

**Core Curriculum
Course Proposal Cover Sheet**

Department **First Year Seminar Course**

College: **All Colleges**

Department Head N/A—proposal prepared by Diane Taylor, chair of FYS committee

Course Prefix & Number **FYS 101**

Course Title **Transitioning to University Studies**

Course Description Practical study designed to prepare the student for university life, aid in the development of skills for academic success, promote personal growth and responsibility, and encourage active involvement in the learning process from an individual college perspective.

Please select the THECB Foundational Component Area for which this course is being submitted. (Please select only one)

Social and Behavioral Sciences ([download forms](#))

(The “download forms” link for the selected Component Area includes the **Foundational Component Area Justification Form** and the **Student Learning Outcome Alignment Form**)

Checklist:

Course Proposal Cover Sheet

Foundational Component Area Justification Form

Student Learning Outcome Alignment Form

SOCIAL and BEHAVIORAL SCIENCE

FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM

Rationale: Please provide a rationale for the course which explains how the course being proposed fits into this component based on the component's description. For your convenience, the overall description and rationale for this component are included below.

Social and Behavioral Science (from THECB Chapter 4: 4.28)

- Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively
- Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills and Social Responsibility.

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Rationale for Inclusion in this Category:

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and the interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture. The first year seminar course will explore the interactions of individuals, groups and other institutions within specific academic disciplines. Students will be involved in the development of effective communication strategies, meaningful engagement with peers within their chosen academic major, and the exploration of information, concepts and ideas to assist in the development of critical thinking and analysis skills.

STUDENT LEARNING OUTCOME ALIGNMENT FORM
Social and Behavioral Science

Course Prefix/Number: FYS 101

Course Title: Transitioning to University Studies

Core Objective: Critical Thinking CT1: Students will evaluate evidence in analysis, interpretation or arguments

Course SLO(s): Students will evaluate evidence in analysis, interpretation or arguments.

Learning Activities: assigned readings, class discussions, presentations

Means of Assessment: successful completion of exam questions targeting analysis, synthesis and evaluation of information

Core Objective: Critical Thinking CT2: Students will synthesize varied components of information to form a rational conclusion.

Course SLO(s): Students will synthesize varied components of information to form a rational conclusion.

Learning Activities: assigned readings, class discussions, class presentations

Means of Assessment: successful completion of exam questions targeting analysis, synthesis and evaluation of information

Core Objective: Communication C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s): Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Learning Activities: class discussions, class presentations, journaling

Means of Assessment: evaluation of written products and/or oral presentations via rubrics

Core Objective: Empirical and Quantitative Skills EQS1: Students will gather, interpret or use numerical data/observable facts to arrive at an informed conclusion.

Course SLO(s): Students will gather, interpret or use numerical data/observable facts to arrive at an informed conclusion.

Learning Activities: financial literacy module activities

Means of Assessment: financial literacy module assessment/evaluation tools

Core Objective: Social Responsibility SR1: Students will demonstrate an understanding of different cultural perspectives.

Course SLO(s): Students will demonstrate an understanding of different cultural perspectives.

Learning Activities: content area career exploration, core values and diversity modules, class discussion, journaling

Means of Assessment: class discussion evaluation, written products via rubrics; or module evaluation tools

Additional objectives at the discretion of the department.

Core Objective: Not a core objective, per se, but required by THECB rule.

Course SLO(s): Students will demonstrate an understanding of basic financial literacy, including budgeting, managing debt and credit, saving and investing, preventing identity theft and retirement planning

Learning Activities: financial literacy online module activities

Means of Assessment: financial literacy online module assessment and evaluation tools

As department head, I will ensure that all faculty that teach this course are aware of the requirements that these core objectives and learning strategies be incorporated into the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Signature__s/Diane Taylor, AVP for Academic Programs and Accreditation, in lieu of individual department heads_