**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.

**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\(^1\);
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\(^2\));
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\(^3\);
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\(^4\).

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.

\(^4\) 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.