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 Information:
Department Chair Information:
MSO (Management Services Officer) Information:
CoInstructor Information (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:
Proposal Category*:** (Choose one):
  • Classic (default)
  • CURE (Course-based Undergraduate Research Experience)
  • First-Gen
  • Global Learning

(* CURE, First-Gen, and Global Learning courses should have add “CURE:”, “First-Gen:”, or “GL”, respectively, appended to the start of the course title.
** In order to assist you in tailoring your proposal to align with the category you select, prompts may change in response to your selection. Please review each prompt carefully as you complete your application.)

Proposal tips to keep in mind ...
The first five sections of your proposal (Course Description, Educational Outcomes, 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 or FYS program staff, 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:
In order to assist you in tailoring your proposal to align with the category you select, prompts in this section vary depending on the chosen Proposal Category. See the Appendix for prompts to the remaining FYS category types: FYS-CURE, FYS-First-Gen, & FYS-Global Learning.

Prompt for FYS-Classic

Proposals for FYS-Classic seminars are encouraged to 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

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?

Please limit your entry to 200 words maximum.

Assignments:
Assignment details are important to establish student expectations and allow proposal reviewers to estimate and evaluate the proposed course workload.
Summarize course assignments or activities and include numerical estimates for both the amount and duration of writing and reading students will be expected to complete (e.g., 20 pages of reading per week, 2 five-page papers, 10 minute PowerPoint presentation). Please carefully consider the Carnegie Rule as you generate these estimates (e.g. 1 unit courses require, on average, 2 hours of out-of-class work per week; 2-credit seminars require, on average, 4 hours of out-of-class work per week).

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?

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.

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**Books (Optional):**
Please add any books that you require students to use for this seminar.

***Book orders are placed by FYS. Please include the information with the original proposal in order to ensure materials are available prior to the first class.***

Instructors are responsible for obtaining their own desk copies.

- **ISBN:**
- **Book Title:**
- **Author:**
- **Publisher:**
- **Required:** Yes/No

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**Course Support Funds Request (Optional):**
*Previously known as a "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](http://fys.ucdavis.edu/mini-grants).

Please limit your entry to 200 words maximum.

**Estimated Cost $:** (numeric entry, required)
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.
Appendix

Educational Outcomes:
In order to assist you in tailoring your proposal to align with the category you select, prompts in this section vary depending on the chosen Proposal Category. See below for prompts for the following FYS category types: FYS-CURE, FYS-First-Gen, & FYS-Global Learning.

Prompt for FYS-Classic

Proposals for FYS-CURE seminars should describe how instructors intend to achieve educational outcomes that incorporate all five of the following elements of a CURE. See Auchincloss et al. 2014 for an excellent description of each of these elements.

1. Research Process: Students are introduced to appropriate research practices, techniques, & equipment.
2. Discovery: Students have the opportunity to make relevant discoveries that are previously unknown to both student and instructor and thus require both exploration and evidence-based reasoning.
3. Broadly Relevant Work: Students build on previous work and contribute to a product or outcome that is of relevance beyond just the classroom setting.
4. Collaboration: Student collaboration and communication are emphasized and encouraged as critical research skills.
5. Iteration: Students learn the iterative nature of research and scholarship; new knowledge creation builds on existing knowledge. Iteration can happen at various scales; new knowledge creation builds on existing knowledge. Iteration can happen at various scales.

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?

Please limit your entry to 200 words maximum.

Prompt for FYS-First-Gen

Proposals for FYS-First-Gen seminars are encouraged to 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

Reminder: In the Instructor Bio section, be sure to include a brief narrative of your first-generation journey.

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?

Please limit your entry to 200 words maximum.

**Prompt for FYS-Global Learning**

Proposals for **FYS-Global Learning** seminars should address at least one of the **UC Davis Global Learning Outcomes**:

1. **Global Awareness**: Students examine actions and relationships that influence global systems from multiple perspectives, analyzing how complex systems impact self and others

2. **Global Diversity**: Students explore complex dimensions of diversity, equity and inclusion around the world, including language, culture and identity

3. **Global Action**: Students create strategies to apply knowledge, skills, and abilities to collaboratively address global challenges.

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?

Please limit your entry to 200 words maximum.