Teaching in Learning Communities:
Guidelines for Success

The Learning Communities Committee has prepared this guide to help faculty who are new to teaching Learning Communities (also referred to as LCs). We hope you find it useful in answering any questions you may have about the process. Of course, if you still have questions or concerns, contact Jim Allen, LC Committee Chair, at 942-3421 or allenj@cod.edu.
Defining Learning Communities

What Are They?

To clarify the definition of Learning Communities (or LCs) for College of DuPage, we have adopted the relevant aspects of the provisional definition crafted by the Learning Communities Association, a newly-formed national organization for promoting scholarship and practice in LCs:

Learning communities represent an educational approach that involves the integration of engaged curricular and co-curricular learning and emphasizes relationship and community building among faculty or staff and a cohort of students in a rich learning environment. This educational approach may come in different forms, but [at COD, it] typically involves/incorporates/includes…[a] curricular structure characterized by a cohort of students participating in an intentionally designed integrative study of an issue or theme through connected courses, experiences, and resources.¹

In particular, an LC is dependent upon "intentional integration" of course content and assignments determined by the teaching faculty from each course. At COD, most LCs are comprised of two courses from different disciplines that focus on a common theme and have a common cohort of students. A full list of examples is included in the back of this guidebook, but a few examples include:

- Honors LC Seminars like Seed, Soil, and the Soul, Visions of (Im-) Perfect Societies: Social Utopias, and Planetary Ethics
- Topical LCs like Decision 2016, Composing Your Career, and Video Games and the Stories That Make Them
- Expanded LCs like Business Simulation and Integrated Engineering Technology

What’s Possible?

LCs permit a wide range of teaching approaches:

- Problem-Based Learning
- Experiential Learning
- Service Learning
- Flipped Classrooms
- Collaborative Learning
- Writing/Speaking Across the Curriculum
- Metacognitive Activities

• Hybrid Instruction
• Team Teaching

A learning community works best when it includes:
• Integrative assignments (readings, papers, projects, etc.) that encourage students to make connections between the courses and engage the LC theme
• A clear, intentional theme or focus that integrates the courses
• A dedicated cohort of students (all students enrolled in all courses in the LC)

What are the Benefits of Learning Communities?

Learning Communities (or LCs) have demonstrated significant benefits for students, faculty, and the institution at large, both nationally and at COD. Further, as McGregor, et. al., note, LCs address the needs for

• Greater intellectual interaction
  o student to student
  o student to faculty
  o faculty to faculty
• Curricular coherence: reinforcement and/or integration of ideas
• Understanding issues which cross subject matter boundaries
• Ways to facilitate the move toward a richer, learning-centered environment
• Active and collaborative learning
• Exploring and understanding diverse perspectives
• Student retention and progress toward degree
• Faculty development
• Low-cost methods for doing the above

How Do I Start a Learning Community?

All successful and effective (and fun!) learning communities need to start with a few key questions:

• What are the courses involved?
• What’s the theme/focus of the LC?
• What’s the design of the LC?
• How do I choose an LC partner?
• Which students might benefit most from taking this LC?
• How much to integrate?
• To team-teach or not team-teach?

Let’s examine each of these questions in detail:
1.) What are the courses involved?

In truth, just about any two courses can be paired into an LC; however, based on the experience of the LC Committee, we’ve found that the most successful LCs include

a.) Courses that are **gen eds**; having one course be an IAI gen ed is good, but having both is better for attracting students (especially those seeking to complete degrees and/or transfer). If one of the non-gen ed courses fulfills a degree requirement (like Human Relations or Contemporary Life Skills) or may be an important course for certain majors, this can also be attractive to particular students. LCs where both courses are electives and/or special topics tend to be the most challenging to market to students, but can be done if the theme is engaging.

b.) Courses from **separate disciplines** (again, courses from separate gen ed areas have greater appeal). While combining courses from the same discipline can be done, such an approach doesn’t always promote the cross-disciplinary benefit of LCs. Still, they can be effective in certain cases (such as combining composition and literature, where both courses fulfill gen eds).

Keep in mind, the more courses you try to integrate together, the more complex the task will become. If you’re new to LCs, we advise that you start out with only two courses.

2.) What’s the theme/focus of the LC?

This may be the most crucial question to address, as it speaks to the intentionality of the LC. Both faculty should agree on a specific focus for the pairing; this focus should be such that it promotes integration on some level of the content of both courses. In other words, each faculty member needs to think about how he/she might address/incorporate some of the content or skills addressed in his/her partner’s course into his/her own course.

For instance, ENGLI 1101 or 1102 and SPEECH 1100 are courses that easily pair with other disciplines. However, the LC won’t be truly integrated if the purpose of the pairing is merely that the English or Speech faculty member will evaluate the papers or speeches assigned in the other course. That other faculty member will need to consider how written/oral communication (or rhetoric) plays an important role in the subject matter of his/her course.

