**USP 2015 FYS COURSE APPROVAL FORM**

**GENERAL DIRECTIONS FOR SUBMISSION OF FYS COURSES**

**Initiator of Proposal**

* Complete the **USP 2015 Course Approval Form** (found on Page 3 of this document) and the **USP 2015 Learning Outcomes Form** (found on Page 5 of this document). Submit this entire document electronically to your department head/chair.
* In addition to the completed **USP 2015 Course Approval Form** and **USP 2015 Learning Outcomes Form** (both contained in this document), submit your **Course Syllabus** to your department head/chair. Consult Page 2 of this document for more specific information about the syllabus.
* A **Course Action Request Form (CARF)** will not be required by the Registrar’s Office for courses seeking USP 2015 designation in 2014. The USP Committee will notify the Registrar of approved courses automatically.
* **Note:** If you are submitting a proposal for FYS, COM1, COM2, or COM3, there may be additional requirements that are not included in the instructions on this page. Consult Page 2 of this document for the **Directions for Submission** for those USP designations!

**Department Chair/Head**

* Enter your electronic signature on the **2015 Course Approval Signature Page** (found on Page 4 of the document).
* Electronically forward the **USP 2015 Course Approval Form/ USP 2015 Learning Outcomes Form** (e.g. this entire document) and **Course Syllabus** to ***the Office of Academic Affairs (******usp@uwyo.edu******)***.
* Please notify the Associate Dean of your college that the course has been submitted to the USP committee for approval.
* All FYS courses will be submitted to the USP Committee for final approval. Once approved, Academic Affairs will submit record of the approval to the Registrar’s Office.

***Questions regarding procedural issues or the status of a request should be directed to Jake Hayden, USP Committee Coordinator at*** ***usp@uwyo.edu******.***

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**DIRECTIONS FOR SUBMISSION OF FIRST-YEAR SEMINAR (FYS) COURSES**

**Course Policies**

1. First-Year Seminar courses must be 3-credit hours.
2. First-Year Seminar courses will be limited to 24 students.
3. Exceptions to the capacity limit may be made on a case-by-case basis to the USP Committee consistent with course outcomes. A request for an exception must be in writing and accompany the USP 2015 Course Approval Form request through the approval process.
4. FYS courses are to be taught by highly motivated and experienced instructors.
5. FYS instructors should be engaged in professional development regarding FYS.
6. GA(s) may be used in the FYS courses if they are under the direction of a faculty member and not exclusively teaching the course. If you are proposing to include GAs in the delivery of a FYS course, please explain the role of the GA(s) in the delivery of the course. This explanation must be in writing and accompany the USP 2015 Course Approval Form request through the approval process.
7. First-time applications for Spring FYS courses must be submitted to the USP committee by September 1st. First-time applications for Fall classes are due by November 1st.
8. The USP committee requires that each FYS course be resubmitted once following its original approval. The resubmission process is simpler than the original application. Please go to our Faculty Resource Page ([http://www.uwyo.edu/unst/usp2015/fys/faculty-faqs.html)](http://www.uwyo.edu/unst/usp2015/fys/faculty-faqs.html%29) for details. Thereafter, re-approved classes will go onto the three-year rotation that is required for re-approval of all USP classes.
9. If the instructor of the course should change following approval (or re-approval) a new application should be submitted.
10. If a significant change is made to the title or description of the course, a Course Action Request form must be submitted (<http://www.uwyo.edu/registrar/faculty_and_staff/course%20committee.html>)
11. Class sessions must be devoted to teaching the research process.
12. A grading scale of A/B/C/D/F without +/- is required.

**In addition to the completed USP 2015 Course Approval Form, a Course Syllabus must be submitted for review.**

A Course Syllabus should include the following elements:

1. The common/required elements of a course syllabus (UW Regulation 2-117);
2. A statement within the course description to indicate that the course fulfills the USP 2015 FYS requirement (see example statement below);
3. The Student Learning Outcomes for FYS courses, mapped to assignments
4. A description of the Significant Project.
5. A statement indicating that students may not withdraw from this course without instructor and advisor permission;
6. A course schedule that indicates instructional topics and activities to support the required Student Learning Outcomes.

**Example FYS Statement for Syllabus**

This course fulfills the First-Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First-Year Seminar curriculum.

***Questions regarding how to fill out the USP 2015 Learning Outcomes Form (starting on Page 5) should be directed to:***

**Allison Gernant, USP First-Year Seminar Coordinator at** **agernant@uwyo.edu**

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**USP 2015 COURSE APPROVAL FORM**

(**Electronically forward this form for approval per the instructions on Page 1**)

