

**Call for Spring 2008 Proposals:
Title III Learning Communities Involving High Enrollment, Lower Division,
General Education Courses**

(Deadline to Apply – April 20, 2007)

Seven Title III learning communities have been launched for Fall 2007 (see attached brochure or <http://www.csuohio.edu/TitleIII/>). Proposals are now being accepted for Spring 2008 learning communities.

Focus for Spring

The program continues to seek faculty interested in innovative teaching and in engaging lower division students in interdisciplinary learning. The program is particularly interested in creating course clusters involving general education courses that are popular with students during the Spring semester. Examples of such courses include the following:

MUS 151, 161	PSC 111
HIS 101, 102, 111, 112, 165	REL 217
SOC 101, 201	COM 101, 221
PSY 101	BIO 106, 107
ENG 102	Other Similar Courses

Faculty proposals submitted during the past month of January for Spring 08 will be considered along with new ones in this round. Faculty can chose to revise and resubmit their proposal if they like.

Why?

Learning Communities offer very attractive opportunities for both faculty and students. Faculty can collaborate with their colleagues in other disciplines and work with highly motivated students. Such communities break students and faculty into groups that are smaller than other classes on campus thus allowing for a small college atmosphere on a large commuter campus.

What are learning communities?

Learning Communities are broadly defined as enriched learning experiences linking courses from different disciplines around themes or questions. Clustered courses enroll a common cohort of students who progress through a semester or year as a group. This allows participants to share their experiences, thoughts and questions thus creating a community among students, among faculty and students, and among faculty from different disciplines. More details are on the next page.

Who may apply?

Faculty may submit proposals as part of a team or individually, however, teams are encouraged to apply.

Want to learn more - Faculty Lunch and Question/Answer Session on Tuesday, April 17, 2006:

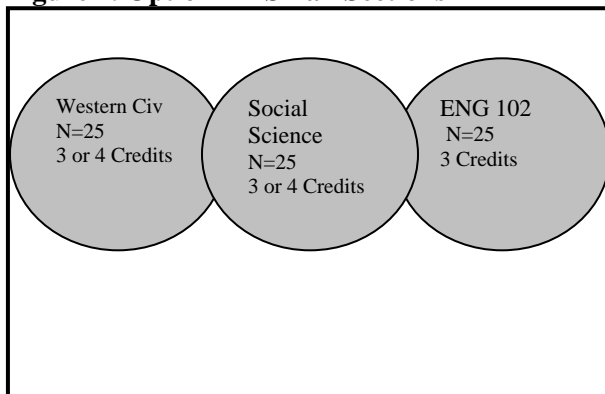
A lunch meeting will be offered on April 17, 2007 at noon, in UC 361as an opportunity to learn more about the program and meet other faculty who plan to participate. The meeting will be hosted by the Gitanjali Kaul, Vice Provost for Planning Assessment and Information Resource Management and

will include a question answer session. Please RSVP with Debra Sudy at X5324 or d.sudy@csuohio.edu by March 19, 2007.

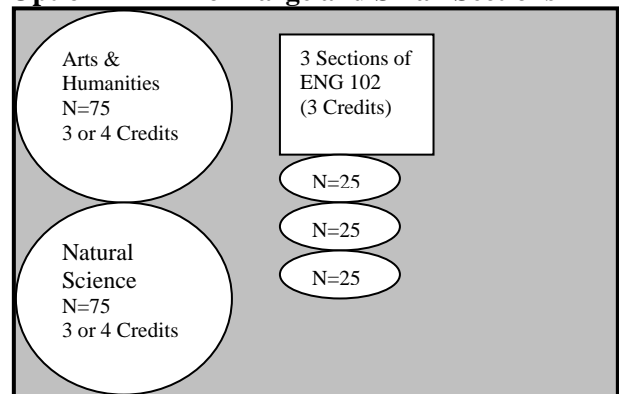
What will the CSU course clusters with a focus on Spring involve?

- An optional semester long program for cohorts of 25-30 full-time, first-year students that provides General Education credit.
- A learning community will include at least 3 courses from different disciplines clustered around themes that will be either team designed and/or team taught. These clusters could include 3 courses in spring semesters, and could be offered for approximately 12 to 15 credits.

Figure 1. Option 1 – Small Sections



Option 2 – Mix of Large and Small Sections



Faculty Incentives:

The following options are available:

Team Stipends The Learning Community team will be awarded \$2,500 that can be used by the team director for faculty stipends, student activities, resources etc.