In addition, the faculty partners need to consider the attractiveness of their theme to their ultimate audience: students. Why would they enroll in this LC, rather than take both courses separately? This question leads us to our next topic…

3.) What’s the design of the LC?

The exact nature of the design of your LC is up to you and your partner. At minimum, you should include **at least one** assignment or activity that connects the course content of both classes in some meaningful way to capture/reflect the theme of the LC (we’ll discuss strategies for creating integrative assignments later in this Guidebook).
One of the greatest tensions in creating an LC is between the desire to integrate and innovate versus the need to fulfill course objectives and/or cover course content. Many an LC has struggled or even failed to launch because one or both members were unable to be flexible enough in their approaches to their courses. The process of integration requires imagination, flexibility, prioritization, and compromise. It may mean that you change the order of what you teach when to have your content synch up more effectively with your partner. It may mean changing your teaching style somewhat, especially if you opt to team-teach. It may mean restructuring (or even shelving) a particular assignment or activity you normally do in that class for one that integrates material from both courses. It may even mean not covering certain material in order to focus in greater depth on concepts that connect to the theme. All of this can be challenging, but none of it is impossible, especially if you and your partner approach the effort together with candor, creativity, and confidence.

4.) How do I choose an LC partner?

Choosing a fellow faculty member to partner with in an LC is in some ways like choosing someone to date, or even marry. If you have an idea for an LC but no one in mind to partner with, the LC Committee can play “matchmaker” to help you find an interested collaborator. We’ve found, however, that many good LC partnerships start from good faculty friendships. Still, just because you may be friends with a colleague doesn't always mean you'll be a good “match”. Thus, you and your partner need to have strong lines of communication about your expectations, hesitations, and limitations before embarking on this partnership. Consider these…

**Tips for a Successful LC “Marriage”**

a.) **Communication:** Discuss and agree on how often, when, and by what modes you prefer to communicate between you and your partner(s). We recommend you meet at least once a week; perhaps agree to hold a joint office hour together (alternating offices) to use as planning time or meet with students in your LC.

b.) **Beliefs and Values:** Discuss each of your policies, procedures, and other aspects of course/classroom management. For example, what is each of your attendance policies? What are your policies on late work? How much/little do you use Blackboard?

c.) **Roles in the “Marriage”**: How will each partner incorporate/address the discipline of the other partner in his/her course? How integrated will your curriculum be (shared readings, assignments, tests/exams, field trips, etc.)? How will each of you work to understand and support the other’s discipline?

---

2 Content based on presentations by Trabalka & Glady-Teschendorf (Delta College) and Lee-Schott (Joliet Jr. College) given at the 2014 National Learning Communities Conference in Bay City, MI.
d.) “Children” and “Parenting”: What is each partner’s persona/teaching style like in the classroom—to what extent is one partner strict/relaxed? How does each deal with classroom management/discipline?

e.) Decision Making: Who makes decisions about what? While much of the decision-making should be done jointly, are there areas where either partner feels a need for greater control?

f.) Time Spent Together: To what extent will you be team-teaching? How will you decide who gets/needs what time in (or even outside) the classroom?

Some Suggested “Pre-Nuptial” Activities:

A.) Exchange syllabi and assignments
B.) Sit in on each other’s classes to observe teaching styles
C.) Go on a “date” or two (lunch, a drink, etc.)

REMEMBER: A successful LC depends on a successful partnership; if there’s conflict between the faculty, students will notice (and often try to exploit it).

5.) Which students might benefit most from taking this LC?

The best-designed LC will never be successful if few or no students enroll in it. While the LC Committee does its best to help market LCs across the campus, faculty need to consider who their target audience may be for their particular offering. Are you looking to attract incoming freshmen? If so, they’re most likely interested in all gen ed courses or LCs that may combine a gen ed with a course in their intended major. Some students are particularly interested in the environment, politics, self-exploration, or other “sexy” topics. By looking at the list of previous LCs at the end of this Guidebook, you can see some of the themes that have attracted students; this is, by no means, an exhaustive list.

One “selling point” for most LCs is the integrative design of the LC—students are quite often attracted to the idea that they can “reduce their workload”, since many of the readings and assignments for each class overlap. Being able to communicate such integration to students can be a helpful marketing strategy. As you develop your plan, keep in mind the question posed above: Why would they enroll in your LC, rather than take both courses separately?

6.) How much to integrate?

