

Learning Community Types

LC Type	Description	Faculty Involved	Faculty Initial Load Credit in Addition to Course Load -- Developing a Learning Community	Faculty Ongoing Additional Load Credit for Continuing a Learning Community
Student Cohorts / Integrative Seminar	Cohort of students enrolls in larger classes that faculty <u>do not</u> coordinate; intellectual connections & community-building take place in an <u>additional integrative seminar</u> * See hypothetical on next page..	Minimum of two-three	1 cr. Hour First time; Appropriate load credit for Integrative Seminar	None; Appropriate load credit for Integrative Seminar
Linked Courses/ Course Clusters	A student cohort takes two or more classes linked by a common theme. Faculty <u>do collaborate, coordinating syllabi, course content, and course work</u> . Each instructor <u>teaches her/his class separately</u> from the other instructor. See example below.	Minimum of two	Equivalent to total combined credit hours	Appropriate load credit for the instructor's main class plus a third the credits of the other class or classes.
Coordinated Study	Faculty members <u>team-teach</u> two or more courses as <u>one block</u> , with course work embedded in an integrated program of study. See example on next page. OR Another <u>variation</u> of this would be <u>two courses</u> in which the <u>faculty design</u> the course content of each class to <u>coordinate with the other class</u> , so each course builds upon the other. Faculty members <u>attend each other's class</u> , occasionally participating in discussion or offering information clarifying the relationship between the two disciplines. There will be a cohort of students enrolled in both courses, although not all students will be enrolled in both. See example on next page.	Minimum of two	Equivalent to total combined credit hours OR 75% of combined credit hours for coordination of course content, attendance in each class session of the other.	Appropriate load credit for the instructor's main class, plus a half (50%) of the credits of the other course..
Coordinated Study, with Travel	Discussion on-going			
Professional Development	Main focus is on professional development. This type is often developed in response to participants' needs and	NA	Variable – TBD by the Dean & VP for	Variable – TBD by the Dean & VP for

LCs	requests. One type might occur when faculty coordinate and collaborate course content in courses from two disciplines, attend each other's class, occasionally participating in discussion or offering information clarifying the relationship between the two disciplines. Courses have very few students in common. See example below.		Academics	Academics
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*No courses of this type currently exist at Casper College. The integrative seminar might necessitate the development of a new course, which would need to be submitted to the Curriculum Committee.

Examples:

Student Cohort / Integrative Seminar: A student cohort would enroll in Public Speaking, U.S. and Wyoming Government, and Ethics, as well as an *integrative seminar* that would coordinate discussion across the communication, government, and ethics topics. Initially the faculty member responsible for the integrative seminar would meet with the faculty teaching courses involving the student cohort, so as to prepare the Integrative Seminar.

Linked Courses / Course Clusters: HMDV 1000:90 College Success, ENGL 0620 Basic Writing II, and ENGL 0520 Fundamentals of Reading II (Fall, 2009); HLTK 1200:90 Medical Terminology and HMDV 1000:90 College Success (for pre-Nursing students)

Coordinated Study: “The Yellowstone Experience”, a seven credit team taught course that includes credit in ENGL 2055 Creative Writing in the Wild (3 cr.), BIOL 2110 Yellowstone Field Science (3 cr.), PEAC 2084 Outdoor Skills (1 cr.) . A second example would be the team –taught seven credit coordinated study involving GEOG 1010 Intro to Physical Geography (4 cr) and ART 2490 Field Sketchbook (3 cr.)

Professional Development LCs: First year seminars for new faculty or faculty book discussion groups.

Professional Development Coordinated Study: Faculty Emphasis : Variation on Coordinated Study: MATH 2210 (Calculus III) and ESC 2120 (Engineering Dynamics). Class content is coordinated so each course builds upon the other. Some students may enroll in both sections, but not all students are required to enroll in both sections. Emphasis is on faculty collaboration and coordination of course content to improve teaching and to enhance the students' academic experience.

Definitions:

Initial Additional Load Credit: Given for the first time a Learning Community is offered and makes. This credit is in addition to the load credit for the individual course.

Ongoing Additional Load Credit: Given for each subsequent time the same combination of courses/instructors offers a learning community after it makes for the first time.