

## General Education First-Year Inquiry Seminar Re-Certification Process

Seminar topics will be re-certified according to the review process described below. The proposal representative is responsible for submitting the proposal to their Department and then to UCPRC for review.

### *Description of the certification/approval/re-approval process for FYI courses*

1. For an existing course that is to retain the “FYI” label, the department offering the course must demonstrate how it meets each of the specific criteria as outlined in the approved UNIV 103 course proposal. The department will submit to the chair of UCPRC (electronically) the following re-certification documents:
    - a. A brief evaluation form (appended).
    - b. A course syllabus.
    - c. Any supporting documentation the instructor/department feels is needed to support the evaluation.
  2. The chair of UCPRC distributes the submitted documents to the FYI Sub-committee of UCPRC for review.
  3. Re-certification process:
    - a. Faculty member’s department.
    - b. UCPRC chair who sends it to the FYI Sub-committee. (Proposal representatives may be expected to meet with the FYI Sub-committee.)
    - c. The FYI Sub-committee of UCPRC reviews the proposal and makes one of three recommendations to UCPRC as listed below.
    - d. UCPRC then makes the final decision regarding the proposal.
  4. One of three actions results at each stage:
    - a. Approval of the “FYI” label for the course as presented.
    - b. Approval of the “FYI” label subject to certain amendments agreed to by the proposal representative. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
    - c. Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal representative. Revised certification documents must undergo the complete certification review process.
  5. The chair of UCPRC communicates final decisions regarding each course to the proposal representative. In addition, the chair of UCPRC advises the Faculty Senate at each full Faculty Senate meeting of courses that have been approved to meet the new “FYI” requirements.
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## **Guidelines for the FYI Requirement**

Based on UNIV 103 Course Proposal

The First-Year Inquiry Seminar is designed to meet four critical needs: 1) to imbue an appreciation in students of critical thought as it is developed in a variety of disciplines, 2) to create a culture of intellectual richness at the beginning of a student's experience with Millersville general education and socialize students to that culture, 3) to improve student-faculty interactions in the first college year, and 4) to assist entering students in their transition to college, academically, socially and personally.

Course objectives:

- a) Investigate a specific topic or question in-depth.
- b) Consider the connections within and between various fields of study.
- c) Discuss and explore how diverse viewpoints can aid and enhance research and understanding.
- d) Recognize the need to explore underlying assumptions in both people and text.
- e) Demonstrate strengthened inquiry, research and information literacy skills.
- f) Reflect upon the importance of civic responsibility.
- g) Discuss and practice integrity within personal and educational contexts
- h) Develop skills in oral discussion and written communication
- i) Learn to utilize university resources including registration and other academic services\*

\*Approximately 25% of the course content should include academic and social transition topics that help our students succeed.

**Request for Re-Certification of First Year Inquiry Seminar**

UNIV 103	
<b>Subject and Course Number</b>	<b>Section Title</b>

<b>Proposing Department</b>	<b>Proposal Representative</b>	<b>Contact Email</b>	<b>Phone Extension</b>

**Approval/Submission Record:**

	Name	Signature	Date Approved
Department Chair			
FYI Sub Chair			
UCPRC Chair			

*Please attach the course syllabus to this form. Use TextEdit, comment, highlight, or label to detail alignment of the section with the critical needs and course objectives listed on page 2.*

Critical Needs	Syllabus
1) <b><i>To imbue an appreciation in students of critical though as developed in a variety of disciplines.</i></b> Explain how this seminar will introduce and support (i) the development of critical inquiry skills and (ii) the exchange of ideas in a seminar format.	
2) <b><i>To create a culture of intellectual richness at the beginning of a student's experience with Millersville general education and socialize students to that culture.</i></b> Provide examples of how this seminar promotes an understanding and appreciation of the liberal arts tradition and the General Education program at Millersville.	
3) <b><i>To improve student-faculty interactions in the first college year.</i></b> Explain how this seminar will support the students' successful transition into college life by fostering connections between and among students, teachers, and the college community.	
4) <b><i>To assist entering students in their transition to college, academically, socially, and personally.</i></b> Highlight examples of student transition activities required in your course. It is expected that approximately 25% of the course consist of student transition topics.	

Learning Objectives	Syllabus
1) <b><i>The seminar investigates a specific topic or question in depth.</i></b> Provide examples of how this seminar provides intellectual richness through its assignments and assessments.	
2) <b><i>The seminar considers the connections within and between various fields of study.</i></b> Provide examples of how the seminar encourages students to consider multiple perspectives in advancing their understanding of the importance of social, cultural, scientific, technological, and/or aesthetic problems.	
3) <b><i>The seminar discusses and explores how diverse viewpoints can aid and enhance research and understanding.</i></b> Provide examples of how the seminar encourages students to consider multiple perspectives in advancing their understanding of the importance of social, cultural, scientific, technological, and/or aesthetic problems.	
4) <b><i>Recognize the need to explore underlying assumptions in both people and text.</i></b>	
5) <b><i>Students will demonstrate strengthened inquiry, research, and information literacy skills.</i></b> Explain how this seminar intends to strengthen students' information literacy.	
6) <b><i>Students will reflect upon the importance of civic responsibility.</i></b> One of the objectives of the FYI seminar is to foster an appreciation of the importance of civic engagement and promote participation in service learning activities. Explain and provide examples of how this seminar will accomplish this.	
7) <b><i>Students will discuss and practice integrity within personal and educational contexts.</i></b>	
8) <b><i>Students will develop skills in oral discussion and written communication.</i></b> Explain how this seminar will have meaningful written and oral components. Provide one or more examples of how this will be implemented.	
9) <b><i>Students will learn to utilize university resources including registration and other academic services.</i></b>	

Please attach a course syllabus that documents how this course meets the expectations of an FYI course as stated above. For any critical need or objective that is not clearly stated or described in the syllabus (marked NO above), please explain below.