

Learning Community Proposal

Learning Communities are designed to foster greater intellectual and social interaction between students and their instructors. They also encourage interaction among faculty and staff. By promoting a curricular and co-curricular alliance, learning communities advance an understanding of issues across discipline boundaries. Drawing from ASU's mission and grounded in constructivist and social learning theory, learning communities emphasize a learner-centered environment, involving students in active learning processes and collaborative approaches to learning.

Faculty members are welcome to submit proposals to design/develop additional learning communities and paired courses provided there is a freshman seminar as the anchor course. Complete the proposal in full, providing as much detail as possible. The Freshman College Faculty Advisory Committee (FAC) is responsible for reviewing all proposals to ensure adherence to Design Parameters that serve as review criteria. It is understood that this represents a tentative plan subject to change and that the FAC may request additional materials or clarifying information. Regular proposal review will ensure projected implementation to be scheduled for the following long term. Once a proposal has been approved and accepted, represented faculty must attend CTR training and certification. FYE peer mentors will be assigned to all new learning communities.

Learning Community Name:

Learning Community Size:

Defined Student Population (e.g., first-year students, sophomores, all classifications, first-generation, athletes, business majors, etc.):

Sponsoring College/School/Program:

Please choose one: Fall semester only Full year

Residential Component: Required Optional None

Learning Community Cluster and Instructor Team Contact Information:

Instructor Name	Course	Email	Telephone
	(Anchor)		

List all anticipated courses, but only list instructors if they are actively involved

- 1) Describe the theme /focus of Learning Community. Include why you believe this is a viable topic.
- 2) Share your rationale for the defined student population as well as the residential component option you indicated above.
- 3) How will the linked courses integrate the theme for this learning community? Detail the rationale for your particular combination of courses and discuss what pedagogical strategies (e.g., flipped classroom, team projects, reflective writing) could be implemented to explore the learning community's topic and achieve a sense of curricular/co-curricular alliance.
- 4) With the peer mentor in the anchor course, describe how the other classes and instructors might include the peer mentor—both inside and outside the classroom. Include campus events that could be connected to the learning community and the peer mentor.
- 5) Outline your plan to assist in the recruiting of students for your Learning Community. Specifically address how your college/school/program will support the promotion and population of your Learning Community during New Student Orientation.

Co-Curricular Activity Planning

Use the space below to describe support of peer mentor and his/her assistance with the out-of-class activities employed to reinforce classroom learning and to create a sense of community among your students. It is understood that these plans are largely tentative at this point. Do not feel limited by the space provided. We encourage you to plan as much as possible

Activities that Complement the Curriculum	
Event Description	Timing of the Event (Week of Semester/Month)

Activities of a Strictly Social Nature	
Event Description	Timing of the Event (Week of Semester/Month)

Alliance/Integration Activities	
Event Description	Timing of the Event (Week of Semester/Month)

Common Read-Related Activities	
Event Description	Timing of the Event (Week of Semester/Month)

Community Engagement/Social Responsibility Activities	
Event Description	Timing of the Event (Week of Semester/Month)

LC Design Parameters:

- **Academic Component** — LC must have an academic component. At least two courses are recommended in the cluster with one course being the freshman seminar and/or anchor. The seminar instructor is identified as the lead or main connection in the learning community.
- **Eligible Students** — LC must have an identifiable eligible population defined specifically by major or generally as open to all colleges/programs/majors.
- **Peer Mentor**—each LC must have peer mentor embedded in the freshman seminar/anchor. Peer mentor offers regularly schedule mentor sessions that are structured to emphasize time management, study strategies, and campus resources as well as student engagement and faculty interaction.
- **Size** — LC is groups of 20 to 30 students. If an LC is envisioned to be larger, it may be possible to create two or more sections of the interest group or add additional peer mentors. The enrollment capacity of the linked courses also has an impact on the LC design.
- **Faculty Involvement** — LC instructors are involved and active participants, planning and facilitating as a team. Program success is dependent upon dedicated faculty involvement in two areas:
 - Interact with the students in the class as well as plan and execute out-of-class events and activities. While LC instructors can rely on peer mentors to engage students outside of class, they are expected to participate in those out-of-class efforts connected to their assignments.
 - Develop integrative and interdisciplinary assignments, which provide opportunities for both students and faculty to engage, interact, and communicate. Connectivity happens through out-of-class events, common assignments, and syllabus integration.
- **Events & Activities** — the LC is expected to provide opportunities for student engagement and faculty interaction. Multiple events/activities should balance curricular and co-curricular activities related to LC themes or interest groups and need to be planned well in advance. The Freshman College will consider a per-student budget for events and activities. Highly encouraged events and activities are as follows:
 - Common Read activities
 - Community Engagement/Social Responsibility components
 - Faculty interaction elements
 - Student engagement events
 - Time management/goal setting elements
 - Critical Thinking components
- **Recruitment Plan** — The Freshman College dean is and will continue to aggressively recruit for LCs—students, faculty, and sponsors. Details of how sponsors or respective colleges/schools/programs intend to augment, complement, and collaboratively support the efforts of the learning communities, especially during New Student Orientation are required.
- **Stipulations**—All LCs will follow programming stipulations:
 - There will be no residential requirement that excludes freshman living off campus.
 - NFT students with >16 credit hours are considered transfer students and therefore will not be considered for a LC.
 - Transfer students are not required to enroll in LCs.
 - If a student drops one of the linked/paired courses in the learning community/freshman interest group, the student will have to drop both linked/paired courses.
 - FYE will hire, place, and supervise all peer mentors.
 - CITR training and certification required for all LC teaching teams.