# UHD First-Year Seminar

# What It Is and How to Propose One

We’re glad you’re interested in the First-Year Seminar! We are seeking instructors who have a commitment to the following:

1. Supporting student success across their first-year experience
2. Helping first-year students transition successfully to college-level learning and university culture
3. Using course content to help students practice and develop active learning strategies that will serve them across their coursework.
4. Identifying an engaging, academically-focused topic. The topic reflects the instructor’s passion for learning and falls within one of the broad areas of the core curriculum.

The General Education Committee recommends that instructors be full-time faculty; however, long-term adjuncts may teach a seminar at the discretion of the department chair in consultation with the FYS Coordinator or GEC chair.

**Please read through the information about the seminar in Section 1 and then start the steps to propose your own in Section 2.**

# SECTION 1: About the First-Year Seminar (FYS)

## Background

The First-Year Seminar (FYS) is a 3-credit course offered as part of the option area (the “090” section) of our 42-hour core curriculum.

All first-year seminars are designed to help students succeed as a college student—learning about the academic and cultural expectations and resources at a university in general and at UHD in particular.  The skills and information are relevant for all majors.

All first-year students who start at UHD and have not completed the option area of the core are required to take it as well as students who transfer in and have not completed ENG 1301.

## FYS Goals

Goal 1: Provide students opportunities to develop and practice learning strategies essential to college success through the exploration of an engaging topic.

Goal 2: Assist students in developing a sense of belonging by utilizing pedagogical practices that foster community and belongingness

Goal 3: Assist students in developing habits of successful college students, with an emphasis on utilizing campus resources and becoming involved in campus activities

## FYS Mission

The mission statement must be included on all syllabi for FYS.

*UHD's first-year seminars prepare students to understand and succeed in the academic and cultural expectations of the university. Students develop learning strategies essential to college success through the exploration of a unique and contemporary topic as well as connections between majors and career readiness. All first-year seminars are open to all majors; required of first-time-in-college-students.*

## FYS Learning Outcomes

The FYS is unique in that the course is not tied to or required for any specific major. Students can take any version of the FYS regardless of major. As such, the academic content of the course is the vehicle through which students acquire mastery of learning strategies and fostering engagement in the tools of intellectual inquiry.

The outcomes reflect this prioritization and recognition that it is a success course grounded in a specific disciplinary focus. All FYS share outcome #1 and then have additional outcomes based on the core area:

1. Success Outcome

All seminars must include the following outcome on student success. This outcome identifies the primary frame and purpose for the course and should be listed first in the list of learning outcomes on the syllabus.

*Research and define academic and career goals within their major and develop learning strategies to support academic success and attainment of academic and career goals.*

1. Content Area Outcomes

Every seminar is offered within the scope of one of the 8 general disciplinary areas of the core curriculum (listed below). Each area of the core has a set of outcomes relevant for that content area. A seminar must align with and include one of these sets of outcomes (see Appendix A) to be addressed in some way during the course. However, as noted above, there are no specific content pieces that a student must acquire—the content is a vehicle for developing learning strategies essential to college success.

Core Area 1: Communication

Core Area 2: Mathematics

Core Area 3: Life and Physical Sciences

Core Area 4: Language, Philosophy, and Culture

Core Area 5: Creative Arts

Core Area 6: American History

Core Area 7: Government/Political Science

Core Area 8: Social and Behavioral Science

See Appendix A for more details.

## Topics for the Seminar

Can you teach on any topic? In general, yes, but it should be a topic for which you have academic credentials (degree or scholarly/creative activity) or professional expertise and that fits plausibly within the scope of one of the 8 core areas. These areas are very broad so it is not a matter of being in a specific core discipline as much as it is addressing the outcomes for one of the areas.

## Format for Teaching FYS

At this time, the typical recommendation is that all FYS have an in-person component (FTF or Hybrid) and be taught in the 15-week semester. However, there may be other options; please contact your department chair, who can work with the GEC or FYS coordinator to determine possibilities in a given semester.

## Required Success Content for all FYS

The GEC approved a common set of requirements for all FYS to enact the success purpose and outcome of the seminar. Below is the list of components—all must be visible in the proposal for a new seminar.