There are a variety of models that can be used to structure learning communities; three common approaches are as follows:
a.) Version One: First Year Seminar Model:

- Programs in which a small cohort of students enrolls in larger classes that faculty DO NOT coordinate.
- Intellectual connections and community-building often take place in an additional integrative seminar.

b.) Version Two: Standard Linked Model:

- Programs of two or more classes linked thematically or by content, which a cohort of students takes together. The faculty DO plan the program collaboratively.

c.) Version Three: Standard Integrated Model:

- Programs of coursework that faculty members team-teach. The course work is embedded in an integrated program of study.

Other options, of course, may be possible. At College of DuPage, we’ve relied mainly on the linked and integrated models, mostly using pairs of courses. Some LCs at COD have connected as many as five or more courses, such as previous versions of the Adult Fast Track and Integrated Engineering Technology programs or the more recent Enhanced LCs offered in Fall 2016. Additional examples are listed at the back of this guidebook.

If you’re new to teaching a learning community, you may want to start off integrating only part of your course material with your partner—say, a common project or other assignment that counts for perhaps 20% or so of each student’s final grade in each course. In future iterations of the LC, as you and your partner gain experience with your LC (and teaching in such a format), you may decide to integrate the courses further. There’s really no strict standard here, other than each LC should have a minimum of one integrative assignment; what that is and how much it counts in your grade book is up to you and your partner. Even some of our longest-running LCs, like Seed, Soil, and the Soul or Decision 2016, are not fully integrated; Decision, for example, only has 60% of the activities/assignments count for each of the three courses involved—the other 40% is determined by each professor, according to the particular needs of his/her course.
To Team Teach or Not to Team Teach?

Nearly all LCs at COD are scheduled such that the courses meet back-to-back on the same days, providing the faculty involved the opportunity to use the combined time creatively. While the LC Committee recommends you consider team teaching, many times this isn’t possible, due to each faculty member’s schedule. There are particular benefits to team teaching, though:

- Each of you can be present to make more immediate connections between your subject matter as situations arise, especially if this involves pointing out differences in how, through your disciplines, each of you might view/approach a specific issue or topic;
- You get the opportunity to watch a colleague teach, which can often significantly inform your own teaching
- You have greater opportunities to get to know your students and your teaching partner
- Even if you should disagree with your partner on an issue, you can model for students how such disputes are addressed in academia through reason and evidence

If for whatever reason you’re not able to teach together, remember that you both still need to find time outside of your classes to meet (we advise doing it weekly) and discuss the progress of the LC so each of you is aware of what’s happening in the other’s class. Such meetings help reinforce the integration of the LC.

How Do We Propose Our LC?

Once you and your partner have done the initial steps in designing your LC, you need to complete the Learning Communities Proposal form so that your LC can be approved by the LC Curricular Subcommittee as well as your respective Deans. The following guidelines should help you navigate the proposal process (see the Proposal Form attached to the end of this Guidebook, as the numbers below refer to parts of the Proposal itself).

Before Starting the Form:

Before you begin completing the form, each faculty member should meet to discuss the concept/theme around which the LC will be developed. You may also want to inform your Dean that you will be submitting a proposal.

If you’re proposing a new LC, you’ll need to complete all parts of the form as discussed below.

If you’re proposing an LC that you’ve previously had approved and offered, we would still appreciate you submitting the form; we use them to help ensure that we don’t overlook any LCs when doing scheduling or marketing.

Completing the Form:

1.) Semester Proposed and Faculty Proposers: When choosing which semester to offer your LC, you may want to check with the LC chair or your Dean regarding deadlines for submitting
the proposal. Keep in mind that the LC Committee needs to review your proposal for approval before sending it on to your Dean for approval and scheduling.

2.) **LC Type:** The type of LC you offer is up to you, depending on the degree of integration you want to achieve. For your reference:

**Team-Taught/Integrated:** This type of LC typically involves a higher degree of integration between the faculty members and is intended for a dedicated cohort of students (the same students would sign up for each class in the LC). The classes are typically scheduled back-to-back in the same classroom to allow the LC faculty members to team teach or at least be present in each course. In addition, the LC would include shared assignments, readings, assessments, and/or other activities that would comprise all or part of the students’ grade in each course.

**Linked Courses:** These types of LCs usually have a common cohort of students, but the degree of integration is lower. The courses involved should share a common theme as well as some shared assignments and/or activities. Faculty are not expected to team-teach but are expected to coordinate some level of integration between the courses.

**Other:** While the two options listed above are the two most common types of LCs offered at COD and elsewhere, other potential models may be constructed. If you and your partner(s) develop an approach other than one of the two listed above, please provide an explanation for the LC Committee to consider. Please Note: Our committee is always open to innovations in integrated/interdisciplinary curriculum, provided the faculty can offer a sound rationale for their approach to their LC that still reflects best practices.

