

**UMBC UGC New Course Request: FYE 101 Introduction to an Honors University**

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Proposed Effective Date: Summer/Fall 2010

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**COURSE INFORMATION:**

course number(s)	FYE 101
formal title	Introduction to an Honors University
transcript title (≤24c)	Same
prerequisite	None
credits	1
max. repeat credits	
grading method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

**PROPOSED CATALOG DESCRIPTION:**

The “Introduction to an Honors University” (IHU) seminar is connected to many of UMBC’s introductory courses and open to any student in their first year at UMBC. The seminar carries one credit and focuses on enhancing skills that play a role in student success. Students have the opportunity to improve their writing, test taking, research, and time management skills by working with faculty, staff, and peers who create experiences that connect the core course’s content with applied experiences in the IHU. Students also have the opportunity to explore many other facets of the college experience, from the Albin O. Kuhn library, Career Services, Internships via the Shriver Center to the importance of cultural diversity on campus and in the world.

**RATIONALE FOR NEW COURSE:**

The IHU seminar and its content was approved by the UGC in the fall of 2002. To date, the seminar has been connected to a core introductory course, so it has shared that course’s number (ex. Engl 100Y). The Deans and others support expanding this opportunity because it provides a common experience for new students, and it is also the most cost effective option for expanding our First-Year Experience opportunities. Based on our data, we know that participation in this course, as well as other first-year initiatives, is effective in improving the success of our students and in retaining them.

Based on our experience and the pilots conducted in fall 2009, it has become clear that, in addition to this option, we need a course number for a stand-alone seminar that would enable us to offer this kind of experience in a variety of ways, in addition to our current model. For example, it could be attached as a co-requisite with multiple sections of a course, such as, Psyc 100, Math 251 (already four credit classes). Or as in the case of ELC, where students start at a variety of levels, but still need support, it could be a co-requisite with ELC 041, 042, 051, and 052 providing these students with a point of entry appropriate with their placement.

**ATTACH COURSE OUTLINE:**

Attached are the major topics discussed in every IHU seminar. How the topics are integrated into the content of the core course may vary in minor ways due to the unique aspects of the content course and/or to accommodate and acknowledge the diversity of experiences our students bring with them to the university, as with our international students.

## **First Year Success Seminar: Introduction to an Honors University Goals, Topics & Outcomes (as of 4/09)**

The proposal for a first-year student success seminar is in response to a recommendation from the Honors University Task Force, 2000. The recommended elective one-credit course will extend to new freshmen and transfer students an academic orientation similar to those offered by many UMBC scholarship programs and the UMBC Honors College. The success seminar will serve as a “bridge introducing students in transition to the demands and opportunities of an honors education at a research university (The Honors University Task Force Report, April 25, 2000).”

### **The course as proposed by the First-Year Success Seminar Steering Committee and Working Group\* will:**

- I. Define the nature of UMBC’s academic environment,
- II. Identify the essential academic skills for UMBC study,
- III. Promote the importance of students’ active involvement with the UMBC community for their academic and personal development by requiring participation in a minimum of three co-curricular activities, and
- IV. Introduce students to faculty, staff, and peer “teams” who will support them in their transition to UMBC.

### **Course Outcomes: “Upon completion of these topics, students will be able to...**

#### **1) Liberal Arts Education**

- Discuss the value and importance of a broad-based educational experience, having been exposed to the major areas of current knowledge and the role of liberal/interdisciplinary studies at a research institution
- Outline the requirements for successfully negotiating the university environment, explain the faculty expectations for university students, and discuss the specific intellectual skills that will be necessary to meet these expectations
- Discuss how a university works inclusive of terminology, processes, and structure

#### **2) Academic Expectations/Skills**

- Identify their academic identity as a college student
- Discuss the underlying skills for academic success including reading, listening, writing, note-taking, speaking, basic quantitative skills, critical and analytical thinking, and problem-solving, and describe the variety of ways these skills can be employed
- Demonstrate strategies for reading, listening, speaking, writing, and problem solving in a specific discipline
- Identify campus resources that enable students to develop or enhance their academic skills **and** discuss how to go about accessing the services they need
- Discuss the importance of faculty and staff as a resource and understand how their expertise can be utilized in helping them to achieve their goals

