

Learning Community Proposal Supplemental Reading

What are some additional options for the structure of an LC under the proposed guidelines?

Keeping in mind the need for flexibility, the current LC guidelines (Evergreen II) indicate that new structural models may be proposed to Gen Ed for consideration, and the committee continues to welcome new LC approaches.

Since 2009, option E (Service Learning LC), which pairs a 3-credit course with a 1-credit service learning internship has been expanded to include other 3-credit plus 1-credit experiences that do not involve service learning (the Zen of Archery LC, which combines a 3-credit religion course with a 1-credit HEPE course is a good example).

Some additional options include the following:

- Students complete a course with a connection to community-based experiential learning (3-credit course plus a 1-credit experiential learning internship guided by a community leader). As with service learning LCs, students will be required to complete 40 hours of work (including time for on-site training) for their 1-credit experience.

- Students participate in a Living/Learning Community that would link a communal residential experience with a 3-credit course.

Example: Micah House Living/Learning Community

Participants live at Micah House for an academic year. As the program stipulates, residents are required to engage in community-building within the neighborhood through hosting hospitality meals, etc. Residents are also required to engage with each other as a living community through shared weekly meals, intentional reflection on their experiences in the neighborhood and with each other, etc. These experiences over the course of the year could amount to a 1-credit internship. Participants will also enroll in RELG 364: Community, Prayer and Transformation, a 3-credit course that is already recommended for students living at Micah House. Class assignments can link the experiential component to course content.

- Students complete an approved study abroad exchange program (e.g., Lingnan University in Hong Kong, University of Botswana, Uppsala University, etc.), which entails extended engagement with a new overseas community.
- Students complete a credit-bearing community-based internship (3 credits) overseen by a community partner coupled with an independent or directed study with a faculty member (1 credit).
- Students complete 4+ credits of coursework in an interdisciplinary program within a defined cohort of fellow majors.

What happens to the Common Components of LCs under the proposed expanded definition?

In order to reflect the need for flexibility and our desire to encourage innovative LC designs, the following LC components are suggested rather than required:

- Include a community of students
- Shared problem, issue, question, or theme
- Two instructors focusing on the same themes, questions, or material
- Intentional design of integrative assignments
- Instructor participation in each other's class at a level agreed upon by LC team
 - For example:
 - both attend all of each other's classes, or
 - one joint session offered weekly, or
 - joint session offered beginning, middle, and end of term (around planned integrative assignments/common reading or activities)
- Joint discussion sessions led by both instructors and/or upper-class student leaders
- Student service professionals (Student Activities, CVR, Internship Coordinator) support faculty in the development of course-related requirements outside the classroom
- One common text that demonstrates an intersection of the two approaches being examined as they relate to the common themes, questions, or material
- Out-of-class experience attended by both instructors, followed by integrative assignment (may be attendance at cultural event, service learning, lecture, and/or field trip)