1. Include the First-Year Seminar Mission Statement on the syllabus and build your course to support this mission:

*UHD's first-year seminars prepare students to understand and succeed in the academic and cultural expectations of the university. Students develop learning strategies essential to college success through the exploration of a unique and contemporary topic as well as connections between majors and career readiness. All first-year seminars are open to all majors; required of first-time-college-students.*

1. Place the success learning outcome first in the list of LO’s:

 *Research and define academic and career goals within their major and develop learning strategies to support academic success and attainment of academic and career goals.*

1. Design content in such a way that it is relevant to all majors offered by UHD rather than to a single major or majors in a single college.
2. Explore/research college majors and introduce students to Career Development website/resources using career conversations as motivation for success. Students should have the opportunity to explore and learn about careers related to their specific majors.
3. Engage students in the four success strategies in ways that are explicitly represented in the syllabus:
4. Note-taking strategies
5. College-level reading strategies, including annotation and comprehension monitoring
6. Time management strategies, including procrastination
7. Strategies to review and improve performance on exams, essays, and homework (grounded in growth mindset).
8. Infuse seminars with a [Growth Mindset](https://fs.blog/carol-dweck-mindset/) philosophy to support first-generation students (70% of FTIC population) and to support success of students in major gateway courses (especially, core Math and ENG 1301).
9. Belongingness should frequently drive pedagogy by assigning group work/small group discussion/encourage study groups, reading groups, writing groups, and/or team projects.
10. The course schedule should allot 30-45 minutes of class time in week 2 or 3 for the peer mentor to take students on a campus tour of essential support resources.
11. The course design must require the following activities incentivized as low-stakes assignments (not merely extra credit):
* Attend two one-on-one meetings with peer mentor in-person or on Zoom
* Attend one SI session, visit the Center for Math and Statistical Support, or visit Math professor’s office hours (before first core math exam in week 4, if possible)
* Visit Writing Center to work on one writing assignment
* Attend one meeting with Academic Success Coordinator (before midterm, if possible)

## Signature Assignments

 First-year seminars do not have/do not require signature assignments.

## What the Seminar is Not

* It is NOT an orientation course to college life or a remedial course on basic study skills. The success strategies should be integrated into your course and demonstrated/practiced through your academic lens and assignments to the extent possible. However, there may not always be seamless connections, and you may need to teach/review some things (such as time management strategies) in small chunks throughout the semester.
* It is NOT a broad survey course or an introduction to a specific major and should not repeat introductory courses in other core areas—it should have a unique focus and topic.
* It is NOT an advanced seminar; it should be appropriate for students who are in their first semester of college, who may still be thinking about majors, and should model the most positive elements of a successful seminar: interactive discussions and collaborative, engaging assignments.

## Expectations for FYS Instructors

* Attend half-day meeting in April or May with all Seminar faculty
* Review materials/meet to learn about the success content required for the course
* Engage in informal discussions/feedback loops to FYS coordinator during semester in which seminar is taught
* Participate in General Education Committee surveys
* Participate in assessment of the seminars
* Incorporate all requirements and required components outlined in the seminar redesign including mission statement
* Submit seminar syllabus to FYS Coordinator by end of first week of class
* Read and be responsive to reminders and requests from FYS Coordinator
* Participate in Early Alert
* Work with Peer mentors: all seminars will have a peer mentor assigned in collaboration with the Gator Success Center Peer Mentoring program. Peer mentors will attend all class periods and serve as model students in addition to developing relationships/communication with students outside of class, in addition to a range of other support for instructors and students. FYS faculty will be given information on the peer mentor component as part of the workshops and other communication.

# Section 2: Proposing a Seminar Topic and Designing Your Course

**Step 1: Understanding the Basic Goal and Process**

Read the background on FYS in Section 1! Check out two Sample Syllabi that do a nice job of capturing the success components within the course context. [On our [Faculty GEC resource page](https://www.uhd.edu/academics/uhd-general-education-program-and-common-core-curriculum-resources-faculty.aspx) in the “Core Courses” box.

The FYS courses all have existing approved “course shells” similar to special topics sections in your disciplines. Each shell has general content guidelines based on the area of the core—we have 8 shells, one for each core area:

UHD 1301: First-Year Seminar -- Communication

UHD 1302: First-Year Seminar -- Mathematics

UHD 1303: First-Year Seminar -- Life and Physical Sciences

UHD 1304: First-Year Seminar -- Language, Philosophy, and Culture

UHD 1305: First-Year Seminar -- Creative Arts

UHD 1306: First-Year Seminar -- American History

UHD 1307: First-Year Seminar -- Government/Political Science

UHD 1308: First-Year Seminar -- Social and Behavioral Science

You are essentially submitting a topic that fits within one of these areas, along with a robust syllabus that demonstrates how you are incorporating all of the student success pieces and working within the core area framework with your topic.