#### **3) Learning How to Learn**

- Discuss theories of learning styles and life-long learning concepts
- Use self-assessment to identify preferred learning styles
- Name behaviors, motivators, and barriers that limit successful learning
- Identify resources for successful learning
- Develop a framework for making wise choices

#### 4) Academic Integrity

- Discuss the importance of developing good habits that reflect an ethical approach to their own work and the way in which the University expects students to respect the work of others
- Discuss the virtue and value of “integrity” for their personal and professional lives, and explain why academic integrity (as articulated in the university’s “Statement of Values for Student Academic Integrity at UMBC”) is an important value at UMBC
- Locate and describe the procedures UMBC has for upholding the university’s high standards for academic integrity, and discuss the possible consequences (both personal and institutional) that can result from academic misconduct
- Apply the “Statement...” to a variety of situations calling for ethical academic conduct
- Define in accordance with UMBC policy the following: plagiarism, cheating, fabrication, and facilitating academic dishonesty

#### 5) Time Management

- Write personal and academic goals
- Plan and create a weekly and semester schedule
- Identify competing priorities and expectations that impact their use of time, both academic and personal
- Discuss how the type of choices they make related to time will impact the quality of their work and their college experience

#### 6) Library Skills

- Identify library website address
- Recognize library website as gateway to research materials and library services
- Verify validation of UMBC ID card (Campus Card)
- Identify print and online tools used to locate research materials
- Conduct a basic search in [catalogusmai](#) to find UMBC or system-wide materials
- Identify contact points for reference services including reference desk, reference telephone, reference chat, reference email and subject-area reference librarians

#### 7) Communications

- Apply a variety of communication skills needed for interacting in a diverse community as they develop an understanding of the differences in personal and professional forms of communication
- Discuss the importance and appropriateness of collaborative learning and collective work
- Use the computer as a vehicle of communication
- Access a variety of computer technologies that support learning (such as myUMBC, list serves, Blackboard, and email)
- Demonstrate responsible use of the computer and the internet

#### 8) Health and Well-being

- Identify the most common priorities competing for their attention
- Discuss the impact that health and wellness have on their academic and personal success
- Discuss the role of peer relationships in their success
- Discuss how financial management issues can impact success

## 9) Diversity

- Discuss diversity as a UMBC value
- Discuss the variety of types of diversity and examine the benefits of diversity in developing and strengthening ties with UMBC and the surrounding community
- Appreciate and discuss differences with guidance as to how to manage conversations related to topics that are often found to be challenging

## 10) Major/Career Decision Making

- Examine and begin to articulate personal and academic goals, values, **and personal strengths**
- Discuss how personal goals relate to a major and the world of work
- Use identified career exploration tools

**\* Steering Committee Members (2002):** Ernie Baker, Taryn Bayles, Theresa Davis (co-chair), Cynthia Hill, John Jeffries,  
Larry Lasher, Diane Lee, Mitzi Mabe, Deb Moriarty (co-chair), Valerie Scott, Victor Wexler, Lynn Zimmerman

**\*Working Group Members (2002):** Ramona Arthur, Theresa Davis, Danette Gerald, Christoph Irmscher, David Langford, Kim Leisey (co-chair), Deb Moriarty, Beth Pennington, Jack Prostko (co-chair), Jill Randles, Tom Robinson, Cindy Thorp, Terry Worchesky,

Library Skills revised March, 2006 by Uta Hussong

Topic areas reviewed and updated 5/09 by the **2008-09 FYE Work Group:** Kim Leisey, Steve McAlpine, Lili Cui, Lisa Benjamin, Cassie Bichy, Ernestine Baker, Karen Law, Jill Randles (chair), Vickie Williams, Heather Linville