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| --- |
| **PART 1: CONTACT INFORMATION** |
| Initiator of Proposal: |  |
| Title: |  |
| Department: |  |
| Phone: |  |
| Email: |  |
| **PART 2: COURSE INFORMATION** |
| Course Prefix & Number: |  |
| Course Title: |  |
| Effective Date: | **(Month/Day/Year)** |
| Credit Hours: |  |
| No. Students Per Section: |  |
| **PART 3: REQUEST FOR USP 2015 DESIGNATION** |
| First-Year Seminar | FYS | [ ]  | **Note:** *Courses proposed for USP 2015 can only meet one USP designated category so check only one* *box.* |
| Communication 1 | COM1 | [ ]  |
| Communication 2 | COM2 | [ ]  |
| Communication 3 | COM3 | [ ]  |
| Quantitative Reasoning | Q | [ ]  |
| Human Culture | H | [ ]  |
| Physical & Natural World | PN | [ ]  |
| U.S. & Wyoming Constitutions | V | [ ]  |
| **PART 4: DOCUMENTS REQUIRED FOR APPROVAL FOR UNIVERSITY STUDIES** |
| In addition to completing the ***USP 2015*** ***Learning Outcomes Form*** that begins on Page 5 of this document, please attach the **Course Syllabus**per the instructions on Page 2. By checking the “Yes” boxes below, you are confirming that this information was provided. |
| Learning Outcomes Form completed | Yes [ ]  | No [ ]  |
| Syllabus attached | Yes [ ]  | No [ ]  |
| **PART 5: ACKNOWLEDGEMENT OF ASSESSMENT PROCESS**(Please check box to agree to the statement below) |
| [ ]  I acknowledge that all instructors teaching this course are required to provide examples of student work and participate in assessment activities when requested by the USP Committee or the University Assessment Coordinators. |

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**USP 2015 COURSE APPROVAL SIGNATURE PAGE**

**Please note: *Entering your name below in the space provided and forwarding electronically constitutes your electronic signature.***

**Record of Approval for All USP Course Categories:**

***Department/Program Head***

|  |  |
| --- | --- |
| Name | Date (Month/Day/Year) |
|       |       |
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**Record of Additional Approval for FYS, COM1, COM2, and COM3 Courses:**

***USP Committee Chair***

|  |  |
| --- | --- |
| Name | Date (Month/Day/Year) |
|       |       |

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**USP 2015 LEARNING OUTCOMES FORM**

**First-Year Seminar (FYS) Courses**

**Introduction**

Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First-Year Seminar curriculum. These skills will be reinforced throughout the baccalaureate experience.

**Required Student Learning Outcomes**

Courses must meet **all six** Critical & Creative Thinking student learning outcomes:

1. Access diverse information through focused research, active discussion, and collaboration with peers.
2. Separate facts from inferences and relevant from irrelevant information, and explain the limitations of information.
3. Evaluate the credibility, accuracy, and reliability of conclusions drawn from information.
4. Recognize and synthesize multiple perspectives to develop innovative viewpoints.
5. Analyze one’s own and others’ assumptions and evaluate the relevance of contexts when presenting a position.
6. Communicate ideas in writing using appropriate documentation.

Note: All FYS courses must contain a Significant Project wherein students will creatively showcase what they have learned (e.g. research paper; multi-modal research project; web-design advocacy project; conference poster; case studies/ethnographies with primary research; other).

**LEARNING OUTCOMES FORM (continued)**

**First-Year Seminar (FYS) Courses**

**In the following table, please provide a brief description (50 words or less) and attach appropriate documents (if necessary) that demonstrate how each *Student Learning Outcome* will be achieved in this course and how each outcome will be assessed in this course.**

|  |  |  |
| --- | --- | --- |
| **FYS Student Learning Outcomes** | **How will this outcome *be achieved* 1****in this course?***Provide specific examples of assignments and activities* | **How will this outcome *be assessed* 2****in this course?** |
| Access diverse information through focused research, active discussion, and collaboration with peers. |       |       |
| Separate facts from inferences and relevant from irrelevant information, and explain the limitations of information. |       |       |
| Evaluate the credibility, accuracy, and reliability of conclusions drawn from information. |       |       |
| **FYS Student Learning Outcomes** | **How will this outcome *be achieved* 1****in this course?***Provide specific examples of assignments and activities* | **How will this outcome *be assessed* 2****in this course?** |
| Recognize and synthesize multiple perspectives to develop innovative viewpoints. |       |       |
| Analyze one’s own and others’ assumptions and evaluate the relevance of contexts when presenting a position. |       |       |
| Communicate ideas in writing using appropriate documentation. |       |       |

NOTE: Please briefly describe (below) your significant project, and state which of the learning outcomes will be explicitly assessed.

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1 ***Achievement*** of a Student Learning Outcome will involve various educational strategies that may vary by both course and outcome. Some of these strategies will be employed ‘in class’ (e.g. lectures, student presentations, discussions, laboratory exercises, writing assignments, sample problems, pair-shares), while others will be realized out-of-class (e.g. readings, homework problems, literature searches, writing assignments). In other words, educational strategies include any and all activities employed in a course that help students to achieve the outcome.

2 ***Assessment*** is one or more processes that identify, collect, and prepare data to evaluate the attainment of student learning outcomes. Effective assessment uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome being measured. Different assessment methods may be used for different outcomes: appropriate sample methods may also be used. Assessment methods that might be employed include direct assessment of student work, standardized examinations/exam questions, locally developed examinations/exam questions, simulations, exit interviews, written surveys or questionnaires, focus groups, performance appraisals, external examiners, oral exams, behavioral observations, and portfolios.