> <li>4. Students learn to write effectively for various purposes and audiences.</li> </ol>	<p>4. <b>Writing</b></p> <ol style="list-style-type: none"> <li>4. Some class time is devoted to discussions about course writing assignments, conventions, or writing relevant to those assignments, effective writing strategies and effective writing processes.</li> <li>5. Students receive and respond to feedback from peers and instructor during the drafting and/or revision stages of the writing process.</li> <li>6. Instructors provide opportunities for students to reflect on their writing, their writing processes, and relationships between writing and learning.</li> </ol>
<p><b>Written Communication Level III (W-III)</b></p>	<p>Students complete an advanced-level course (typically a 400-level course or higher) in their major that has been identified as including an intensive writing experience with the following goals:</p> <ol style="list-style-type: none"> <li>1. Students continue to build on knowledge and experiences gained in the W-I and W-II writing courses, specifically in terms of writing processes, writing conventions, discipline-specific research and citation practices, and understanding what writing is and does.</li> <li>2. Students understand and experience writing as a tool for learning and thinking in the discipline.</li> <li>3. Students experience writing as a knowledge-making process in the discipline.</li> <li>4. Students learn and apply ways of thinking and writing that are common in the discipline.</li> <li>5. Students write effectively for disciplinary purposes and audiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructors require a range of informal and formal writing assignments, either graded or ungraded, to help achieve course learning goals and objectives.</li> <li>2. At least 40% of the course grade is based on writing in its various forms (including print or digital), as determined by the instructor.</li> <li>3. Writing assignments clearly identify requirements, expectations, learning goals and assessment criteria.</li> <li>4. Some class time is devoted to discussion about course writing assignments, discipline-specific writing conventions and practices related to those assignments, effective writing strategies and effective writing processes.</li> <li>5. Students receive and respond to feedback from peers and instructor during the drafting and/or revision stages of the writing process.</li> <li>6. Instructors provide opportunities for students to reflect on their writing, their writing processes, and relationships between writing and learning.</li> <li>7. Students read, analyze and produce writing that is common in the discipline</li> </ol>