**Application to Instruct FYI 100 – First Year Introduction Course**

**Part 1 – Instructor and Course Information**

Name: Click here to enter text.

Department: Click here to enter text.

Email: Click here to enter text. Telephone: Click here to enter text.

Version to be taught: 3 Credit FYI 100, Discussion Oriented

Pilot, 1 Credit FYI 100 with either Tier 1 LAC or Introductory Major Course\*

I am a full-time faculty member and have advised my Department Chair of my application to instruct an FYI 100 course.

I am a part-time faculty member and have asked my Department Chair to issue an email to the FYP Chair(s) granting approval to submit my application.

Semester Preference: Fall Spring Both

**My signature below indicates I understand by proposing a pilot option that I must instruct both the 1 Credit FYI 100 and Tier 1 LAC or Introductory Major Course.**

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Proposed FYI 100 Title (30 Characters Max.):**

Click here to enter text.

FYI 100 Description:

**Part 2 – Description of Course and How It Meets the FYI 100 Goals and Objectives**

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**The following elements are required as part of the FYI 100 course and serve as basis for assessment of the FYI 100 course. Please describe below how you intend to incorporate them into your course content:**

1. Demonstrate critical and creative thinking skills through:
   1. Recognizing the multiple dimensions (approaches, goals, consequences) of the pursuit of understanding in an academic environment;
   2. Understanding the role of logic, reason and evidence in academic pursuits;
   3. Demonstrating respect for others and points of view different from their own;
   4. Effectively communicating with others, orally, visually and in writing; and
   5. Seeking, compiling and effectively usingaccurate and relevant evidence to support a position;
2. Know the ethical dimensions and obligations of academic endeavors;
3. Understand the definition and benefits of a Liberal Arts Education, and verbalize their own interpretations of that definition; and
4. Demonstrate knowledge of the resources available on campus to assist with college transition and academic success; this may be accomplished through the Learning Management System

**Part 3 -- Learning Modules & Peer Mentors**

As part of the First Year Program, and the FYI 100 course, Peer Mentors are assigned to each faculty member instructing a section of the course. The Peer Mentors are meant to provide assistance to the students in your class as they make their transition to college. Additionally, the Peer Mentors will be responsible for the oversight of the Learning Modules which address key Campus Survival Skills targeted to first year students. ***The modules are posted on-line in a location accessible to everyone in your FYI 100 class, including you and your peer mentor. On a weekly basis during the semester, you will be asked to provide your Peer Mentor with 15 minutes of class time to discuss any questions, concerns or issues students in your FYI 100 may be facing as a first year student at Eastern.***

I acknowledge and agree to utilize a Peer Mentor in the instruction of my FYI 100 course.

**If you have a Peer Mentor you would like to work with, please indicate his/her name below:**

**Learning Communities:**

The intent of establishing a learning community is to create and maintain interpersonal relationships among the students and between the students, the peer mentor and the FYI 100 faculty member. Please indicate how you will accomplish this within your course:

**Co-Curricular Activities:**

As part of the overall FYI 100 course and the First Year Program, participation in co-curricular activity is required. Please indicate how you will accomplish this in your course. Please note, you may utilize any of the many different on-campus activities to meet this requirement. Funding for co-curricular activities is not available at this time. Should you choose to utilize off-campus activities, you will need to identify no-cost options.

**Part 4 -- Guidelines for Grading FYI 100**

While learning and understanding the academic content of any FYI 100 is important, it is not the primary goal and objective of the course. Grading of the course should be reflective of those activities and assignments that support the primary objectives of the course. Faculty are strongly discouraged from utilizing tests and quizzes as the primary basis of evaluation and are strongly encouraged to designate less than 50% of a student’s grade through such mechanisms.

As the Learning Modules are a key element of the First Year Introduction course, faculty must agree to assign 15% of the overall student grade for a 3 credit FYI 100 to the Learning Modules. If instructing a 1 credit FYI 100, 60% of a student’s grade must be assigned to the Learning Modules.

I agree to follow the above guidelines when building my grading scale for instructing my proposed FYI 100 course

**Part 5 -- Course Syllabus**

In order to complete your application to instruct an FYI 100 course, you must include your course syllabus (or syllabi if applying to instruct a pilot course) with this completed application form. Your syllabus/syllabi must clearly address and outline how you will meet all of the goals and objectives of the FYI 100 course and the overall First Year Program as described above.

**Part 6 –Mid-Term Grade Policy**

As per Senate Bill 19/20-04, **faculty teaching FYI 100 section(s) are required to post midterm grades on eWeb for the students in their section(s) beginning Fall 2021**. FYI 100 faculty will be reminded of the policy at least two weeks before the midterm grade deadline and will be notified within one week after the deadline if they did not submit midterm grades to eWeb. Because this policy is not intended to be punitive but instead to ensure that all parties involved in the First Year Program are apprised of information necessary for ensuring student success, such faculty will be given a second opportunity to provide those grades to students and the First Year Program Coordinator within one week of the notice. FYI 100 faculty who do not submit midterm grades at all or comply with other Senate approved requirements of the program (e.g., use of Peer Mentor, grade requirements for Learning Modules) in two semesters will be notified and required to apply for reapproval by the First Year Program Committee before the end of November if they intend to teach FYI 100 in the following year. Such faculty will be informed of the committee’s decision by the end of the Fall semester.

**Part 7 -- Acknowledgement**

Your signature below indicates you have fully read and agree to the requirements as well as the goals and objectives of instructing an FYI 100 course.

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Faculty’s Signature

**Upon completing your application, please email a copy to the following individuals:**

Peter Bachiochi, Co-Chair FYPC [bachiochip@easternct.edu](mailto:bachiochip@easternct.edu)

Janice Patry, Co-Chair FYPC [patryj@easternct.edu](mailto:patryj@easternct.edu)

David Pellegrini, Coordinator FYP [pellegrinid@easternct.edu](mailto:pellegrinid@easternct.edu)

Thank you.