

Signature Course Proposal

As part of the First-Year TRAC initiative, the College of Innovation & Design seeks faculty (employed for at least one academic year) to teach engaging, dynamic courses on topics of the instructor's choice for first-year students. These "Signature Courses" should highlight the faculty member's passion for the topic and communicate knowledge on that topic for a general first-year student. Ideal Signature Courses are interdisciplinary, not already a part of an existing curriculum, and include interactive student pedagogy, including, for example, group projects, oral presentations, group discussion, proposals/ sales pitches, and other active, experiential learning strategies.

Signature Courses must meet the following Core Curriculum Student Learning Outcomes:

1. In written, oral, and/or visual communication, students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
2. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
3. Students will demonstrate an understanding of societal and/or civic issues.

Signature Courses are capped at 100 students, and undergraduate supplemental instructors will be available to provide support as deemed appropriate by the instructor. Students enrolled in Signature Courses will participate in "The Lionizing," a culminating semester-end event where they will present a project from the course in the genre of the instructor's choice. As this course is part of the core curriculum, it will be assessed for institutional effectiveness purposes at the end of the semester.

Name: _____

Department: _____

Department Head: _____

Proposed Title of Signature Course: _____

Has this course been offered before (as a non-signature course?) If yes, please explain how this offering will be unique and not duplicative:

Ideal Course Size: _____

If proposing at alternate time, please provide justification with preferred day/time:

Preferred semester: ____ Fall ____ Spring

Describe the Signature Course you propose to teach:

Why would this course be of value & interest to first-time freshmen? How might you adapt your pedagogy to be most effective with this population of students?

Describe assignments or activities you would utilize in this course and how they would tie in to the student learning outcomes listed above.

Describe one aspect of the course that will be clearly interdisciplinary.

What are your tentative plans to take part in the Lionizing event at the end of the semester?

Include a one-paragraph description of your course. Describe your course in no more than 6 sentences in a way that would appeal to freshmen deciding which course to register for.

Applicants must have their department head sign this form. The Signature Course selection committee will also verify eligibility with your academic dean.

Department Head: By signing this form, you are attesting to the quality of the faculty member's teaching and their capacity to engage first-time freshmen. You are also acknowledging that a discussion of the course release has occurred.

Department Head Signature

Date

Submit this form and all documentation to Ginny.Haight@tamuc.edu by November 30, 2021 to be considered for the 2022-2023 academic year.

Learn more about Signature Courses

To learn about our current Signature Course offerings, refer to previous Signature Course offerings, a sample proposal and syllabus, visit <https://www.tamuc.edu/first-year-trac/>

Interested faculty are welcome to sit in on a Signature Course. Contact Dr. Yvonne Villanueva-Russell for additional information.

Signature Course applications will be reviewed by a faculty committee using the following rubric.

Signature Course Proposal Rubric

Criteria	3	2	1
Topic description	Topic and objective of course clearly articulated. Topic is timely, relevant and of interest to students	Topic is less clearly articulated. Topic may lack relevance or interest to students.	Topic and objectives are not expressed completely. Topic would not be a good fit for freshmen students.
Logic for teaching	Professor provides rationale for teaching specific course, or working with freshmen	Professor provides general interest in teaching only but does not specify why SigCo teaching unique	Professor does not provide complete justification for teaching
Value-Added	Course is timely, relevant, of clear interest to first-time freshmen	Course's relevance is unclear and of questionable merit to first-time freshmen	Course is neither timely nor relevant. No connection made between topic and first-time freshmen.
Assignments & SLOs	Clear connection between class and SLOs, complete with possible assignments on how outcomes will be achieved	Ambiguous description of how outcomes will be met	Description of how outcomes will be met missing from proposal
Interdisciplinarity	Course shows appeal and connection across multiple disciplines. Specific departments, assignments or guest lectures are named concretely to broaden course matter.	Ambiguous description of how course will be interdisciplinary	Course clearly written within confines of only one discipline
Lionizing plans	Plan for lionizing are tentative, but concrete.	Ambiguous plans for lionizing event	Lionizing event plans are absent from proposal
SCORE			