



Faculty Senate General Education Committee

Petition for Course to Meet First-Year Seminar Requirement
(updated 2/23/2021)

Submit form electronically via email to
faculty.senate@unlv.edu AND ed.nagelhout@unlv.edu

For Committee Use Only

FSGEC Action : _____

Date of Action: _____

Signature of FSGEC Chair: _____

Submission Date:

Submitted By:

Email: Mailstop: Phone:

Course Number:

Course Title:

Department:

Department Chair:

Email: Mailstop: Phone:

College/School Dean:

Email: Mailstop: Phone:

Signatures:

NOTE Only the hard copy requires signatures

Faculty signature Date

Chair signature Date

Dean signature Date

Course Information

This course is:

- An existing course in the current catalog that won't be modified for this requirement
- A new course approved by the curriculum committee on _____ (date)
- A modified existing course, approved by the curriculum committee on _____ (date)

Enter the exact course description as it appears/will appear in the catalog here:

NOTE For existing (or modified) courses, this submission will not be considered if the description does not match exactly as it appears in the catalog (or has been approved by the curriculum committee).

NOTE: There are NO PREREQUISITES for any FYS course.

Meeting the Hallmarks of First-Year Seminar

UNLV Undergraduate Learning Outcomes for First-Year Seminars

For each of the following learning outcomes and sub-outcomes, please explain a) how the outcome will be introduced in class and b) how the outcome will be assessed (through assignments, exams, etc.) For First-Year Seminars, all five outcomes (but not necessarily all sub-outcomes) must be introduced and assessed. Moreover, the outcomes of Global Awareness and Citizenship/Ethics must receive extra consideration within the course.

1. **Intellectual Breadth and Life-Long Learning** – Students are able to understand and integrate basic principles of the natural sciences, social sciences, humanities and fine arts, and health sciences. Sub-outcomes include:
 - a. Demonstrate in-depth knowledge and skills in at least one major area.
 - b. Identify the fundamental principles of the natural and health sciences, social sciences, humanities and fine arts.
 - c. Apply the research methods and theoretical models of the natural and health sciences, social sciences, humanities and fine arts to define, solve, and evaluate problems.

(enter narrative here)

2. **Inquiry and Critical Thinking** – Students are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems. Sub-outcomes include:
 - a. Identify problems, articulate questions or hypotheses, and determine the need for information.
 - b. Access and collect the needed information from appropriate primary and secondary sources.
 - c. Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context and draw conclusions.
 - d. Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed.
 - e. Evaluate and report on conclusions, including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.
 - f. Identify, analyze, and evaluate reasoning and construct and defend reasonable arguments and explanations.

(enter narrative here)

3. **Communication** – Students are able to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one’s field or profession. Sub-outcomes include:
- a. Demonstrate general academic literacy, including how to respond to needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.
 - b. Effectively use the common genres and conventions for writing within a particular discipline or profession.
 - c. Prepare and deliver effective oral presentations.
 - d. Collaborate effectively with others to share information, solve problems, or complete tasks.
 - e. Produce effective visuals using different media.
 - f. Apply the up-to-date technologies commonly used to research and communicate within one’s field.

(enter narrative here)

4. **Global/Multicultural Knowledge and Awareness**– Students will have developed knowledge of global and multicultural societies and an awareness of their place in and effect on them. Sub-outcomes include:
- a. Demonstrate knowledge of the history, philosophy, arts and geography of world cultures.
 - b. Respond to diverse perspectives linked to identity, including age, ability, religion, politics, race, gender, ethnicity, and sexuality, both in American and international contexts.
 - c. Apply the concept of social justice.
 - d. Demonstrate familiarity with a non-native language or experience living in a different culture.
 - e. Function effectively in diverse groups.
 - f. Demonstrate awareness of one’s own place in and effect on the world.

(enter narrative here)

5. **Citizenship and Ethics** – Students are able to participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in their personal and professional lives. Sub-outcomes include:
- a. Acquire knowledge of political, economic, and social institutions.
 - b. Identify the various rights and obligations that citizens have in their communities.
 - c. Apply various forms of citizenship skills such as media analysis, letter writing, community service and lobbying.
 - d. Explain the concept of sustainability as it impacts economic, environmental, and social concerns.
 - e. Examine various concepts and theories of ethics and how to deliberate and assess claims about ethical issues.
 - f. Apply ethical concepts and theories to specific ethical dilemmas students will experience in their personal and professional lives.

(enter narrative here)

Academic Support and Research for First-Year Seminars

First-Year Seminars introduce students to University-level academic study. This includes, but is not limited to, library research, available academic resources, e.g., The Academic Success Center and The Writing Center, college specific advising, etc. Please explain a) which academic support and research resources will be introduced in class, b) how these will be introduced and c) how they will be assessed (through assignments, exams, etc.).

(enter narrative here)

Syllabus

Please copy and paste a complete syllabus for this course below.