

# Appendix D: First Year Seminar Category Course Submission Requirements and Evaluation Criteria and Rubrics

## COURSE SUBMISSION REQUIREMENTS

Minimum Required Materials for GEOC Review (per GEOC Standing Rules):

1. Cover Letter/Rationale/Justification
  - a. Rationale must include sound justification as to why this course meets the requirements for the First Year Seminar (FYS) category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the FYS category.
    - i. Critical Thinking and Reasoning: Students will be able to analyze evidence to support or create interpretations, arguments, or claims; identify and analyze the connections between evidence and claims; evaluate the strength and weaknesses of conclusions and opinions; and determine the scope of evidence needed for original arguments.
    - ii. Effective Reading: Students will be able to extract and construct meaning by interacting with written language.
    - iii. Information Literacy: Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; and use information ethically and effectively to accomplish a specific purpose.
    - iv. Oral Communication: Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.
    - v. Written Communication: Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.
    - vi. Intellectual Curiosity: Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.
  - b. FYS category-specific list of criteria follow.
2. Course Syllabus
3. Example Assignment(s)
4. Example Assessment(s)

Minimum Rubric Evaluation Criteria for SLOs (per GEOC Standing Rules):

Critical Thinking and Reasoning	Analyze evidence to support or create interpretations, arguments, or claims
	Identify and analyze the connection between evidence and claims
	Evaluate the strength and weaknesses of conclusions and opinions
	Determine the scope of evidence needed for original arguments

Effective Reading	Extrapolate ideas from writing
	Apply reading strategies to different learning purposes

Information Literacy	Decide the range and scope of needed information
	Access information effectively
	Evaluate information critically and ethically
	Use information effectively to accomplish specific purposes
	Use information ethically

Oral Communication	Prepare purposeful oral communication appropriate to the audience, purpose, and context
	Deliver purposeful oral communication appropriate to the audience, purpose, and context
	Reflect upon purposeful oral communication appropriate to the audience, purpose, and context
Written Communication	Express themselves through writing appropriate for different purposes, audiences, and situations
	Compare and understand different styles of writing
	Connect evidence to claims in multiple writing assignments
	Effectively apply strategies to revise and improve writing
Intellectual Curiosity	Demonstrate an awareness of intellectual connections across a range of disciplines, professions, and/or enduring questions
	Formulate questions that support sustained inquiry, research, and/or creative production
	Foster increased intellectual humility, respect for intellectual difference, and an openness to exploring new ideas or perspectives
	Reflect critically on one's own course of study

Salisbury University, as a center of learning, research, culture, and community, requires a First Year Seminar (FYS) for all students in their first year (including transfer students). FYS courses are an introduction to a Salisbury University education that encourages exploration of relevant issues or enduring questions from multiple perspectives. The courses are content and inquiry-driven and not exclusive to one discipline or major. For this reason, FYS courses combine learning with mentorship and a student focused approach. FYS courses address a specific topic or theme in a way that is both rooted in the knowledge of the instructor and provides to students an understanding of the natural connections of inquiry between disciplines. They can be used to introduce students to a contemporary or enduring problem, a geography, culture or period in time, a body of literary or creative engagement, a sustained scientific investigation, a domain of professional practice, or a new way of thinking or knowing the world. In FYS courses, students will acquire foundational skills and expectations for educational and professional success, as well as an increased awareness of SU and its resources.

FYS are designed, assessed, and approved with specific outcomes in mind.

## **FYS PROGRAM OUTCOMES**

FYS courses will provide opportunities to:

- Achieve the elaborated SLOs at the lower-division level
- Become familiar with the wide range of academic and community resources available on campus to support student success
- Become aware of the value of academic knowledge, methodology, expertise, specialization, and disciplines
- Demonstrate preparedness for academic work and life
- Gain awareness of a range of topics, academic fields of study, and areas of professionalization
- Display a clear understanding of sources of knowledge and their uses
- Engage with problems of consequence through the critical analysis of materials (texts, data, images, etc.)
- Prepare for future academic challenges

FYS Category-Specific Materials/Responses:

1. FYS rationale (maximum of 150 words per question) answering the following prompts. Each response is an opportunity to provide evidence of alignment with outcomes. **Faculty need not respond to every question; however, responses taken as a whole should demonstrate alignment between the FYS program and the proposed course.**
  - a. What is the principal course topic and its intellectual value for an FYS? What fundamental questions does your course address?
  - b. Why is it important to teach this course?
  - c. How has your background, training, achievements, or other experience inspired you to design and teach this course?
  - d. How does this topic address the academic needs of a new SU student?
  - e. What consideration has been given to the diversity of students and the wide range of academic paths served by this course?
  - f. How does this seek to broaden the perspective of a new student?
  - g. What disciplines are relevant or connected to this course design?
  - h. If a student wishes to explore future aspects of this topic, what current SU courses would follow naturally from this course design?
2. Completed FYS SLO Course Matrix with evidence to support the inclusion and assessment of each FYS category SLO in the proposed course.