Individual Stipends Each participating faculty member will receive a stipend of \$500. An additional stipend of \$300 will be awarded to the team leader for administrative responsibilities and \$200 will be allocated for student activities or classroom resources.

Directors will design/align how the courses will be integrated, work with faculty across disciplines, plan extra curricular activities, accompany students on field trips over weekends and into the evening, and participate in many informal discussions.

Resources for Classroom Activities Funding for specified, planned classroom activities associated with learning communities can be negotiated when funds are available.

Stipend for Summer Faculty Development Workshops:

Attendance at these summer planning workshops is mandatory and will include a stipend of 1 credit of summer teaching. The workshops will assist faculty teams in identifying assignments and activities needed in addressing the following goals: connecting academic disciplines to student’s family, work and social lives; connecting students to CSU resources for academic, social and personal enrichment; and, incorporating undergraduate research, service-learning, or discovery projects in courses. The workshops will also assist faculty in promoting integration among their courses in a variety of ways, e.g. visiting each others classes, using Smart classrooms and computer mediated communications such as threaded discussions or blogs, field trips, and guest speakers.

Compensation for Departments:

Part-time replacement funds for departments that follow Option 1 in Figure 1 are negotiable between the Departments, Colleges and Provost’s Office. Contact Gitanjali Kaul at X7402 for further information.

How would this work?

- Learning Communities Utilizing Existing Gen Ed Courses. For a complete listing of Gen Ed courses see <http://www.csuohio.edu/acaffairs/GenEdIndex.html>. When developing clusters with existing courses, curriculum goals would not change, but the courses would use examples from themes like global environment, interracial dynamics, popular culture, faith and reason, etc. to deliver existing course content.
- Spring 08 Learning Communities Involving Development of New Courses. Faculty interested in developing new courses for Spring 08 can complete most of their development work during Summer 07 through opportunities for summer development provided by this Title III program. The deadline for submitting new courses for General Education for Spring 08 courses is November 1, 2007.
- Faculty teaching in thematic clusters will align their syllabi with faculty from other disciplines in their cluster and move through topics at pre-determined intervals in their courses. This practice would allow students in their course clusters to experience how various disciplines offers a unique perspective (e.g., political, social, and scientific) on common topics addressed through general education curricula.
- The nature of planning and implementing learning communities requires that some of the work be conducted in Summer, however the principal amount of work is to be conducted in either Fall or Spring. Faculty will assist with promoting and recruiting students into learning communities.
- Each learning community will have at least one tenured faculty member in a lead role as a director or faculty can share this role as co-directors.
 - Spring writing courses like English 102 provide an ideal opportunity to create thematic links among courses that fulfill general education requirements. Faculty with an interest in including a section of either of these courses should contact Dr. Gitanjali Kaul (X7402 or g.kaul@csuohio.edu) or Dr. Jeffery Ford (X7184 and j.ford@csuohio.edu).
 - Learning communities will be encouraged to include opportunities for active and experiential learning.

Guidelines for Preparing a Proposal

The proposal should contain the following sections:

Proposed Semester: Spring 08

Contact Name _____

Department _____

Phone _____ E-mail _____

Additional Names _____

Expression of Interest (Single Applicants)

- 1) Name/Title of the proposed Learning Community.

- 2) Theme or question that would be the focus of the course cluster.
- 3) Course(s) you are proposing for the project.
- 4) General Education requirement(s) for which course(s) are currently approved.
- 5) Typical enrollment of course(s).
- 6) Include a current syllabus for the proposed course(s). In general terms, how would you retain the original course(s) objective as well as align the current course(s) syllabus to support the theme of the Learning Community.
- 7) Can you suggest another General Education course (or another General Education area) that would fit well into the proposed theme or topic.
- 8) What kinds of supplementary activities would you consider to foster integration of the courses within the cluster (e.g., undergraduate research projects, service learning, field trips, guest speakers, computer mediated communications, panel discussions with participating faculty, etc.)

Proposal to Establish a Learning Community - (Two or More Applicants)

Two or more applicants proposing a learning community respond to questions 1- 9 identified above. However, questions 6 and 7 are replaced with the following questions:

- 6) Briefly characterize the distinctive perspective or focus that each of the proposed courses would bring to an investigation of the theme.
- 7) Identify a period over Summer 07 when colleagues proposing the Learning Community will be available to work on developing new courses or aligning existing curriculum.

**Please send proposals to: Gitanjali Kaul, Vice Provost
Planning, Assessment and Information Resource Management
CSU, Cleveland, OH 44115-2214
Phone: 216-523-7402; email: g.kaul@csuohio.edu**