

## GE Standard X: First Year Experience Standard

Courses seeking to meet the First Year Experience Standard must:

- (i) Equip first year students to make an effective transition to university studies and campus life by providing a deeper understanding of the aims of higher education, its value to them, and the skills, habits and practices required to achieve those aims.
- (ii) Use direct assessment to demonstrate improvement of student skills in particular areas.

**To meet the Standard, courses must address *each* of the five areas listed on the following pages. Direct assessment must be used in *each* of the five areas.**

**Additionally, the following requirements must be met:**

- **FYE courses must include participation in the “One Book, One Campus” program as long as the program is active.**
- **FYE courses must contain specified “common elements” in order to follow FYE best practices.**
- **FYE enrollment must be open to students from all majors and from all programs of study, including students who have yet to declare such majors and/or programs of study.**

**When reviewing proposed offerings of courses approved as FYE courses, the First Year Experience Coordinating Committee is asked to consider the following factors (in addition to those detailed in the Areas on the following pages):**

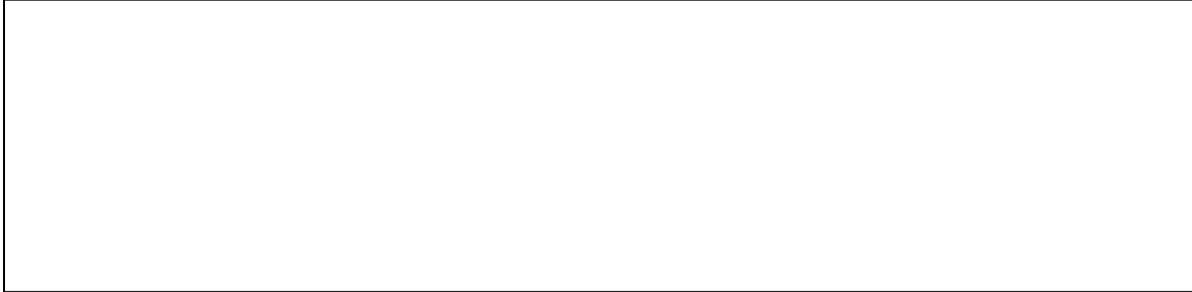
- **The degree to which faculty proposing to teach particular FYE offerings are willing to participate in regular meetings with other FYE faculty during the term that they are teaching FYE. The GE committee views such meetings as critical to the success of the FYE program.**
- **Whether or not faculty proposing to teach particular FYE offerings are permanent faculty members and the degree to which they are connected to the campus and to the community. The GE committee views such factors as important in determining the success of FYE offerings.**

The specific requirements for addressing and assessing each Area follow, and are provided under the Area headings themselves. One page is devoted to each of the five Areas.

Area 1: Understand the nature, purpose, and value of undergraduate education, including its core, the major, and co-curricular work.

Briefly describe contexts in which this course will require students to accomplish the expectations of this area as listed in the following bullet point:

- Understand the nature, purpose, and value of undergraduate education – its core, the major, and co-curricular work.



This course is asked to demonstrate improvement in all of the following student skills:

- Understanding of how the curriculum contributes to knowledge and competence, civic virtue, and personal happiness
- Understanding of the role of and the importance of choosing the major and minor areas of study
- Understanding of the role of the academic advisor and how to best make use of his/her expertise
- Understanding of how to effectively choose and register for courses; including the role of wait lists and the mechanics of adding/dropping courses
- The ability to choose, attend, and participate in cultural and intellectual events on campus and also to assess their value in achieving the overall aims of undergraduate education

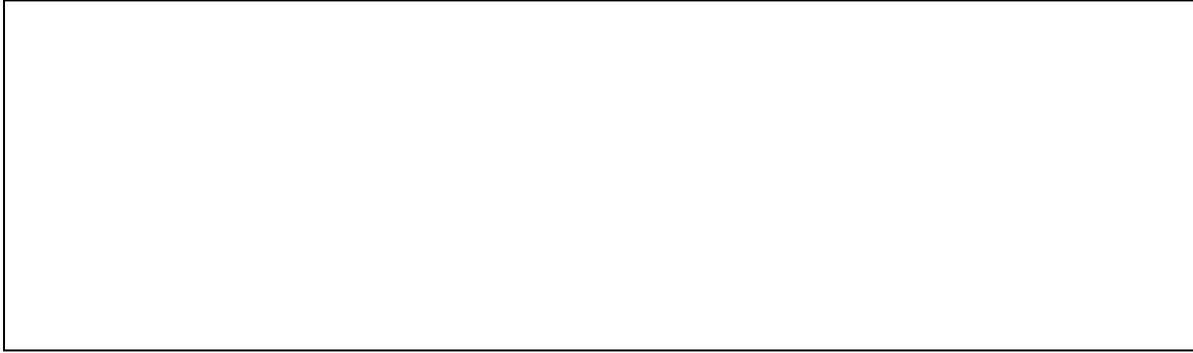
Describe what direct assessments will be used in this course in order to demonstrate improvement of such skills among students.



Area 2: Understand the dimensions of critical thinking and apply thinking skills.

Briefly describe contexts in which this course will require students to accomplish the expectations of this area listed in the following bullet point:

- Understand the dimensions of critical thinking and of applying critical thinking skills.



This course is asked to demonstrate improvement in all of the following student skills:

- Understanding of the fundamental components of epistemology, and the ability to identify the strengths and limitations of each
- Understanding of common logical fallacies and the ability to avoid them
- The ability to identify examples of good science, and the ability to distinguish them from pseudoscientific explanations
- Understanding of the role and benefit of quantitative reasoning in critical thinking
- The ability to apply critical reasoning skills to diverse issues including ethical and social issues
- The ability to use reasoning and evidence to support conclusions drawn in written work

Describe what direct assessments will be used in this course in order to demonstrate improvement of such skills among students.



Area 3: Foster Academic Success Skills

Briefly describe contexts in which this course will require students to accomplish the expectations of this area listed in the following bullet point:

- Foster Academic Success Skills

This course is asked to demonstrate improvement in all of the following student skills:

- Understanding of and ability to apply scientifically supported effective academic and study behavior
- Understanding of and ability to apply effective note-taking, reading, and classroom participation
- Understanding of and ability to apply Social media and technological etiquette
- Understanding of how to effectively strategize and work in a group
- Understanding of and ability to apply basic numeracy skills
- Understanding of and ability to apply effective reading strategies
- Ability to apply effective writing techniques aimed specifically at improving clarity and organization
- Understanding of the basic principles of bibliographic research and academic integrity

Describe what direct assessments will be used in this course in order to demonstrate improvement of such skills among students.

Area 4: Foster Academic Success Attitudes

Briefly describe contexts in which this course will require students to accomplish the expectations of this area listed in the following bullet point:

- Foster academic success attitudes

Your course is asked to demonstrate improvement all of the following student attitudes:

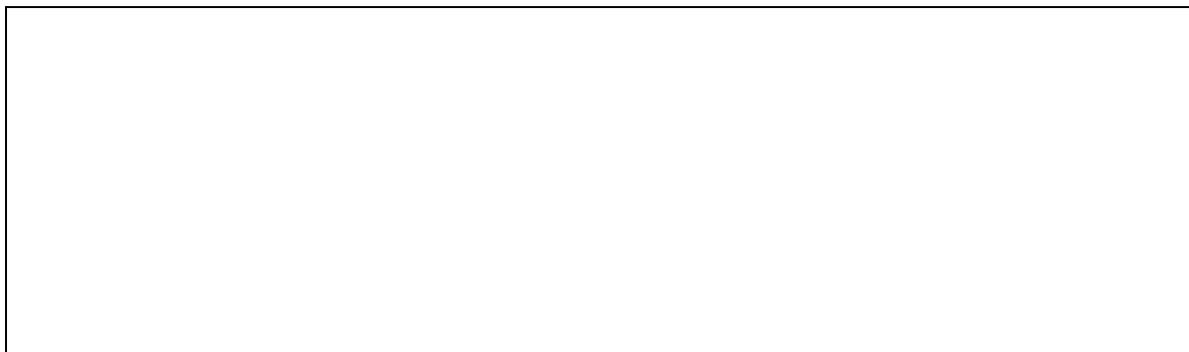
- Understanding of and ability to apply a growth mindset
- Understanding of and ability to apply an adaptive mindset
- Understanding of and ability to apply the concept of academic goal setting in the context of academic self-efficacy
- Understanding of and ability to apply academic perseverance and grit
- Understanding of the concept of stereotype threat, and the ability to identify ways to minimize its impact

Describe what direct assessments will be used in this course in order to demonstrate improvement of such skills among students.

Area 5: Discover and Connect with East Stroudsburg University and Community

Briefly describe contexts in which this course will require students to accomplish the expectations of this area listed in the following bullet point:

- Identify and utilize ESU and NEPA resources.



This course is asked to demonstrate engagement of students in **three or more** of the following areas:

- Improved student ability and willingness to access and use ESU student support resources (Writing Center, Tutoring Services, Counseling Services, Library Services, Study Abroad, Balance Workshops, or Career Services).
- Student participation in a Service Learning Project
- Student participation in a Community based Project
- Active student participation in clubs, athletics, student government and the performing arts

Describe what direct assessments will be used in this course in order to demonstrate that students have engaged in such ways.