The proposal will be submitted in two parts through [Curriculog](https://www.uhd.edu/academics/curriculog.aspx):

*Part 1: Draft Proposal*

Form 1.5A\_Sem—Preliminary New Core Course Seminar Topic Proposal

This is a “first stab” at a topic, description and syllabus that will be reviewed by the GEC Chair. The Chair will provide some feedback and connect you with the FYS Coordinator who will also offer you more information for you to review/learn about the seminar and particularly success components.

*Part 2: Final Proposal*

Form 1.5B\_Sem—Final New Core Course Seminar Proposal

After you’ve gotten feedback on your initial draft, you can revise and submit the final version. This will go through approvals by the department curriculum committee, Chair, Dean, and GEC.

## **Step 2A: Choose Your Topic /Title and Draft Your Course Description**

As you consider your proposal for an FYS, please focus on four key questions:

1. Is your course and vision appropriate for first-year students from any major and will it lend itself to demonstrating the success strategies identified in Section I? [NOTE: you do not have to be in the “mathematics” department to be able to teach a seminar that meets the requirements for that area of the core; however, you do need credentials that would qualify you to teach a course in that general disciplinary area.]
2. Does your course have appeal to the diverse identities and interests of UHD first-year students?
3. Does your topic fit generally within one of the core areas referenced above?
4. Is your course topic robust enough to engage students across a 15-week, 3-credit course?

## Be sure that you have identified the relevant core area in which to situate your proposal as you continue this process. [See Appendix A for details on each core area.]

We host [a website with specific topics and descriptions](https://www.uhd.edu/academics/seminars/index.aspx) for each FYS for students to review as part of registration. Therefore, please consider the following as you prepare your course title and description:

1. Students will have access to the course description but often choose based on only the title, so please be accurate and catchy in choosing a title!
2. Try to keep your titles concise (10 words or less)
3. Write a description that conveys the scope and excitement of your course topic. Please remember that these courses are not connected with specific majors nor designed to attract specific majors, though certainly if a student takes your course and likes the academic lens you’ve chosen, they may be more interested in considering that major. The description should try to incorporate the gist of the generic description for your chosen core area. See Appendix A for the generic descriptions in each core area.

## **Step** 2B: Prepare the Draft Syllabus

Your draft proposal is essentially a type of syllabus that includes all typical syllabus content as well as evidence that you are addressing the specific content required to meet success goals of the course (listed in Section 1 of this document) and the relevant core area general outcomes (available in Appendix A). At this point, just do your best to include key pieces—you will get feedback and more support in Step 5.

The template and requirements for the full proposal are in Appendix B.

## **Step** 3: Submit Your Draft Proposal in Curriculog

Use form 1.5A\_Sem to submit your draft proposal.

## **Step 4: Get Feedback**

The GEC chair will provide an initial review to determine if the topic is appropriate for the Core and will ensure that the topic is integrated into the correct core area.

The GEC Chair can help you better understand the connections among the parts of the seminar course and how to integrate the success elements with the content pieces. Be prepared to do a bit of reading and learning about the FYS and context of our work to support FTICS.

NOTE: the GEC Chair sign-off will allow your seminar to be added to a schedule to teach the course.

**Step 5: Edit/Refine Proposal**

You will get some more information about the success components of the seminar and have the opportunity to meet with the FYS Coordinator to discuss your proposal.

**Step 6: Get FYS Coordinator Sign-Off**

Once you are finished refining, the FYS Coordinator will review and indicate you are ready for the next step.

**Step 7: Submit Your Draft Proposal in Curriculog**

Use form 1.5B\_SEM in [Curriculog](https://www.uhd.edu/academics/curriculog.aspx) to submit your final proposal. This will go for approval first to the GEC and then to your department curriculum committee, chair, dean, and back for final GEC chair sign-off.

**Step 8: Teach!**

Join the ranks of other dedicated faculty who are teaching the FYS!

# Appendix A: The 8 Core Content Areas

Please use the following information to select your relevant core area and then use the generic description and outcomes to support your planning and final proposal content.

