Use this document to prepare your FYS course proposal for submission via the online FYS application system, accessible at https://ocpweb.ucdavis.edu/fys/

Title:
Instructor:
Department Chair:
MSO:
CoInstructor (if applicable)**:**
Course evaluation: Paper Form or ACE System (Online)
Number of units: 1 or 2
Grading: P/NP or Letter Grade
Quarter to be taught:
Academic year:
Proposed day(s) of week:
Proposed start/end times:
Category (Choose one)**:**
- Classic (default)
- CURE (Course-based Undergraduate Research Experience)
- First-Gen

(CURE or First-Gen courses should have add "CURE:" or "First-Gen:", respectively, added to the beginning of the course title)

Proposal tips to keep in mind ...
The first five sections of your proposal (Course Description, Educational Goals, Assignments, Grading, & Instructor Bio) will be visible to students and used to help them choose which course best suits their interests, educational goals, and schedule. Voice your submission accordingly.

If you need to further describe or justify important course details to the FYS proposal review committee, please add that information to the Essential Requests section.

For more detailed proposal guidelines visit: **fys.ucdavis.edu/teach**

Course Description:
Please describe your course by answering the following questions. Write in terms that will be both clear and attractive to prospective students.

What is this course about? What is the format of the course? What educational experiences will students participate in by taking this course? How will taking this course benefit the student's development and learning?

Course descriptions should ideally be no longer than 200 words, but please limit your entry to 300 words maximum.

Educational Outcomes:

Describe the educational outcomes of your seminar. What ideas will students be introduced to, become more familiar or comfortable with, or understand better? What skills will they develop more fully?

(continued) **Educational Outcomes:**

The FYS program encourages proposals for seminars that integrate at least two of the following educational outcomes in partnership with your goals. Select the relevant outcomes based on your intended purpose and population.

1. Develop effective communication skills,

2. Develop high cognitive skills

3. Cultivate ethics, responsibility, honor, acceptance, respect, and empathy,

4. Develop focus and depth in one or more discipline,

5. Develop leadership skills,

6. Develop a global perspective, and

7. Prepare for lifelong learning.

In addition to the general FYS educational goals listed above, proposals for FYS-CURE courses are asked to address the learning goals described on the FYS-CURE Teaching Guidelines page. Please review these guidelines before final submission of your FYS-CURE proposal.

Please limit your entry to 200 words maximum.

Assignments:

Assignment details are important to establish student expectations and allows proposal reviewers to estimate the proposed course workload.

Summarize course assignments or activities and include numerical estimates for both the amount of writing and reading students will be expected to complete (i.e. pages per week) and the amount of time you expect each student to spend per week on these assignments (e.g. "Online reflections will take approximately 1 hour per week"). Please carefully consider the Carnegie Rule as you generate these estimates (e.g. 1 unit courses require 2 hours of out-of-class work per week on average; 2-credit seminars require 4 hours of out-of-class work per week on average).

What types of activities and assignments will students enrolled in your course be expected to complete? How will students demonstrate that they have achieved the educational goals described in the previous section? What kinds of projects or reports will they be asked to prepare? What will they do as individuals and what will they do in groups? If particular forms of class participation are expected, what do those forms look like? Will the students participate in out-of-class field trips, laboratories, or field work?

Please limit your entry to 200 words maximum.

Grading:
Describe how you will assess student performance in your class and include a percentage breakdown of how assignments or expectations will contribute to overall grade (e.g., 20% participation, 30% paper, etc).

- **P/NP:** Please incorporate a statement describing the campus policy regarding what constitutes a passing grade. For example: "The grade of pass is awarded to undergraduate students for work in courses that otherwise would receive a grade of C- (70%) or better." **or**

- **Letter grade:** Include the criteria for specific letter grades. For example: "Percentages required to earn specific letter grades: 100-90 (A+ to A-), 89-80 (B+ to B-), 79-70 (C+ to C-), 69-60 (D+ to D-), <60 (F)".

Please keep in mind the following guidelines:

1. At least half of the course grade should be based on oral or written assignments such as reports, papers, presentations, etc.

2. There are no final exams in FYS courses.

3. Per campus policy, students cannot be graded on the basis of attendance per se, but they can be graded on varied forms of class participation.

4. FYS does not allow for grade curves.

Please limit your entry to 100 words maximum.

Instructor Bio(s):
For each instructor, write a short description of their current position and work on the Davis campus and their interests, expertise or experience related to the focus of this seminar.

If you are proposing a First-Gen course, please take this opportunity to highlight your first-generation background/journey, briefly share your area of interest, and what you have been able to accomplish.

Please limit your entry to 200 words maximum.

Course Support Funds Request (Optional)**:**
(Previously known as "Mini-Grant".)

All FYS courses are eligible for up to $500 to support costs directly associated with student participation in the proposed course. Briefly describe and estimate the dollar amount of the course support resources needed to facilitate your seminar and provide a good-faith estimate total of the resources required. See the FYS webpage for more information on what qualifies as direct course support: **fys.ucdavis.edu/mini-grants**.

Essential Requests (Optional)**:**
Provide any additional information you would like the FYS proposal committee or FYS administrative support team to be aware of as they review your proposal and, ultimately, reserve classroom space for your course. This information will NOT be shared with students.

Examples of information and details to submit to this section may include the following

- Special classroom or building requests. Note that these cannot always be accommodated.

- Alternative times for when the course can be offered, especially if a particular classroom is needed and may not be available during the requested time.

- Descriptions and justifications of atypical course lengths. E.g. Course ending after 5 weeks.

- An explanation for why your course requires an enrollment cap of less than 19 (the FYS standard).

Please limit your entry to 500 words maximum.