3 - 5) **Courses Involved/Days & Times/Locations for LC:** Again, faculty are free to choose the courses they want to use and which days/times they wish to offer their LC (though time slots need to conform to the Semester Scheduling Template provided by Central Scheduling). However, we’ve found that LCs are more likely to make if they contain at least one gen ed course (preferably both are gen ed) and are offered during the day (running no later than 3 PM). Again, every effort will be made to schedule all courses involved in the LC back-to-back in the same room. If you have a specific room request (need a lab or computer lab), indicate it here.

**SPECIAL NOTE:** If proposing an LC that includes an English Literature course, be certain to consult with the chairs of the English Literature Committee as soon as possible, as they develop a recommended slate of course offerings for upcoming semesters and will want to factor your LC into that slate to avoid course conflicts that could dilute enrollments.

6 & 7) **LC Title/Theme and Description:** Marketing is a key component of any successful LC. The information provided in these sections will be what students see on flyers and posters and what counselors or advisors who may recommend your LC to students will use. The LC Committee can offer suggestions if need be. If you’re repeating an LC and are fine with the previous description, you can insert that language or even state “See previous description from [Semester Year]”.

8.) **First Time/Repeating LC**: If you are repeating an LC, be sure to indicate the semester and year you last taught it. You can skip questions 9 and 10 (unless a new faculty member is now teaching the repeating LC).

9 & 10.) **New LC Faculty**: If any (or all) of the faculty are teaching in an LC for the first time, please let us know. These faculty may want to enroll in the LC Workshop offered each semester through the TLC. If this isn’t possible, these faculty may want to seek out one of the LC Committee for more direct mentoring.

11.) **Description**: This part is the true “heart” of the proposal. In this section, please try to describe in as much detail as possible how the faculty intend to integrate their courses to create the LC, in terms of a common theme/focus, shared assignments/activities, and so forth. While a formal syllabus isn’t required by the committee, it’s a good idea to provide at least as substantive an outline as you can, showing how each professor will be able to meet the course objectives in each course while providing a rationale for the LC as a whole. The more information you can provide to both the committee and, later, your Dean, the easier it can be to understand and evaluate it. If proposing an LC you’ve taught before, you can attach a previous syllabus our outline, along with any information about any changes you’ve made to the LC, if relevant.

12.) **Target Audience**: Again, for marketing purposes and for outreach to the counselors, having a decent idea of the target audience of students for the LC will be helpful, especially if there are opportunities for more targeted marketing.

**How Will an LC Proposal Be Evaluated?**

The LC Proposal Approval Sub-Committee, comprised of the LC chair and the faculty members of the committee, will be evaluating any LC proposal based on the following criteria:

- **Theme/Rationale**: What is the interdisciplinary theme or rationale connecting these courses? The faculty should present a clear rationale for connecting/integrating these courses.

- **Courses Included in LC**: What is the rationale for connecting/integrating these courses? Is at least one of the courses a gen ed course? If not, why will these courses appeal to the target audience of the LC?

- **Target Audience**: Who are the intended students for this LC? How broad/focused is the available student pool? The more specific the target audience, the more difficult achieving a sufficient enrollment may be, unless that issue can be offset through marketing.

- **Level of Integration**: How integrated are the courses? While this level can vary, there should be some evidence of shared activities (readings, assignments, activities, etc.) to connect the courses.
Should the Subcommittee have any concerns regarding the proposal, they will contact the faculty promptly to discuss these concerns and offer suggestions for revision. The Subcommittee’s priority is to facilitate and assist faculty in developing effective LCs; faculty are always welcome to discuss their ideas and concerns with the members prior to submitting a proposal.

Once your Proposal has been reviewed and accepted, you will need to bring it to your Dean for final approval. Each relevant Dean must sign the form. The proposal will then be sent to the Field and Experiential Learning Office for scheduling.

**We Have Our LC Approved and Scheduled—Now What?**

Fortunately, the time between getting an LC approved and scheduled and you actually stepping into the classroom and teaching it are often many months separated, providing you and your partner time to start doing more detailed planning. Consider this advice in your planning:

1.) Before registration begins for the semester you’re offering your LC, be sure to talk with the LC Committee Chair about marketing your LC. The LC Committee will use the description of your LC that you included in your Proposal to create both a brochure covering all LCs for that semester as well as a separate flyer and poster for your LC. You’ll have the opportunity to approve the flyer/poster for content and appearance. You may also want to do your own marketing: promote your LC to your students (and/or encourage your colleagues to do so as well).

2.) If you’re new to teaching LCs, you may want to meet individually with one of the LC Committee faculty to answer any specific questions you have.

3.) You should try to develop a fairly detailed (at least week-by-week) plan so you each know who is covering what, when. This is the best way to keep your LC on track. Keep in mind, though, you’ll need to keep communicating during the semester of your LC (this is often easier to do when you’re team teaching). You may even want to schedule a regular weekly meeting to discuss any issues that arise as the semester progresses.

