The General Education Steering Committee respectfully requests that the Faculty Senate endorse this committee's anticipated process to continue General Education evaluation.

1. Refine the General Education Student Learning Goals.
    1. Senate either advocates additional work needed at Step 1, or
    2. Senate endorses the work and thereby encourages the committee to move forward to Step 2.

2. Articulate General Education Student Learning Outcomes related to each goal.
    1. Senate either advocates additional work needed at Step 2, or
    2. Senate endorses the work and thereby encourages the committee to move forward to Step 3.

3. Organize the goals and outcomes language into descriptive program focus areas.
    1. Senate either advocates additional work needed at Step 3, or
    2. Senate endorses the work and thereby encourages the committee to move forward to Step 4.

4. Use goals and outcomes language to develop First Year Experience and Themed Integrated Courses.
    1. Senate either advocates additional work needed at Step 4, or
    2. Senate endorses the work and thereby encourages the committee to move forward to Step 5.

5. Develop a General Education Course Application process using goals and outcomes as criteria to identify courses that may comprise General Education.
    1. Senate either advocates additional work needed at Step 5, or
    2. Senate endorses the work and thereby encourages the committee to move forward in utilizing Step 5.

General Education Student Learning Goals

The General Education program is designed to foster the personal, intellectual and social development of the Salisbury University student. Salisbury University provides an institutional environment and academic curriculum that supports interconnected learning and experiences, which signify an ability to analyze and make connections between ideas, concepts, and experiences - both on and off campus. The following broad categories organize the student learning goals and outcomes that align with the purpose of General Education. These categories are defined below and are aligned with descriptions of student learning goals.

A. Essential Competencies

Essential Competencies are the intellectual habits and skills that students progressively develop in order to succeed as undergraduates and as members of a rapidly changing and globally interconnected society. Upon completion of their studies at SU, students will demonstrate effective reading and communication, critical thinking and reasoning, and key literacies (aesthetic, financial, information, scientific, and quantitative).

B. Foundational Knowledge

Foundational Knowledge describes the breadth of information and experiences needed to succeed in a globally interconnected world, and is achieved through the study of the arts and humanities, social sciences, natural sciences, histories, and languages. Upon completion of their studies at SU, students will demonstrate knowledge of the physical world, the human experience, and ways of knowing.

C. Personal, Social, and Cultural Responsibility

Personal, Social, and Cultural Responsibility integrate the knowledge, skills, and core values that allow students to learn, live, and lead effectively as scholars, employees, and active citizens. Upon completion of their studies at SU, students will be aware of issues of personal wellness as well as show evidence of ethical reasoning, intellectual curiosity and inquiry, civic and community engagement, intercultural competence, respect for diversity, a commitment to environmental and social stewardship, knowledge of emerging and global issues.