Proposal to Add a First Year Seminar in Diversity to the UCA Core

This form must accompany any proposal to designate a course in the UCA Core as an FYS course. If the proposed course is new, attach to Curriculum Form U1 along with Curriculum Attachment A. If the proposed course is an existing course, attach to Curriculum Form U2-A along with Curriculum Attachment A. All proposals must be accompanied by a complete course syllabus.

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| Department/program area: |  | Date: |  |

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| Course prefix and number: |  | Course title: |  |

First-Year Seminar in Diversity courses are built around a set of core principles that provide structure and consistency, and facilitate creative and innovative academic experiences. To be considered an FYS Diversity course, please explain how your course will meet the following required elements:

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| **Element 1** | **Expectation** |
| Introduce students to ways of knowing, academic standards, and scholarly debates of an academic field through exploration of a special topic. | FYS courses will include the following:   * Center on a focused topic that is important to the scholarship of the discipline * Provide an introduction to disciplinary standards, conventions, and ways of thinking. |
| **Explanation (*Please answer the questions below and describe how your course will address the element and expectation)*** | |
| ***What focused topic are you proposing?***  ***What scholarly question are you attempting to answer through this topic?***  ***How are you providing an introduction to the disciplinary standards, conventions, and ways of thinking?*** | |
| Click here to enter text. | |

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| **Element 2** | **Expectation** |
| Center global perspectives and traditionally marginalized voices in the course. | FYS courses will include the following:   * Dedicate 50% or more of the course content to Element 2. |
| **Explanation (*Please answer the questions below and describe how your course will address the element and expectation)*** | |
| ***How are you dedicating a majority of the course content to global perspectives and traditionally marginalized voices?*** | |
| Click here to enter text. | |

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| **Element 3** | **Expectation** |
| Use assignment structures and pedagogical strategies that help students develop the skills needed to meet the academic expectations of college. | FYS courses will include **at least two** of the following:   * Provide frequent formative assessments that give useful, timely feedback before a summative assessment * Embed revision opportunities on key assignments * Include scaffolded assignments that allow students to develop discrete academic skills that will be used for a more complex assignment * Incorporate regular metacognitive (thinking about thinking) reflection opportunities * Offer students the opportunity to progress using labor-based contract grading. |
| **Explanation (*Please answer the questions below and describe how your course will address the element and expectation)*** | |
| ***How are you designing assignments and assessments that foster student development and create support for college-level learning?*** | |
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| **Element 4** | **Expectation** |
| Guide students in recognizing and using academic success skills such as academic reading, effective studying, and time management. | FYS courses will include **both** of the following:   * Incorporate explicit academic skill instruction (e.g., active and critical reading strategies, note-taking strategies) into course activity * Provide instruction and opportunity to apply time management strategies through a multi-step project, including the submission of a project management plan. |
| **Explanation (*Please answer the questions below and describe how your course will address the element and expectation)*** | |
| **When and where are you offering academic skills instruction within the course and what specific skills will be addressed?**  **"What multi-step project will your students complete, and how will you integrate time management instruction into it (e.g., project planning, checkpoints, reflection, etc.)?"** | |
| Click here to enter text. | |

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| **Element 5** | **Expectation** |
| Integrate the use of university resources into required assignments and available course materials, and provide opportunities to identify how resources support students from different backgrounds and during specific circumstances. | FYS courses will include the following:   * The use of multiple university resources as part of required assignments, at least one out of each the following categories:   1. Academic Services (e.g., Tutoring, Center for Writing and Communication, Library Services, Supplemental Instruction, Academic Workshops)   2. Student Services (e.g., Advising, Peer Coaching, Counseling, Office of Accessibility and Resources) |
| **Explanation (*Please answer the questions below and describe how your course will address the element and expectation)*** | |
| **How will your course help students identify when to use university resources and require them to engage with those resources through assignments and/or activities?** | |
| Click here to enter text. | |

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| **Element 6** | **Expectation** |
| Create intentional and extended opportunities for peer collaboration and support. | FYS courses will include **at least two** of the following:   * Offer multiple opportunities for pairs and small groups to work collaboratively in and out of class * Assign writing or research groups, team project-based learning, community-based learning, and experiential learning * Include peer review opportunities throughout the course |
| **Explanation (*Please answer the questions below and describe how your course will address the element and expectation)*** | |
| **In what ways will you require students to work with each other in meaningful ways that allow them to develop communication and collaboration skills?** | |
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| **Element 7** | **Expectation** |
| Include intentional, required, and repeated opportunities for faculty-student interaction outside of the class. | FYS courses will   * Require faculty-student interactions with individuals, small groups, or all students outside of class (e.g., one-on-one student conferences, a field trip, a co-curricular activity, service-learning project). |
| **Explanation (*Please answer the questions below and describe how your course will address the element and expectation)*** | |
| **What role(s) will you play when interacting with students outside of class? How will these roles facilitate their connection with you?** | |
| Click here to enter text. | |