# Core Area 1: Communication

**Generic UHD 1301 Course Description:** Within the context of the discipline and the special topic, students learn to develop ideas and express them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses in this area help students acquire the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience. Strategies for academic success are practiced within the context of the special topic.

|  |
| --- |
| **Learning Outcomes****Students will be able to:** |
| Use readings appropriate for the discipline as a tool of inquiry, for information, and as a means to develop and support written, oral, and visual messages |
| Use research and analysis to develop written, oral and, where appropriate, visual messages which are appropriate for the discipline, intended audience, and mode of communication |
| Listen actively, evaluate, and critically analyze spoken discourse |
| Observe rules of plagiarism to use and cite resources appropriately |
| Work effectively with others to support a shared purpose or goal*Note: Activities and evaluation strategies for this outcome should focus on the processes of working in teams rather than the products produced by the team.* |

#

# Core Area 2: Mathematics

**Generic UHD 1302 Course Description:** Within the context of the discipline and the special topic, these courses introduce students to key mathematical concepts and the application of appropriate quantitative tools to everyday experience. These special topics courses focus on quantitative literacy in logic, patterns, and relationships. Strategies for academic success are practiced within the context of the special topic.

|  |
| --- |
| **Learning Outcomes****Students will be able to:** |
| Describe and communicate mathematical information verbally, numerically, graphically, andsymbolically; |
| Use appropriate mathematical techniques to model situations from a variety of settings, includingreal‐world applications in generalized mathematical forms; |
| Interpret mathematical models, such as formulas, graphs, tables, and schematics, and drawinferences from them; |
| Discern relationships and patterns in quantitative data to arrive at informed conclusions |
| Utilize appropriate technology to enhance mathematical thinking and understanding, to solvemathematical problems, and to judge the reasonableness of the results; |

# Core Area 3: Life and Physical Sciences

**Generic UHD 1303 Course Description:** Within the context of the discipline and the special topic, these courses introduce students to interactions among natural phenomena and the implications of scientific principles for the physical world and human experiences. These special topics courses focus on describing, explaining, and predicting natural phenomena using the scientific method. Strategies for academic success are practiced within the context of the special topic.

|  |
| --- |
| **Learning Outcomes****Students will be able to:** |
| Utilize scientific processes to identify questions pertaining to natural phenomena |
| Utilize scientific processes to develop hypotheses, collect and analyze data using quantitative andqualitative measures |
| Utilize scientific processes to effectively communicate the analysis and results of analysis using written, oral, and visual communication |
| Collaborate in the evaluation of the quality of scientific evidence from multiple perspectives toward the goal of reaching a shared objective |

# Core Area 4: Language, Philosophy, and Culture

**Generic UHD 1304 Course Description:** Within the context of the discipline and the special topic, these courses introduce students to how ideas, values, beliefs, and other aspects of culture express and affect human experience. These special topics courses focus on the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures. Strategies for

academic success are practiced within the context of the special topic.

|  |
| --- |
| **Learning Outcomes****Students will be able to:** |
| Describe how ideas, values, beliefs, and other aspects of culture express and affect humanexperience |
| Analyze fundamental ideas that foster intellectual and aesthetic creation across human cultures |
| Evaluate assumptions, concepts, and language to develop defensible conclusions based on analysisand interpretation of information relevant to course content |
| Synthesize and deliver well‐constructed analyses and arguments about course content usingmultiple modalities (including written, oral, and visual formats) |
| Investigate ethical dimensions of behavior and language use in different cultural contexts |
| Connect choices, actions, and consequences to ethical decision‐making through the analysis ofethical dilemmas explored through literature, philosophical, or intercultural texts |

# Core Area 5: Creative Arts

**Generic UHD 1305 Course Description:** Within the context of the discipline and the special topic, these courses introduce students to the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art. These special topics courses focus on the appreciation and analysis of creative artifacts and works of the human imagination. Strategies for academic success are practiced within the context of the special topic.

|  |
| --- |
| **Learning Outcomes****Students will be able to:** |
| Identify the fundamental significance of the creative arts to regional, national, and globalcommunities and discuss the necessity for advancing the role the arts play in these communities |
| Efficiently communicate critical inquiry about the creative arts through analytical writing, oralpresentation, and visual communication |
| Collaborate in team‐based classroom practices to support the production of knowledge and multipleperspectives in one or more of the arts disciplines |
| Analyze and evaluate works of art with reference to aesthetic contexts and historical frameworks |

# Core Area 6: American History

**Generic UHD 1306 Course Description:** Within the context of the discipline and the special topic, these courses explore the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role. These special topics courses focus on the consideration of past events and ideas relative to the United States, with the option of including Texas history. Strategies for academic success are practiced within the context of the special topic.

