

# FYS Course Faculty Review

## Course

### Proposal Information

This form is for FYS faculty review and GE committee review of new or existing FYS courses.

Help text appears in italics under the field.

There is a save box at the top left of the screen and floating at the center left bottom.

After launching the proposal, originators have an opportunity to review it again before approving the proposal and sending it to the next step.

#### FYS Faculty

**Name\***

**Email:\***

**Phone:**

**Department\***

*Select UAA if currently unaffiliated.*

### Course Information

**Subject Code\***

**Number\***

**FYS Course Title\***

*Enter the title of the specific FYS course.*

**Description\*****Grading****FYS Faculty Review**

Describe the primary teaching/learning formats and techniques you will use to insure that students maintain a high level of active participation in the course, which may include but are not limited to, opportunities for:

discussion, field work, review of case studies, performances, simulations, group projects, research methods, presentations, writing

**Teaching/Learning Format\***

Attach a brief (100 words or less) biographical sketch to be used in the FYS brochure that includes something about you, your research activities, publications, or other information that might be of interest to students who are considering registering for your course.

**Biographical Sketch\***

Graduate students please attach a statement of support for teaching an FYS course from a faculty mentor.

### Statement of Support\*

- Statement attached
- Faculty instructor

## GE Committee Review

### Proposal Objective

Courses included in the General Education Program must satisfy the following standards: (I) the Guidelines for General Education, (II) a Distribution Area, and (III) one or more Functional Competencies.

Approved GEP statements on [General Guidelines, Distribution, and Functional Competencies](#) are available on the GE website.

### I. General Education

How/why is this course a General Education course? Does it provide a broad introduction to the content or methods of the field? Is it available to non-majors and taught in a way that is accessible to them? When proposing lower-level courses, address the guidelines briefly; for specialized or upper-level courses, explain more fully.

### General Education\*

### II. Distribution Area

Courses may carry only one Distribution Area designation, except in the case of Culture courses, where a second (alternative) Distribution Area may be appropriate. [Distribution Areas are defined here.](#)

**Distribution Designation\***

Briefly explain how the course addresses the Distribution Area(s) selected. More complete explanations may be needed when the Distribution Area request differs from the conventions of the field or from standard General Education practice. Speak specifically to the bulleted items that relate to the designation you have selected.

**Distribution Area Fulfilled\*****III. Functional Competencies**

All General Education courses must meet at least one of the following functional competencies. Please select one or two functional competencies met by this course. [Functional Competencies are defined here.](#)

**Functional Competencies**

No Functional Competencies

Briefly summarize how the course meets each of the functional competencies selected above.

**Functional Competencies\***

Briefly summarize the assessment method(s) you will use to directly measure student learning related to the functional competencies and other student learning outcomes you have identified for the course. Please note that overall grades on regular class work and exams are not measures that are used to assess student learning. You may also wish to include indirect measures of student learning such as student self-reports about their learning on surveys and questionnaires.

Examples of direct measures:

- Written work, performances, or presentations scored with criteria or a rubric
- Appropriate questions embedded on class exams, quizzes, or homework
- Score gains on appropriate pre- and post-tests
- Portfolios of student work scored with criteria or a rubric
- Summaries/analyses of electronic discussion threads scored with criteria or a rubric
- Classroom response system (clicker) questions
- Scores on standardized exams

Your assessment plan must identify what you will ask the students to do to demonstrate their growth in the competencies selected, must clearly state how your assessment efforts will be conducted, what measures you will use, and how you will use the information gathered via your assessment efforts.

### **Assessment Plan\***

Please attach a course syllabus and any required letters of support using the attachment tab on the righthand side of the screen.

The syllabus should be fairly complete with a strong focus on the general learning goals with an assessment plan for the functional competencies, main topics to be covered, a time line, and a list of possible texts.

### **Syllabus Attached\***

Syllabus attached

## Registrar's Office Use



### Semester Effective