In short, regular, consistent communication between teaching partners is necessary for success. This can be a challenge as most faculty members are used to being “masters of their own domain,” but in an LC, you have a teaching partner to consider. As in any good partnership, communication is a key to success.
Previous Learning Communities at College of DuPage:
Spring 2013 to Present

This list is only a sample of what we’ve offered; if interested, the committee can provide additional examples from COD and other institutions.

Spring 2013

Business Simulation  (Expanded Integrated LC)
Participate in a business simulation and learn more about the different parts of a business. Four classes are taught simultaneously in a new business created each semester. Students in each class form that particular department in a business. Marketing students conduct marketing research, create product lines, price products and prepare for distribution; advertising students prepare materials to support the sales force and advertisements to build awareness, interest, desire, and action in the target market identified by the marketing department. The simulation combines accumulated knowledge and theoretical bases found in traditional classes, with the “on-the-job” apprentice-type learning of actually performing the work. The additional integration of communications, interpersonal relations, teamwork, active and mastery learning, computer usage and personal productivity software makes this unique combination a potential national model for business education. Information: Sonny Smith, (630) 942-2952, or e-mail smithh@cod.edu.

Sonny Smith
BUSIN-1111-SIM01 -- Customer Service  Sonny Smith
MARKE-2210-SIM01 -- Principles of Marketing  Sonny Smith
MARKE-2240-SIM01 -- Advertising  Sonny Smith
MARKE-2250-SIM01 -- Business-to-Business  Sonny Smith
Thurs., 9:00 to 11:50 AM

Planetary Ethics (Linked LC)
Living in a global environment will require imaginative, creative and reflective abilities to deal with the environmental challenges on this crowded planet. This seminar combines environmental biology with environmental ethics to explore human relationships with the environment. Investigate how nature works, how things are interconnected and how theories and principles of ethics are applied to major areas of environmental concern. Connect conceptual discussions with practical experiences of field trips as well as in COD's own community farm. The biology course counts as a lab science and both courses are general education core courses. Fee: $15 (transportation).

BIOLO 1110-FS033—Environmental Biology  Shamili Sandiford
PHILO 1116-FS033—Environmental Ethics  Eva Raepple
T/Th 12:00 to 2:50 PM

Visions of (Im-) Perfect Societies: Social Utopias (Honors Seminar) (Integrated Team-Taught LC)
This Honors seminar combines the study of World literature with the analysis of political ideologies by examining a variety of utopias and dystopias from the earliest examples in ancient Greece to the present day. Since utopias/dystopias deal with idealized or future forms of societies, they are the perfect genre to explore the intersection of literature and Political Science. Through careful reading and text analysis, we hope to find out what utopias tell us about past and current social problems, what role they play in the development of political ideology, and how they can help us set goals or avoid mistakes.

ENGLI 2226-HON1 – World Literature  James Allen
POLS 1160-HON1 – Modern Political Ideologies
Chris Goergen
M/W 12:00 to 2:45 PM

It's a Small (Group) World (Honors Seminar) (Integrated LC)
This highly interactive Honors learning community combines Geography 1100 (Geography of the Western World) with Speech 1120 (Small Group Communication) to explore our "small world" through the study of geography and small group communication. Work in teams to learn about the interrelationships between people and their geographic environments, particularly in the Western world, while simultaneously learning the elements of small group communication including group structure and development, group membership, group decision-making, leadership, conflict management, and problem-solving. A key synergy for this seminar will come from the use of small group communication to develop means of thinking geographically. Information: Lauren Morgan, (630) 942-2007, morgan@cod.edu; or Joel Quam, (630) 942-3143, quamjoel@cod.edu.

GEOGR 1100 HON01 – Western World Geography
Joel Quam
SPEEC 1120 HON01 – Small-Group Communication
Lauren Morgan
T/Th 11:00 AM to 1:45 PM

English Language Community (Integrated LC)
This 4-credit program combines English 1101 with English 1070 (ESL Composition Supplement) for non-native speakers of English. It is designed for students who have met the English 1101 entrance requirement but who still have some difficulty expressing themselves in consistently clear and correct English. Students work together, as a learning community, to improve their language skills. Students MUST register for both English 1101 and 1070. Information: Irene O’Conner, (630) 942-3403. Permit required. Please contact instructor or visit BIC 3509 for permit.

ENGLI 1101 FS030—Composition I
Irene O’Conner
ENGLI 1070 FS030—ESL Composition Supplement
Irene O’Conner
T/Th 9:30 to 11:30 AM

Fall 2013

Charting Your Course: Communication and Careers* (Integrated Team-Taught LC)
Develop a clearer sense of your college and career direction while building stronger communication skills in this First Year Experience learning community. By combining a general education course, Speech 1100, with Career Development, Education 1105, you will map out a pathway to college and career achievement and install you with the confidence and communication competence to succeed in the 21st century. Must co-enroll in EDUCA 1105 FS025 and SPEEC 1100 FS025. Information: Joyce Fletcher, (630) 942-2541, email fletcher@cod.edu, or Lauren Morgan, (630) 942-2007, email: morgan@cod.edu.