|  |
| --- |
| **Learning Outcomes****Student will be able to:** |
| Evaluate and analyze historical perspectives, using primary and secondary sources, in light of theirhistorical context; Explain how events in the past influence current events |
| Analyze historical perspectives on ethical issues |
| Effectively communicate in writing, orally, and visually, the analysis of historical questions and their results |
| Analyze cause‐and‐effect relationships and discuss the effects of multiple causations upon historicalevents |
| Compare and contrast how different cultures or subgroups interpret, perceive, or experiencehistorical events |
| Relate events and ideas to change over time and across a broad survey of U. S. or Texas history |

# Core Area 7: Government/Political Science

**Generic UHD 1307 Course Description:** Within the context of the discipline and the special topic, these courses introduce students to the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations. These courses focus on the Constitution of the United States and the constitutions of the states with special emphasis on that of Texas. Strategies for academic success are practiced within the context of the special topic.

|  |
| --- |
| **Learning Outcomes****Students will be able to:** |
| Describe the origin, content, and development of the U.S. Constitution and compare to the Texasstate constitution |
| Describe: * The roles and responsibilities of the legislative, executive, and judicial branches of government
* The separation of powers between the three branches
* The privileges and responsibilities citizens have within civil society
 |
| Analyze the American political processes (including such things as the role of public opinion, interestgroups, political parties, and the electoral process and/or the impact of political policy), both pastand present, on subgroups of the U.S. population, and compare to Texas state political processes |
| Evaluate the impact and outcomes of past and present federal policy on U.S. citizens, subgroups ofthe U.S. population, and/or citizens of other countries |
| Use argument and evidence to communicate an analysis of political phenomena and/or policy, orally and in writing |

# CORE Area 8: Social and Behavioral Science

**Generic UHD 1308 Course Description:** Within the context of the discipline and the special topic, these courses introduce students to higher-level critical thinking through instruction in the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses in this area focus on the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture. Written and oral communication within the context of the topic’s related discipline are emphasized. Strategies for academic success are practiced within the context of the special topic and discipline.

|  |
| --- |
| **Learning Outcomes** |
| Identify the interplay among individuals, groups, institutions, and events within the context of society and culture |
| Analyze or interpret empirically derived information and infer logical conclusions; |
| Evaluate assumptions and develop defensible conclusions based on interpretation and analysis of information relevant to course content |
| Synthesize and deliver organized and well-constructed arguments about course content using multiple modalities (including written, oral, and visual formats) to include the use of technology |
| Apply theory or findings from empirical research to a contemporary social problem |

**Appendix B: FYS Proposal Template**

* Please be sure that you have read this document before starting your proposal. Remember that the first step is a draft and you’ll revise based on input.
* As you design your course, bear in mind that the primary goal of the seminars is to support student success by helping students develop learning strategies and refine their academic and career goals.
* Seminar proposals developed prior to April 2023 should not be used as samples or models, as we have introduced new requirements.
* NOTE: FT faculty are eligible to submit proposals; long-term adjuncts may also submit with approval from their department chair (in consultation with FYS coordinator or GEC chair)

**SUBMIT PARTS 1 and 2 (below)**

**First use Curriculog Form 1.5A\_SEM for draft**

**Then after reviews, submit revised content through Curriculog Form 1.5B\_SEM**

# Part 1: Key Features

**Faculty Name:**

**Department:**

**Core Area: UHD 130\_\_\_**

*[Select a core area that best matches your topic and for which your credentials would be relevant. See Appendix A for options.]*

**Special Topic/Section Title:**

*[Enter the title of your first-year seminar. Choose titles that will engage and interest students and are 10 words or less]*

**Topic-Specific Course Description**

* *This description will appear on your syllabus and on the website for students to see before registering****.***

* *As you build your topic-based description, be sure to echo elements of the generic description for your core area (see Appendix A).*
* *Your topic-specific description should lead with this common sentence:* This first-year course provides students with opportunities to develop and practice learning strategies essential to college success through the exploration of \_\_\_\_ [insert topic reference here].
* *You are encouraged to include information within the topic-specific course description that conveys the content and activities that will engage and interest students. Please remember that these courses are not designed for students in specific majors.*

ENTER DESCRIPTION HERE:

# Part 2: Your Syllabus

**Please attach to the Curriculog Workflow a course syllabus that includes the following components. While the syllabus is not binding in all details and can be edited as you prepare for the semester and respond to student needs, the goal of this is to demonstrate that the course can address all the key components of a seminar. Remember that the first one is a draft for feedback from GEC Chair and FYS Coordinator—then you can revise and submit a final version, so feel free to include questions for them if necessary.**

