**Learning Communities Application**

***Checklist***

|  |
| --- |
|  |

1. Meet with Integrative Learning Coordinator before completing this application.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_  
 Integrative Learning Coordinator (Signature) Date of meeting

|  |
| --- |
|  |

2. Complete and submit this application to the Integrative Learning Coordinator

by the **second Thursday of February** for a fall semester offering and the

**second Thursday of September** for a spring semester offering.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_  
 Integrative Learning Coordinator (Signature) Date received

|  |
| --- |
|  |

3. Present your proposal at one of the LC Workgroup meetings.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_  
 Learning Communities Workgroup Chair (Signature) Date heard

The Learning Communities Coordinator will contact you once the LC Workgroup has finalized its decision whether to approve your course.

1

**Learning Communities Application**

Target Semester: Fall \_\_\_\_ Spring \_\_\_\_

Instructor Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposed LC Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposed Learning Community Model and Requirements (check one)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Model** | |  | | --- | |  |   **Fully Integrated** | |  | | --- | |  |   **Partially Integrated** | |  | | --- | |  |   **Integrated Collective** |
| **Definition** | Two different courses are scheduled back-to-back with the same cohort of students.  Both faculty are present for the entire time during both class periods. Lectures, activities, and assignments are designed and presented as collaboratively as possible. | Two different courses are scheduled back-to-back with the same cohort of students.  Both faculty are present in each other’s class periods for 50% of the time\*. Lectures, activities, and assignments are designed and presented as collaboratively as possible.  \*When this is not practical due to course pairing, workload should be met through other means. | Three or more courses are scheduled with the same cohort of students.  The faculty selects a topic(s) and designs integrative assignments drawing on the content of all three courses. When possible, the faculty should meet during one of the classes 2 or more times per semester to enhance the integrative experience. |
| **Student Outcomes Assessment** | Individual Learning Communities courses are subject to ongoing in-class assessment of integrative learning outcomes. | Individual Learning Communities courses are subject to ongoing in-class assessment of integrative learning outcomes. | Individual Learning Communities courses are subject to ongoing in-class assessment of integrative learning outcomes. |
| **Faculty Time Commitment**  **Outside of Class** | Faculty will be expected to meet the semester(s) prior to teaching the Learning Community to coordinate the integration of courses and develop the syllabi and assignments. Faculty should also meet during the semester the Learning Community is taught to discuss the ongoing integration of the courses. | Faculty will be expected to meet the semester(s) prior to teaching the Learning Community to coordinate the integration of courses and develop the syllabi and assignments. Faculty should also meet during the semester the Learning Community is taught to discuss the ongoing integration of the courses. | Faculty will be expected to meet the semester(s) prior to teaching the Learning Community to coordinate the integration of courses and develop the syllabi and assignments. Faculty should also meet during the semester the Learning Community is taught to discuss the ongoing integration of the courses. |
| **Pay Structure** | Both faculty are paid for both class periods according to their regular or overload pay rates. In addition, a stipend of $750 will be given to each faculty member to create the course. | Both faculty are paid for each of their scheduled class periods plus 50% of the other class period according to their regular or overload pay rates\*. In addition, a stipend of $750 will be given to each faculty to create the course.  \*When time spent for each faculty in the others' class period is asymmetrical, a calculation will be made that represents the average of both faculty. | Each faculty will be paid for their course according to their regular or overload pay rates.  A stipend of $750 will be given to each faculty to create the collective. |
| **Faculty Evaluation/ Observation** | Faculty are encouraged to invite one or more members of the Learning Communities Workgroup to visit the class and provide feedback. | Faculty are encouraged to invite one or more members of the Learning Communities Workgroup to visit the class and provide feedback. | Faculty are encouraged to submit examples of integrative assignments to the Learning Communities Workgroup for feedback. |

2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course Prefixes and Numbers | IAI Numbers (if applicable) | Course Titles | Previous Semester's CRN  (if applicable) | Depts./  Divisions | Proposed  Day(s) \* | Proposed  Times \* |
| 1. |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |

\* The LC Workgroup will make final determinations to ensure optimum program scheduling.

|  |
| --- |
| Provide a course description of your Learning Community (100 words or less) |
|  |

1. To assist with marketing and recruitment, what student groups (curriculum/degrees) would this LC target?

2. What connections do you want your students to make between the different disciplines in this Learning Community?

3. What teaching/learning strategies do you plan to employ to achieve this?

3

**By signing below, you acknowledge that, if approved, steps will be taken to schedule the courses indicated on this application. Approved applications will be forwarded to faculty and appropriate Dean(s) by the Coordinator of Integrative Learning.**

|  |  |  |
| --- | --- | --- |
| Faculty Member | Chair/Coordinator | Division Dean |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Decision**

|  |
| --- |
|  |

This LC is declined.

|  |
| --- |
|  |

This LC is approved as is.

|  |
| --- |
|  |

This LC is approved with the following changes:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Communities Workgroup Chair (Signature) Date approved

4

Edited summer 2018