EDUCA-1105-FS025
SPEEC-1100-FS025
Classes meet Tuesdays and Thursdays from 10 a.m. to 12:15 p.m.

Diet for a Hungry Planet: Building a Menu for the Future* (Integrated LC)
This seminar combines biology and literature to explore food as a key to understanding human cultures and human interactions with the environment. The study of food offers a rich and unique focal point from which to engage in an interdisciplinary inquiry because food encompasses a wide variety of human activities. Through topics relating to the production and consumption of food, we will focus on the interface of contemporary scientific and literary thought and explore the similarities and differences in the ways the disciplines of biology and literature account for the most fundamental of human activities:
feeding ourselves. Ethical considerations regarding food production, hunger, poverty, the impacts of globalization on food are part of our discussions. Learning strategies include reading, class discussion, film viewing, independent labs, field trips, reflective writing, and service learning. Must co-enroll in BIOLO-1110-FS010 and ENGLI-1130-FS010. Fee: $30 (includes transportation). Tuition extra. Information: Deborah Adelman, (630) 942-3406 or Shamili Sandiford, (630) 942-2123.

BIOLO-1110-FS010
ENGLI-1130-FS010
Classes meet Tuesdays and Thursdays from 11 a.m. to 1:50 p.m.

Education: The Rhetoric of Reform*(Integrated Team-Taught LC)
The debate over the state of our nation’s educational system has raged for decades. What’s working (or not working)? Who should decide? This learning community will explore the basic principles, practices and issues regarding education while developing the skills needed to argue in writing about how these principles and practices might be reformed. This learning community is intended for First Year education majors but is open to all students interested in education. Must co-enroll in EDUCA 1100 FS010 and ENGLI 1101 FS010. Information: James Allen (630) 942-3421, email allenj@cod.edu or Lois Stanciak (630) 942-2974, email stanciak@cod.edu.

EDUCA-1100-FS010
ENGLI-1101-FS010
Classes meet Mondays and Wednesdays from 12:00 to 2:45 p.m.

From Neurons to Culture: The Biology and Evolution of the Human Mind (Linked LC)
Why do we do what we do? Investigate the basis of human behavior: the mind. The mind is what the brain does; therefore, we focus on the way in which the human nervous system produces behavior, from our most basic animal responses to uniquely human traits such as language and culture. This learning community is intended for students interested in the biological basis of human social behavior. If you have ever been interested in neuroscience or evolutionary psychology, this integrated course is for you. Must co-enroll in Anthropology 2150 and Psychology 2205. Information: Felipe Armas, (630) 942-2037, email: armasf@cod.edu or Alexander Bolyanatz, (630) 942-2433, email: bolyanat@cod.edu.

ANTHR-2150-FS001
PSYCH-2205-FS001
Classes meet Tuesday and Thursdays from 9:30 a.m. to 12:15 p.m.

Fall 2015

Charting Your Course: Communication and Careers (Integrated Team-Taught LC)
Develop a clearer sense of your college and career direction while building stronger communication skills in this learning community. By combining a general education course, Speech 1100, with Career Development, Education 1105, you will map out a pathway to college and career achievement and instill you with the confidence and communication competence to succeed in the 21st century. Co-enrollment in EDUCA-1105-FS025 and SPEEC-1100-FS025 is required. Information: Lauren Morgan, (630)942-2007, email: morgan@cod.edu or Stacie Haen-Darden, email: haen-dardens@cod.edu

EDUCA-1105-FS025, Career Development T/R, 10:00 - 10:50 AM Haen-Darden
SPEEC-1100-FS025, Fund. of Speech Communication T/R, 11 AM - 12:15 PM Morgan
Read 'em Their Rights (Linked LC)
This learning community explores the natural relationship between reading and the American criminal justice system. Students will be exposed to critical reading strategies, vocabulary assimilation and active comprehension techniques while being introduced to content areas within criminal justice. Topics will include policing, criminal investigations, law, courts, corrections and juvenile justice. Must co-enroll in ENGLI-0482-FS001 and CRIMJ-1100-FS001. Information: Danica Hubbard (630) 942-2101, email: hubbard@cod.edu or Theodore Darden, (630) 942-2989, email: darden@cod.edu.

