

Organizing Principles

Instructors will design an engaging and exciting learning experience such that students should have a sense in each class period that they have had the opportunity to contribute to building community and made noticeable progress in their own academic endeavors by:

- establishing community early in the class in order to promote a sense of belonging and to create a safe and welcoming learning environment.
- making explicit connections linking core content/skills with the broader campus community and require that skills learned in the FSEM be applied in at least one other course.
- receiving challenging assignments, supports and formative assessments that help them develop metacognitive skills and academic self-efficacy.
- increasing self-awareness and the development of attributes, mindsets, character and values that support lifelong learning and success.

Course outcomes

| Intellectual development | |
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| 6. Use metacognitive skills to reflect upon their own work to continue improving the quality of their work processes and products until they meet a college level of academic rigor. | |
| 8. Develop an academic identity taking personal responsibility for learning and developing skills for independent learning, self-motivation, academic persistence, commitment to excellence personal ethics and lifelong learning. | |
| Navigate | |
| 2. Navigate the college experience with awareness of relevant policies, processes, and procedures related to academic integrity, advising, selecting courses, preparing a course schedule, registering for classes, accessing academic and non-academic resources and monitoring their own progress toward graduation. | |
| 7. Use effective time management skills, note-taking, appropriate reading strategies, brainstorming, critical questioning and thinking/reasoning skills to improve learning/intellectual development | |
| Self-concept | |
| 9. Develop a self-concept as a life-long learner as a member of a community of learners by Identifying and critically assessing their own beliefs and values, while examining how their background and experiences impact their values and assumptions throughout their lifetime. | |
| 1. Define what they want to get out of college/life and select a program of study that supports a way to continually find and pursue informed choices to pursue their chosen life direction. | |
| Affective | |
| Students will begin to develop a sense of belonging to the HSU community. | |
| By the end of the semester, students will have an increased level of confidence in their ability to be successful at the university | |

HSU Area E learning outcomes:

1. Students will explain and demonstrate an appreciation for the nature of being human as an integration of physiological, psychological, and socio-cultural influences.
2. Students will demonstrate preparation for the life-long and complex process of self-understanding, self-analysis, and self-development as an individual among others.

Course design criteria

- Students are asked to examine their role and responsibilities as individual learners and as a member of the class community.
- FYES should lead to increased self-awareness and be tailored to the students' needs, interests and life beyond school.
- The course will require that skills learned in the FSEM be applied in at least one other course during the semester.
- Courses will include iterative assignments that allow students to improve their work in response to feedback in order to reach high academic standards.
- The FYEs will emphasize assignments that engage students and involve discovery, rather than direct instruction, and experiential/engaged learning in ways that are differentiated to meet the needs of the students and help build academic and social self-efficacy.