

Fayetteville State University

CORE CURRICULUM COURSE CERTIFICATION REQUEST

This form should be accompanied by a syllabus that states course description, FSU Student Learning Outcomes, assignments, exams, and methods of instruction.

Course UNIV 101-102 _____ Title Freshman Seminar 1-2 ___ Credit Hours 1

Prerequisites none _____ Number of sections 40 _____ Class size 20-25

1. Course Description

Give course description and map course to FSU Student Learning Outcomes.

See attached

2. Assessment

All certification requests must include an assessment plan. A description of the following should be linked to the FSU Student Learning Outcomes:

All sections of Freshman Seminar have the same assignments and exams. For many of the assignments, instructors have considerable latitude to develop and administer the assignments as they see fit. Most assignments have common rubrics.

The following includes only assignments in which core student learning outcomes are assessed.

a. Describe assignments and exams common to all sections

1. UNIV 101

1. Orientation Assignment. Students take a CLA-like assessment during Orientation Week. (Critical Thinking, Communication Skills)
2. Academic Success Plan (Ethics and Civic Engagement). The Academic Success Plan includes three sub-assignments:
 1. A Personal Mission Statement: Students write an essay describing their values, goals, and objectives in life.
 2. Academic Success Plan: Students complete a form indicating their strengths and areas for improvement as well as specific actions they will take to be successful in the coming term.
 3. Academic Success Interview: Students meet with their advisor to review the Mission Statement, the Plan, and the College Student Inventory.
3. Midterm Grade Assignment: Students must calculate their GPA at midterm. Students with midterm grades of D or F must meet with the instructor of each class in which they earned a D or F and discuss ways to improve their grades. (Reasoning Skills – Quantitative Reasoning.)
4. Catalog/GPA Quiz. Students must analyze the transcript of a hypothetical student and provide advice.

5. Pre-Registration Assignment. Students must create a list of proposed courses to take the next semester, based on the courses they are currently taking and their intended major. Once they register for classes, they must send their schedule to the instructor.
 6. BOZ will be BOZ. Students read a hypothetical case study of a situation involving drinking and sex at a fraternity (BOZ) party. The woman claims she was raped, the men claim the sex was consensual. A variety of witnesses saw or heard parts of the incident. Using the evidence provided in the reading, they must argue whether or not the men are guilty of rape. (Critical Thinking, Communication Skills)
2. UNIV 102
 1. Personal Finance Assignment. Students are required to advise a hypothetical student on creating a budget using financial aid. (Communication Skills; Reasoning Skills – Critical Thinking and Quantitative Reasoning)
 2. Portfolio. Students must compile a portfolio of work demonstrating their proficiency in Core Learning Outcomes and in career-related skills. (Communication Skills; Reasoning Skills – Critical Thinking; Reasoning Skills – Quantitative Reasoning; Scientific Literacy; Global Literacy; Ethics and Civic Engagement)
 3. Career Presentation/Interview (Communication Skills).
 4. Final Assessment. Students are given a CLA-like assignment that is scored using a common rubric. (Communication Skills; Reasoning Skills – Critical Thinking)
- b. Describe at least two different forms of assessment common to all sections.
 1. CLA-like assignment rubric score. The Orientation Assignment and BOZ essay are scored using the Critical Thinking Rubric Score.
 2. Core Portfolio Assessment: Students construct a portfolio of documents representing their mastery of core student learning outcomes. Freshman Seminar instructors will score a random sample of portfolios using Core Students Learning Outcome rubrics.
 3. Career Interview/Presentations. Freshman Seminar instructors will video-tape a random sample of student presentations or interviews required for UNIV 102. These interviews/presentations will be scored using the University College Presentation Rubric.
 - c. Describe how assessment data is/will be collected and used for continuous improvement.

Each year University College will select one or two of its learning outcomes to assess. This year we are assessing our contribution to student critical thinking outcomes. We have developed a Critical Thinking rubric that has been applied to the Orientation and BOZ assignments. It will be applied to two assignments in Freshman Seminar 2, including the final assessment. The first and last assignments will be blind-assessed by two readers. University College will determine the average difference between scores at the beginning and end of the year. The goal is to

improve scores by 20%. The results will be used to determine whether the Freshman Seminar reinforces critical thinking skills. If the goal is met, we will choose another core learning outcome to assess next year. If the goal is not met, we will assess critical thinking for an additional year. We will redesign assignments to better emphasize critical thinking.

3. **Instruction**

Describe how the course is taught. Include:

- a. methods of instruction (e.g., lectures, discussions, small groups, simulation), pointing out opportunities for active student learning.

Freshman Seminar incorporates a variety of instruction methods. Some lecture is used to introduce subjects. Discussion is used for reading assignments. Every section uses small groups to reinforce teamwork. A role-playing exercise is included in Freshman Seminar 1. In Freshman Seminar 2, students must give a presentation or participation in an interview.

- b. qualifications required of all those who might teach the course, with areas of expertise, experience, and training

Freshman Seminar instructors must have a master's degree, but the subject area is open. Instructors represent different disciplines that enable them to work with students intending to major in those disciplines. Experience working in higher education advisement and/or academic support is required.

- c. name and rank of all instructors for the previous two years, number of sections taught by each, degree and discipline of each

See attached

- d. description of how course will be coordinated to insure consistent implementation and assessment across all sections of the course

The Director of University College works with the University College Curriculum Committee to ensure consistency in the course. Each instructor is required to produce a portfolio as part of the evaluation process each year. The portfolio includes sample student work as well as materials developed by the instructor for the course.

COURSE COORDINATOR

John I. Brooks III _____ phone 1060 _____ email jibrooks@uncfsu.edu _____

SIGNATURES

Department Chair _____ Date _____	recommend	deny
	<input type="checkbox"/>	<input type="checkbox"/>
College Dean _____ Date _____	<input type="checkbox"/>	<input type="checkbox"/>
Core Review Committee _____ Date _____	approve	deny
	<input type="checkbox"/>	<input type="checkbox"/>
Provost _____ Date _____	<input type="checkbox"/>	<input type="checkbox"/>