ENGLI-0482-FS001, Approaches College Reading  T/R, 11 a.m. to 12:50 p.m  Hubbard
CRIMJ-1100-FS001, Introduction to Criminal Justice  T/R, 1 to 2:15 p.m  Darden

Seed, Soil and the Soul: A Critical Analysis of World Food Practices (Integrated LC)
This seminar combines biology and film to explore food as a key to understanding human cultures and human relationships with the environment. The study of food offers a rich and unique focal point from which to engage in an interdisciplinary inquiry because food encompasses a wide variety of human activities. Through topics relating to the production and consumption of food, we will focus on the interface of scientific thought and film to explore the ways in which the disciplines of biology and film studies complement each other in understanding the most fundamental of human activities: feeding ourselves. Learning methods include film viewing, class discussion, independent labs, field trips, reflective writing, and service learning. Must co-enroll in BIOLO-1110-FS004 and ENGLI-1154-FS004. Fee: $30 (includes transportation). Tuition is extra. Information: Deborah Adelman, (630) 942-3406, email adelman@cod.edu, or Shamili Ajgaonkar, (630) 942-2123, email sandifor@cod.edu

BIOLO-1110-FS004, Environmental Biology  T/R, 11 a.m. to 12:20 p.m  Ajgaonkar
ENGLI-1154-FS004, Film as Literature  T/R, 12:30 to 1:50 p.m  Adelman

Visions of (Im-) Perfect Societies: Social Utopias (Integrated Team-Taught LC)
For Honor students only. This honors seminar combines the study of world literature with the analysis of political ideologies by examining a variety of utopias and dystopias from the earliest examples in ancient Greece to the present day. Since utopias/dystopias deal with idealized or future forms of societies, they are the perfect genre to explore the intersection of literature and Political Science. Through careful reading and text analysis, we hope to find out what utopias tell us about past and current social problems, what role they play in the development of political ideology, and how they can help us set goals or avoid mistakes. Students will have the opportunity to visit the historic utopian settlement in New Harmony, IN to see firsthand how these utopian impulses are put into practice. Fee: $58 (includes transportation, lodging and entry fees). Tuition is extra. Must co-enroll in ENGLI-2226-HON01 and POLS-1160-HON01. Information: Jim Allen, (630) 942-3421, allenj@cod.edu or Chris Goergen, (630) 942-2012, goergen@cod.edu

ENGLI-2226-HON01, Masterpieces of World Lit  M/W, 12:00 to 1:15 p.m  Allen
POLS-1160-HON01, Modern Political Ideologies  M/W, 1:30 to 2:45 p.m  Goergen

Sustainable Formulas for a Finite Planet (Linked LC)
Explore challenges to our planet and its people. Hone your elementary algebra skills while studying global issues through a green chemistry lens. Topics will include such issues as sustainability, global climate change, energy sources and nutrition. Learn the essentials to be a mathematically and scientifically literate global citizen. Co-enrollment in CHEMI-1105-FS002 and MATH-0481-FS002 is required. Information: Mary Newberg, (630) 942-4066, email: newberg@cod.edu or Chris Bailey, (630) 942-3035, email: baileyc105@cod.edu
CHEMI-1105-FS002, Contemporary Chemistry W/F 8:00 AM - 10:50 AM Newberg
MATH-0481-FS002, Foundations of College Math I T/R 8:00 AM - 10:25 AM Bailey

**Composing Your Career (Linked LC)**
Explore through writing, discussion, and other activities, career opportunities and pathways as they relate to the issues of life values, socio-economics, race, gender, and personal goals. Finish the semester with a portfolio designed to help you chart a path toward a fulfilling career. Co-enrollment in EDUCA-1105-FS013 and ENGLI-1101-FS013 is required. Information: Dana Thompson, (630) 942-2528, email: thompsnd@cod.edu or Melina Probst, (630) 942-2288, email: probstm@cod.edu.

EDUCA-1105-FS013, Career Development T/R 12:30 PM - 01:20 PM Thompson
ENGLI-1101-FS013, English Composition 1 T/R, 11:00 AM - 12:15 PM Probst

**Fall 2016:**

**American Addict: The Complex World of Drugs and Drug Policy (Expanded Linked LC)**
This learning community is an in-depth examination of the political, legal, psychological and behavioral effects of drugs, drug use and drug policy on American society as well as the current legalization debate. Co-enrollment in POLS-1101-LC005, HUMAN-1125-LC005, PSYCH-1100-LC005, CRIMJ-1100-LC005 and EDUCA-1115-LC005 is required. Information: Andrea Polites, (630) 942-2103, email: politesa@cod.edu

<table>
<thead>
<tr>
<th>Course</th>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS-1101-LC005</td>
<td>TR</td>
<td>9:30-10:45 a.m.</td>
</tr>
<tr>
<td>HUMAN-1125-LC005</td>
<td>TR</td>
<td>11:00 a.m.-12:15 p.m.</td>
</tr>
<tr>
<td>PSYCH-1100-LC005</td>
<td>MWF</td>
<td>9-9:50 a.m.</td>
</tr>
<tr>
<td>CRIMJ-1100-LC005</td>
<td>MWF</td>
<td>10-10:50 a.m.</td>
</tr>
<tr>
<td>EDUCA-1115-LC005</td>
<td>MW</td>
<td>11-11:50 a.m.</td>
</tr>
</tbody>
</table>

