



## SIGNATURE COURSE PROPOSAL FORM

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Program: \_\_\_\_\_

Co-Sponsor(s): \_\_\_\_\_

Consultation(s): \_\_\_\_\_

To be offered: \_\_\_\_\_

How often do you plan to offer this course as a Signature Course?  one time  every semester  other

Would you consider offering this course as an FYS?  yes  no

Signature Course Area:  Ideas, Values, & Meaning  Arts & Literature  Social Systems

Scientific Understanding  Lifelong Skills: Writing, QR, and Financial Literacy

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Course Title: \_\_\_\_\_

Course Letter & Number: \_\_\_\_\_ Credit Hours: \_\_\_\_\_

Course Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Topics covered (attach syllabus): \_\_\_\_\_

Resources needed (audiovisual, library, computer, room): \_\_\_\_\_

\*Rationale for how the course meets the **Signature Course Criteria**:

1. In what way does your course qualify as interdisciplinary?
2. How will you incorporate an experiential learning component into the class?
3. How will your course address each of the four Core Competencies?
4. How will the course encourage students to challenge existing ideas about the world we live in?
5. How will the course facilitate students' intellectual curiosity and success outside the classroom?

\*Use additional paper to answer these questions.

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Date of Curriculum Committee approval: \_\_\_\_\_

Date of Faculty approval: \_\_\_\_\_

## Signature Course Criteria

### 1. Qualify as **interdisciplinary**:

- Combine and draw connections between one or more distinct academic disciplines
- Link concepts and ideas in ways that are thought-provoking
- Provide breadth of knowledge
- Courses may be team-taught by instructors from different disciplines, include invited lecturers, or be taught by a single instructor with experience in multiple disciplines

### 2. Incorporate **experiential learning**:

- Rooted in the act of doing
- Require active participation in activities, both within the classroom and beyond
- Courses should incorporate at least one of the following: internships, classroom projects with businesses and organizations, practica, service-learning opportunities, creative studio projects, hands-on labs, community service projects, and/or field trips

### 3. Address each of the **Core Competencies**:

**COMMUNICATION:** To achieve ability to write and speak clearly, persuasively, and professionally.

**COLLABORATION:** To achieve the ability to engage in cooperative problem-solving and collaborative leadership with others.

**CRITICAL THINKING:** To achieve the ability to systematically investigate and analyze complex problems, using various techniques, including quantitative and qualitative analysis.

**CITIZENSHIP:** To achieve the knowledge of social, cultural, economic/financial and political topics, and the ability to effectively work and live with people from many different backgrounds.

### 4. **Challenge existing ideas** about the world we live in:

- Present multiple perspectives
- Draw connections between course material and current events
- Explore universal topics and themes
- Enable critical inquiry into alternative ideas and multiple perspectives

All **Signature Courses** within the same area will focus on a common theme and share a common assignment that asks students to reflect upon the **Core Competencies**. These reflective assignments will be assessed through specific grading rubrics; student reflections and assessments will be kept in a developmental portfolio throughout the student's time at PMC.

**Signature Courses** fall into one of the five following areas:

### **Ideas, Values, and Meaning**

Courses in this area encompass the exploration of ideas, meanings, and patterns across disciplines, including creativity, critical thinking, synthesis, and evaluation. Students experience the relevance of current, real-life problems by reflecting deeply on the scientific, ethical, and social dimensions of a current issue, while drawing on relevant philosophic, literary, and historical insights.

### **Arts and Literature**

Literature and the arts stir the passions and provoke reflection. In this set of courses, students explore the ways in which writers and artists throughout history have endeavored to portray humanity and the world, be it on the page, canvas, or stage. In each of these courses, students gain an understanding of the creative process and appreciation of arts and literature as they explore subjects such as mythmaking and storytelling from a variety of traditions to discover how poets, performers, and artists represent their own worlds and times.

### **Social Systems**

What is the relationship of the individual to society? How do institutions, from the family to the ethnic group, the nation-state to the global economy, shape this relationship? These courses emphasize the foundations and development of the social sciences (political science, psychology, anthropology, economics, sociology), the tools of these disciplines (quantitative and qualitative), and the use of the social sciences in analyzing current social issues. Throughout these courses, students investigate central questions about society and the human condition by comparing families, communities, countries, and other social units across the globe and over time.

### **Scientific Understanding**

Within this area, students explore historical influences on the development of science and the interrelationships between science and culture, cultivating an understanding and appreciation of scientific principles and the scientific method. These courses incorporate lecture and laboratory experiences that emphasize the foundations of science, science as a way of knowing, and the uses of science. Labs will involve hands-on, discovery-based learning that will lead the student to make connections between observation and interpretation of natural phenomena through critical thinking. They will seek to provide students with an understanding of the scientific method, hypothesis formulation and testing, collection of data, analysis of data, and interpretation of data in the context of hypotheses.

### **Lifelong Skills: Writing, Quantitative Reasoning, and Financial Literacy**

All of the courses within this cluster help students develop three key skills – effective writing, quantitative reasoning, and financial literacy – that are considered not only important for the development of lifelong learners, but essential for helping students successfully meet the challenges of career, community and citizenship in today's global society. These courses will help students develop effective writing through the use of persuasive essays, public speaking, and research papers. Courses in Quantitative Reasoning and Financial Literacy will focus on helping students develop quantitative and practical economic skills to help them manage their own financial resources effectively.