

## Integrative and Signature Courses in General Education – Session Takeaways

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The takeaways of this session are presented in the form of the “Questions” that the session topics generated as advanced issues to consider by the institutions in their planning ahead:

1. Signature Courses appear to be very resource intensive; therefore it is key for the institution to consider in their planning and crafting of signature courses:
  - Who will be teaching those courses?
  - How to get faculty engaged in the development/creation of courses?
  - What are the incentives and rewards for faculty engagement?
2. Similarly, the institution must consider the establishment and institutionalization of a structure designed to sustain the courses/programs dedicated to the creation of signature courses:
  - What would the institutional structures look like?
  - Does it need a program director?
  - If so, to whom would the director report?
  - What are the support structures needed to maintain the program?
    - Promote collaboration between the center for teaching and learning and the General Education Program,
    - Creation of learning communities as platforms for bringing faculty together to the same table on conversation regarding course topics needed; faculty interests; department in charge of a course(s) at any given time, etc.
3. The institution needs to include in its planning the mechanisms for sustainability for these courses/program:
  - Can these support structures and resources be sustained?
4. How do we make these signature courses work for transfer students?
5. How do we make this signature courses work for students that bring AP credits to their first year in the program?
6. Even though we didn't have time during the session to talk about the participation of students in the planning process:
  - Are / should students be involved in the process?
  - What, if any, should be the role of students in the process for re-thinking signature courses in the Gen. Ed. program?
7. Use signature courses from early on in the students' plan of studies as the platform to highlight their interests in their disciplinary majors. Use the courses as the contexts in which the discipline-big questions are drawn and introduce students to them from the beginning of their programs – as opposed to saving them for later courses in their major.
  - Faculty teaching the signature courses will use disciplinary lenses to look at these questions -- from their own disciplines.
  - Team teaching will address the issue of an interdisciplinary approach.