* **Contact information** (your name, office hours, etc.)
* **Course information** (your specific course description, outcomes)
* **Prerequisites: None for seminars**
* **Texts, Readings, or other materials**

*Please some key materials that you anticipate using. If you will be utilizing readings, provide a brief overview of the type (peer-reviewed journal articles, newspapers, short stories, etc.) which will be assigned. It is not necessary to include an item-by-item list of readings.*

* **Course Policies** (do not include UHS common syllabus information)
* Course Topics, Schedule, and Outcomes:

*Create a table of topics that will be covered each week or each class meeting. The course schedule should reflect not only the general content topics but also the required success elements for all seminars (see Appendix C) and assignments/readings relevant to core area outcomes (see Appendix B for your specific core area outcomes).*

*Remember that for all First-Year Seminars, the success outcome is the focal point that all other content outcomes support—while the academic content is needed to contextualize the course within the core and to engage the students in intellectual pursuit, the ultimate purpose is to support our students to be successful students, particularly in the first semester in which they are taking math and English.*

|  |  |  |  |
| --- | --- | --- | --- |
| *Week/Day* | *Topic* | *Success Content (as best you can for draft—will revise after input)* | *Assignments/Activities Due* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

\*All of the core area outcomes must be addressed/assessed at least once during the semester but they can be variably prioritized

* **Grading Method:**

*Instructions: Indicate the activities that will be used to calculate the student’s final grade. The grading scale should provide evidence that the evaluation of activities and success and learning strategies contribute to the final grade. Feel free to use a point system if preferred.*

|  |  |
| --- | --- |
| *Assignment/Activity* | *% of Final Grade* |
| Attend two one-on-one meetings with the peer mentor (In person or on Zoom) |  |
| Attend one SI session, visit the Center for Math and Statistical Support, or visit Math professor’s office hours before first core math exam  |  |
| Writing Center visit to work on one writing assignment  |  |
| Attend one meeting with Academic Success Coordinator (Advisor) prior to midterm |  |
|  |  |
|  |  |
|  |  |
|  |  |

# Appendix C: Required Content for All FYS

In April 2023, the GEC approved a common set of requirements for all FYS to enact the success purpose and outcome of the seminar. Below is the list of components—all must be visible in the proposal for a new seminar.

1. Include the First-Year Seminar Mission Statement on the syllabus and build your course to support this mission:

*UHD's first-year seminars prepare students to understand and succeed in the academic and cultural expectations of the university. Students develop learning strategies essential to college success through the exploration of a unique and contemporary topic as well as connections between majors and career readiness. All first-year seminars are open to all majors; required of first-time-college-students.*

1. Place the success learning outcome first in the list of LO’s:

 *Research and define academic and career goals within their major and develop learning strategies to support academic success and attainment of academic and career goals.*

1. Design content in such a way that it is relevant to all majors offered by UHD rather than to a single major or majors in a single college.
2. Explore/research college majors and introduce students to Career Development website/resources using career conversations as motivation for success. Students should have the opportunity to explore and learn about careers related to their specific majors.
3. Engage students in the four success strategies in ways that are explicitly represented in the syllabus:
4. Note-taking strategies
5. College-level reading strategies, including annotation and comprehension monitoring
6. Time management strategies, including procrastination
7. Strategies to review and improve performance on exams, essays, and homework (grounded in growth mindset).
8. Infuse seminars with a [Growth Mindset](https://fs.blog/carol-dweck-mindset/) philosophy to support first-generation students (70% of FTIC population) and to support success of students in major gateway courses (especially, core Math and ENG 1301).
9. Belongingness should frequently drive pedagogy by assigning group work/small group discussion/encourage study groups, reading groups, writing groups, and/or team projects.
10. The course schedule should allot 30-45 minutes of class time in week 2 or 3 for the peer mentor to take students on a campus tour of essential support resources.
11. The course design must require the following activities incentivized as low-stakes assignments (not merely extra credit):
* Attend two one-on-one meetings with peer mentor in-person or on Zoom
* Attend one SI session, visit the Center for Math and Statistical Support, or visit Math professor’s office hours (before first core math exam in week 4, if possible)
* Visit Writing Center to work on one writing assignment
* Attend one meeting with Academic Success Coordinator (before midterm, if possible)

