

FIRST YEAR SEMINAR (UCO 1200)
PROPOSAL FORM for courses that will be taught Fall 2015 and later

Background: Since Fall 2009, all entering first year students have been required to take a First Year Seminar as part of the General Education program. Each seminar enrolls a maximum of 20-25 students and offers gateway experiences that are appropriate and challenging to first year students.

Catalog course description:

The First Year Seminar (UCO 1200) provides students with an introduction to the four goals of a liberal education at Appalachian State University. Specifically, students will practice (1) thinking critically and creatively and (2) communicating effectively. In addition, students will be introduced to the learning goals of (3) making local-to-global connections and (4) understanding responsibilities of community membership.

While each First Year Seminar course engages a unique topic examined from multiple perspectives, each course also introduces students to a common set of transferable skills. As such, First Year Seminar facilitates student engagement with: fellow students, the university, the community, and the common reading; essential college-level research and information literacy skills; and the habits of rigorous study, intellectual growth, and lifelong learning.

1. Faculty Member's Name:

2. Faculty Member's E-mail Address and Phone Number:

3. Faculty Member's Home Department/Program (if not teaching or working in another unit at present, simply put "None"):

4. Faculty Member's Contract Status:

Full-time tenured/tenure track

Full-time non-tenure track

¾ time non-tenure track

Adjunct

EPA administrator

Not currently employed by ASU

5. Approval of Department Chair/Program Director/Supervisor: Please provide the name of your chair, director, or supervisor and the date that he or she committed to release you to teach First Year Seminar for three future semesters.

Chair/Director/Supervisor

Date Approved

6. Title of Proposed Course:

7. Paragraph Course Description:

8. Is there any department or program on campus already offering a course like the one you are proposing? Please explain any related course(s) in any other academic department(s) and how your course is different from those.

9. Please share why you are interested in teaching a First Year Seminar and describe any special qualifications you could bring to FYS, including prior teaching experience, especially with first year students.

10. Please describe the relevant academic training, scholarly contributions, prior teaching, and/or work experience you have that is related to the topic of your proposed FYS course.

11. Please provide specific examples to demonstrate how your course will meet the following expectations:

Please limit responses to a maximum of 200 words per criterion.

a. Utilize at least two different modes of inquiry

b. Use engaging pedagogies and involve students in a shared process of inquiry

c. Involve students in problem-based learning with a research component (including a library component and information literacy skills)

- i. include a library research component
- ii. address information literacy skills
- iii. assign students the FYS Library Component which is, as of fall 2016, delivered online and managed by each FYS instructor through each FYS section's asulearn site.

d. Help students make connections with faculty, other students, their courses, and the university.

- i. Include an intentional focus on community building (to ensure students build an academic community, make a connection with faculty members, and feel a sense of belonging)

ii. Foster out-of-class engagement

- iii. Incorporate some level of co-curricular involvement (service-learning, cultural events, outdoor programs, etc.)

- iv. Help students appreciate interconnectedness of knowledge and the disciplines and begin to think about integration of coursework

- e. Provide explicit expectations for college-level work and college life
 - i. Provide explicit expectations and support for how to meet the level of challenge

 - ii. Include exposure to appropriate campus resources that help students actively engage in meaningful activities throughout college (e.g., Career Exploration and Development)

- f. Help students understand the purpose of college and getting a general education/liberal education

- g. Engage the year's Common Reading book selection

12. METHOD OF DELIVERY. First Year Seminar is a face-to-face class, unless there is a pedagogical reason to justify the class meeting online. Regardless, under no circumstances will FYS courses meet more than 50% online. If your course is over 10% online, please explain what percentage you are proposing would be online and why.

13. The student learning outcomes assigned to the First Year Seminar course are linked here: <http://firstyearseminar.appstate.edu/general-education-goals-and-learning-outcomes-first-year-seminar>. Every section of First Year Seminar addresses these outcomes. Please explain how your course will strive to meet the learning outcomes at the introductory level (goals 1 and 2) or introduce the learning goals (goals 3 and 4). The University's assessment of student learning outcomes through students' online A-portfolios provides the basis for assessing the General Education Program. Please limit responses to a maximum of 200 words per learning outcome.

Goal 1: Thinking Critically and Creatively:

Goal 2: Communicating Effectively:

Goal 3: Making Local-to-Global Connections:

Goal 4: Understanding Responsibilities of Community Membership:

14. Which of the 4 learning goals will your proposed FYS course have an assignment that demonstrates meeting the learning outcome? (check all that apply):

Goal 1: Thinking Critically and Creatively

Goal 2: Communicating Effectively

Goal 3: Making Local-to-Global Connections

Goal 4: Understanding Responsibilities of Community Membership

15. FYS participates in Appalachian State's goal of global learning for all students. Each FYS course carries the GLO attribution for its *examination of a single issue from multiple perspectives*, a learning outcome designed to meet the GLO goal of *cultivating intercultural competencies*. Please describe (in 200 words or less) how your proposed course will meet this objective:

16. Some Appalachian State freshmen can be given an electronic portfolio ("A-Portfolio"), which would enable the University to capture assignments and student reflections for assessment purposes. Are you interested in your First Year Seminar course being a part of the A-Portfolio pilot?

Yes

Not sure- I'd like more information

No

17. Please include with this form a draft syllabus that includes topics, reading materials, strategies for incorporating information literacy, and course assignments that promote integrative learning. Please see the detailed FYS Syllabus Checksheet at <http://firstyearseminar.appstate.edu/syllabus-checklist>.

18. Please include with this form a copy of your curriculum vitae or resume.

Submitting Your Proposal: Proposers should e-mail this completed form, with attachments, to Sheryl Mohn at mohnsc@appstate.edu.

Approval Process: The First Year Seminar Faculty Coordinating Committee, made up of three elected tenure-line faculty members affiliated with FYS, will review proposals and make recommendations (reject, revise & resubmit, accept with minor revisions, or accept) to the FYS Director. The FYS Director will send notification to proposers and, if accepted, to their chairs/directors/supervisors. Please note that approval of a course does NOT guarantee that there is a place on the schedule to teach. There are more approved FYS courses than there are open slots in the schedule.

Questions? For questions or assistance regarding A-portfolios contact Dr. Elaine Gray, A-Portfolio Director (grayje@appstate.edu). For more information or answers to questions about your proposal, please feel free to contact Dr. Rick Klima, FYS Director (klimare@appstate.edu) or Sheryl Mohn, Office Manager for FYS and General Education (mohnsc@appstate.edu).