First-Year Seminar (FYS) Proposal

Motion: **To require all incoming first time in college (FTIC) students to enroll in a First Year Seminar (FYS) during their first or second semester at WSU starting AY 2021-22, with the course to count toward a general education requirement in the arts, humanities, social sciences or natural sciences (as determined by the general education committee).**

Rationale: FYS courses are designed to help new students make a successful transition to campus, both academically and personally. The courses aim to foster a sense of belonging and promote engagement in the curricular and co-curricular life of the un 8 gested by the instructors who have led this effort. These overarching goals, more clearly articulated learning outcomes, as well as a revised syllabus that clarifies the required content/structure and the optional parameters to help faculty effectively design their courses. It should be noted, however, that some "pilot fatigue" is setting in. A large number of faculty have express

indicated they would attend a workshop on course design and incorpor
attend a workshop to link gen ed content to the course design. A half ti
support faculty. By requiring a First Year Seminar and linking it with the
providing a solid foundation for success for freshmen and supporting th

With 1600 FTIC students in sections of 25, we would need 64 sections per year. The goal would be for 45 unique sections and 19 repeated sections. At $2500 per course, the c

videos, and/or resource guides) and ***at least three*** of the following components: financial literacy, goal setting, degree planning, career planning, time management, stress management/mental health tips, study skills, test taking tips, note taking tips.[1] As part of WSU's commitment to applied and experiential learning, all courses should require attendance at (or viewing of) Convocation, as well as including a beyond-the-classroom learning oppo M (3 p = A

Additional information can be found in FYS supporting material

[1] Instructors can readily draw on expert resources across campus to provide content in these student success topics. Resources include: Library personnel, the Office of Student Success, the Office of Diversity and Inclusion, the Counseling Center, the Career Development Center, and the Office of Student Money Management.

[2] Examples of beyond-the-class opportunities include but are not limited to campus lecture/speaker's series, cultural performances, service learning, community service, leadership programs or workshops, a diversity event, a campus club/organization event, a residence hall program, an Outdoor Recreation program. Inviting students to write a reflection paper or journal entry on their experience(s) or engage in small group discussion can further develop their writing and speaking skills.