
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 be reviewed for approval by the USM Core Curriculum Committee in the order in which they are received. Course proposers will be informed of any action on their proposals within one week after the first review. When requested, revisions and resubmissions will be read and acted on as soon as possible after they are received by the committee.

Support for Faculty Developing Ethical Inquiry, Social Responsibility and Citizenship courses

CTEL is offering support for faculty who would like to develop on-line offerings of EISRC. Contact Monique LaRocque, Interim Executive Director of University Outreach for more information (mlarocque@usm.maine.edu).
Ethical Inquiry, Social Responsibility, and Citizenship Course Proposal Form (please complete and e-mail as a word document to smcwilms@usm.maine.edu)

Proposer Name:
E-mail:
Phone:
Course number and name (if this is an existing course. Courses which span departments and disciplines will be assigned a COR prefix upon approval):

Course-specific pre-requisites:
Are you willing to include “or permission” as an option to these pre-requisites? If yes, indicate any preferred terms for permission:

Names of faculty developing the course:

Names of faculty expected to teach course (if different from above):

Department notification/approval
All courses in the new Core Curriculum must be taught as part of a faculty member’s normal load. Consultation with your department is an important component of course planning. Please ask your department or program chair to e-mail smcwilms@usm.maine.edu indicating that departmental notification/approval has occurred.

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?

Fall _____20__ Spring ____20__ Summer ____ 20__

Fall _____20__ Spring ____20__ Summer ____ 20__

Format (please check one):
On-line ___
Blended ___
Face-to-Face ___
Course Proposal

Course designers should keep in mind that Ethical Inquiry, Social Responsibility and Citizenship courses involve learning at a more advanced level. Core prerequisites for EISRC courses are: EYE, College Writing and any three of the four second tier courses--Creative Expression, Cultural Interpretation, Science Exploration, Socio-cultural Analysis.

Successful course proposals will include the following:

1. A narrative which describes how students will achieve the outcomes in the course, how each of the course characteristics will be addressed, and how student learning will be assessed.
   a. For each EISRC learning outcome, describe at least one concrete example of an assignment students will complete to achieve the learning outcome.
   b. For each outcome, describe how student learning will be assessed in relation to the outcome (i.e., how you will know whether or not students have achieved the outcome).
   c. A course outline (or syllabus) showing organization of topics, central questions, related readings and assignments, etc.
Ethical Inquiry, Social Responsibility and Citizenship

This course focuses on a theme that engages students in critical reflection on their responsibilities for informed decision making and action in their public and private roles. It requires students to frame, analyze, and evaluate ethical issues, as well as to articulate and evaluate their own viewpoints and actions in relation to the ethical frameworks introduced.

Learning Outcomes

Students completing this course should be able to

1. analyze a topic relating to diverse human cultures and the natural world that has a significant ethical dimension and that is shaped by conflicting goals, values, traditions, institutions or structures.
2. describe their deliberative process for informed decision-making (e.g. weighing evidence, generating multiple alternatives and articulating the rationale for a final decision).
3. articulate their personal viewpoints as informed by specialized perspectives (including those encountered in previous coursework) and distinguish their viewpoints from those of others.
4. employ their own ethical framework as a basis for and assessment of an action that resonates with the themes of the course.
    Note: Student action should be meaningful, possibly public, such as service learning, sharing knowledge through public presentations, organizing and participating in co-curricular activities and events, writing a letter to the editor or legislator, or otherwise intentionally acting in their public and private roles.
5. demonstrate effective oral and written communication that draws on the higher level cognitive skills: analysis, synthesis and evaluation.

Course Characteristics

The course

1. is theme-based and designed by faculty teams;
2. uses one of the listed common texts intended to facilitate discussion of ethics and citizenship across multiple sections of the course regardless of topic. Faculty will recommend texts (such as a reading, film, artifacts) to the CCC, which will maintain and publish a list of no more than 5 approved common texts. The list will be reviewed and revised based on faculty input. The common texts for 2011-2012 are:
   - The Apology of Socrates (Plato)
   - How Good People Make Tough Choices (Rushworth Kidder)
   - Letter from a Birmingham Jail (Martin Luther King, Jr.)
   - Tragedy of the Commons (Garrett Hardin)
   - Woman at Point Zero (Nawal El Saadawi)
Copies of these common texts are available. Please e-mail smcwilms@usm.maine.edu or visit https://blogs.usm.maine.edu/core/

3. reintroduces the five goals of general education at USM and helps students understand the role of this course in the development of them:
   - Demonstrate informed understandings of interrelationships between human cultures and the natural world
   - Engage in analytical, contextual and integrative thinking about complex issues
   - Demonstrate effective communication using multiple forms of expression
   - Engage in critical reflection upon and informed action in your roles as a participant in multiple communities
   - Engage in ethical action and contribute to the social and environmental welfare of local and global communities.

4. analyzes quantitative and qualitative information and uses writing as a tool of learning and assessment.
5. includes co-curricular experiences as a form of learning.\(^1\)

Enrollment is normally limited to 30.

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\(^1\) 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.