**FYS SLO COURSE MATRIX**

All rows and columns do not need to be filled for every SLO; however, evidence for addressing each SLO in the course must be provided.

Note: This table is provided here for planning purposes. The first three columns will be available as fillable fields in Curriculog. Subcommittee comments will be entered separately.

<b>Critical Thinking</b>			
<b>WHERE or WHEN</b> (syllabus or course structure)	<b>Course Content</b> (Readings & Materials)	<b>Course Activities</b> (Assignments, Assessments, & Activities)	<b>Subcommittee Evaluation</b> (approval or feedback)

<b>Oral Communication</b>			
<b>WHERE or WHEN</b> (syllabus or course structure)	<b>Course Content</b> (Readings & Materials)	<b>Course Activities</b> (Assignments, Assessments, & Activities)	<b>Subcommittee Evaluation</b> (approval or feedback)

**Written Communication**

<b>WHERE or WHEN</b> (syllabus or course structure)	<b>Course Content</b> (Readings & Materials)	<b>Course Activities</b> (Assignments, Assessments, & Activities)	<b>Subcommittee Evaluation</b> (approval or feedback)

**Information Literacy**

<b>WHERE or WHEN</b> (syllabus or course structure)	<b>Course Content</b> (Readings & Materials)	<b>Course Activities</b> (Assignments, Assessments, & Activities)	<b>Subcommittee Evaluation</b> (approval or feedback)

**Effective Reading**

<b>WHERE or WHEN</b> (syllabus or course structure)	<b>Course Content</b> (Readings & Materials)	<b>Course Activities</b> (Assignments, Assessments, & Activities)	<b>Subcommittee Evaluation</b> (approval or feedback)

**Intellectual Curiosity**

<b>WHERE or WHEN</b> (syllabus or course structure)	<b>Course Content</b> (Readings & Materials)	<b>Course Activities</b> (Assignments, Assessments, & Activities)	<b>Subcommittee Evaluation</b> (approval or feedback)

## COURSE PROPOSAL EVALUATION CRITERIA AND RUBRICS

GEOC Advisory Subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions for FYS. Each rubric connects to the ideas of the areas above.

A submission is deemed as meeting a suitable threshold when there is evidence to satisfy all elements in the FYS Course Evaluation Rubric.

<b>Course Evaluation Rubric: To be completed by the subcommittee</b>			
<b>Criteria</b>	<b>Yes</b>	<b>No/ Partial</b>	<b>Feedback</b>
The course rationale is complete and well-developed.			
A complete course syllabus is submitted.			
<b>FYS course provides an opportunity to:</b>			
Become familiar with the wide range of academic and community resources available on campus to support student success ( <i>Rationale Prompt A, C, D, E, F</i> )			
Become aware of the value of academic knowledge, methodology, expertise, specialization, and disciplines ( <i>Rational Prompt B, C, E, G, H</i> )			
Demonstrate preparedness for academic work and life ( <i>Rational Prompt D, E, G</i> )			
Gain awareness of a range of topics, academic fields of study, and areas of professionalization ( <i>Rationale Prompt A, B, C, E, F, G, H</i> )			
Display a clear understanding of sources of knowledge and their use ( <i>Rationale Prompt A, D, G</i> )			
Engage with problems of consequence through the critical analysis of materials (texts, data, images, etc.) ( <i>Rationale Prompt B, F</i> )			
Prepare for future academic challenges ( <i>Rationale Prompt D, G, H</i> )			
Achieve the elaborated SLOs at the lower division level ( <i>See FYS SLO Course Matrix</i> )			

### Final remarks and decision, to be completed by the subcommittee:

- Accept the course, as submitted, for FYS.
- Suggested revisions to meet FYS requirements: