Faculty Name:  
EYE course proposal name:  

Entry Year Experience  

Course Approval Process 2011-2012  
DEADLINE: rolling  

Review and approval of courses for inclusion in the USM Core Curriculum shall respect and give appropriate deference to the expertise and academic freedom of individual faculty to teach what they know and to determine the content, pedagogy, required student activities, and teaching practices of each course.

In cases of courses intended to count toward the major, minor, or other program, review by college, school, or other curriculum review bodies may be necessary. Such review is the responsibility of the faculty members proposing the course and/or their departments, as appropriate.

Course proposals will usually be reviewed for approval by the USM Core Curriculum Committee during the next regular meeting. Course proposers will be informed of any action on their proposals within one week after the first review. Revisions and resubmissions will be read and acted on as soon as they are received by the committee.

Names of faculty developing the course (EYE courses are designed in consultation with 3 or more faculty from different disciplines):

Primary contact person:
Name:
E-mail: Phone:

Names of faculty expected to teach course:

Departmental notification/approval:

____ Yes, I have notified my department and have received department approval to propose this course
No, I have not notified my department or received department approval to propose this course. I will do so by (date)__________________.

**Scheduling:**

Expected number of sections:_____  
Semester/days/times/campus(es) in which you plan to offer the course for the first time (all sections):

Has this scheduling been approved by the department(s) involved? Y / N

After the first offering, what semesters do you plan to offer this course and how many sections will you offer per semester?

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<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td>2023</td>
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**Course Proposal**

Course proposals should include the following:

1. A **narrative** describing the following:
   a. how each of the learning outcomes and course characteristics will be addressed in the course
   b. for each learning outcome, describe at least one example of a concrete assignment students will complete to achieve the learning outcome
   c. how student learning will be assessed in relation to learning outcomes.

2. A **course outline** showing organization of topics, central questions, related readings and assignments, etc.

The learning outcomes and course characteristics of the Ethical Inquiry course follow, as does the rubric used by the CCC to review proposal narratives.

**Entry-Year Experience (EYE)**

Entry Year Experience courses engage students in exploration of significant questions about human culture and the natural world. The courses facilitate the students’ transition to college by engaging them in active and collaborative learning that enhances their inclination and ability to view complex issues from multiple perspectives. Pre/co-requisite: College Writing

**Learning Outcomes**

Student learning outcomes are drawn from the Outcomes for General Education and the Guidelines for the Development of Entry-Level Experiences. All outcomes listed below will be introduced in EYE courses.
Students will
1. employ a variety of perspectives to explore a significant question about the interrelationship between human culture and the natural world;
2. pose and explore questions in areas that are new and challenging;
3. describe, explain and analyze course concepts, orally and in writing;
4. reflect upon and link learning in the course with other learning experiences (for example co-curricular experience);
5. recognize that an individual’s viewpoint is shaped by his or her experience and historical and cultural context;
6. develop and employ skills to locate and critically evaluate information relevant to course questions (i.e., information literacy);
7. engage in respectful dialog with others that honors diversity; and
8. identify dispositions and behavior that foster academic success and recognize university resources and services that support learning and personal growth.

Course Characteristics
EYE courses should
1. focus on a theme that engages first year students;
2. involve pedagogies that actively engage students in their own learning, create substantial interaction between students and between students and instructors, and vary to accommodate different learning styles and learning objectives.
3. include co-curricular experience as a form of learning;
4. include reflective self-appraisal (e.g., reflection papers, journals, self-assessment, portfolio);
5. provide syllabi that include explicit reference to course objectives, explanation of university policy regarding plagiarism, and university and course policy regarding students with disabilities;

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1 Course developers may take a variety of approaches to “the natural world.” Focus is not restricted to dimensions such as nature and sustainability. Other relevant dimensions include but are not limited to human biology and physiology.

2 Information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” See: The American Library Association website (http://www.ala.org/ala/professionalresources/) for Information Literacy outcomes.

3 Co-curricular learning experiences are designed to offer engaged learning experiences that generally occur outside the classroom, that complement and align with course content, that integrate course learning with other learning, and that provide the opportunity for self-reflective learning which takes into account context and personal development. Co-curricular learning experiences take a variety of forms, ranging from participation in an on-campus event or organization related to course content to service learning.
Course Characteristics (continued)

EYE courses should

6. introduce students to the visions, goals and structure of general education, minimally with a statement on the syllabus which describes them;
7. normally limit enrollment to 25; and
8. be designed by teams of 2 to 5 faculty from different disciplines.

Requirements: Entering students with fewer than 24 credit hours (AP credits and standardized exams excluded) are required to complete an EYE course in their first semester.

Note to course developers:

Course designers may obtain support for designing and implementing co-curricular learning, information literacy learning, and learning in relation to university policies, academic and personal success from professional staff in the divisions of Advising, Student and University Life, the Libraries, and others.

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4 Team design by faculty from different disciplines is the ideal. We recognize that this may not be possible for all departments and topics. In situations where this ideal is not achieved (e.g., a course designed by members of one department), course developers are expected to consult with faculty from different departments and to incorporate material and perspectives from different disciplines.
The CCC will use the following check list in reviewing your proposal.

**EYE Proposal Review: Outcomes and Characteristics Checklist**

**EYE Course Number and Name:**

Indicate with a check whether the course proposal satisfactorily addresses the following:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Y</th>
<th>N</th>
<th>can’t determine</th>
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<tbody>
<tr>
<td>1. Employ a variety of perspectives to explore a significant question about the interrelationship between human culture and the natural world</td>
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<td>2. Pose and explore questions in areas that are unfamiliar and challenging;</td>
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<td>3. Describe, explain and analyze course concepts, orally and in writing;</td>
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<td>4. Reflect upon and link learning in the course with other learning experiences (for example co-curricular experience);</td>
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<td>5. Recognize that an individual’s viewpoint is shaped by his or her experience and historical and cultural context;</td>
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<td>6. Develop and employ information literacy skills (e.g., accessing and critically evaluating information);</td>
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<td>7. Engage in respectful dialog with others that honors diversity; and</td>
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<tr>
<th>Characteristic</th>
<th>Y</th>
<th>N</th>
<th>can’t determine</th>
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<td>1. Engaging theme</td>
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<td>2. Engaging pedagogies</td>
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<td>3. Co-curricular learning</td>
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<td>4. Reflective self-appraisal</td>
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<td>5. Explicit reference to course objectives, statements on plagiarism, students with disabilities</td>
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<tr>
<td>6. Introduces vision, goals and outcomes</td>
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<td>7. Limited to 25</td>
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<td>8. Designed by 3-5 faculty from different disciplines</td>
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