**Anthropology for ESL Students (Linked LC)**
A new opportunity for eligible ESL students. Anthropology 1100 will provide an authentic academic environment and will count towards the General Education requirements. Receive full college-level credit for the Anthropology while co-enrolling in ESL 0443 where you'll strengthen your reading skills through learning the vocabulary and concepts taught in Anthropology. The two professors will work very closely to help students improve both their academic and their language skills. Only one textbook will be used for both classes. Co-enrollment in ANTHR-1100-LC025 and ESL-0443-LC025 is required. Additional hours TBA. Information: Alex Bolyanatz, (630) 942-2433, email: bolyanat@cod.edu, or John Stasinopoulos, (630) 942-2013, email: stasinop@cod.edu

<table>
<thead>
<tr>
<th>Course</th>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHR-1100-LC025</td>
<td>TR</td>
<td>2:00-3:30 p.m.</td>
</tr>
<tr>
<td>ELS-0443-LC025</td>
<td>TR</td>
<td>12:00-1:50 p.m.</td>
</tr>
</tbody>
</table>

**Body Language (Linked LC)**
Part of becoming a health care professional involves learning a dizzying array of terms and phrases unique to this field. Intended for health care majors, this learning community focuses on mastering the language of medicine while exploring the mechanics of the human body. Through a variety of integrated assignments, students will learn and apply medical terminology through the context of studying the most fundamental subject of health care: the human anatomy. Must co-enroll in ANAT-1500-LC012 and HLTHS-1110-LC012. Hybrid format: a blend of traditional classroom and alternative instruction. Information: Nancy Feulner, (630) 942-2124, email: feulner@cod.edu or John Myers, email: myersj146@cod.edu
Cruise the Caribbean (Expanded Linked LC)
Make connections between fundamental concepts in world politics, oceanography, and mathematics while exploring contemporary challenges facing the developing nations of the Caribbean in the face of depleted or limited natural resources (i.e. energy and water) and natural disasters (i.e. rising sea levels, hurricanes, earthquakes, tsunamis, and volcanic eruptions). This learning community includes an opportunity to hone college success skills. The virtual cruise will be experienced on the COD campus within the college’s state-of-the-art classrooms and beach wave-tank lab. Satisfy general education requirements in mathematics, physical science, social and behavioral sciences, and contemporary life skills. Co-enrollment in EARTH-1130-FS010, EDUCA-1115-LC010, MATH-1218-LC010 and POLS-2220-LC010 is required. Information: Diana Strode, (630) 942-2547, email: strodedi@cod.edu

Decision 2016 (Integrated Team-Taught LC)
This learning community combines English Composition 1101, Political Science 1101, and Speech 1100 to explore the processes of American government and the role of rhetoric by focusing on the issues of the 2016 presidential, congressional, and local campaigns and elections. Get the unique opportunity to study, analyze, and evaluate the strategies and practices of the candidates as they relate to the principles of American politics and both written and oral communication. A service learning project and other out-of-class activities will also be required. Information: James Allen, (630) 942-3421, email: allenj@cod.edu; Lauren Morgan, (630) 942-2007, email: morgan@cod.edu; or Chris Goergen, (630) 942-2012, email: goergen@cod.edu

Exploring Culture (Expanded Linked LC)
Explore the concept of “culture” from different perspectives and learn to synthesize multiple perspectives while interacting with each other in a mutually supportive community of learners. Co-enrollment in ANTHR-1100-LC015, EDUCA-1115-LC015, ENGLI-1101-LC015, PSYCH-1100-LC015 and SOCIO-1100-LC015 is required. Information: Tia Greenfield, (630) 942-2006, email: greenie@cod.edu

Immigration in a Post-9/11 World (Expanded Linked LC)
Examine the topic of immigration from the perspective of both migrant populations as well as the nations who receive them. Explore the experience of adapting and contributing to life in a new society, while addressing the security challenges that immigration poses in a post-9/11 world. Co-enrollment in SOCIO-
Introduction to the Arts and Information Literacy: Understanding the Human Experience Through the Critical Evaluation of Information (Linked LC)

Learn how the arts have shaped the human experience through the study of performing and visual arts, literature, philosophy, and religion. Learn how to find and critically evaluate information resources that shed light on your understanding of the arts. This course will over a survey of significant events and artistic expressions beginning in the 20th century. Students will learn information literacy essentials, including how information is organized, the processes used in conducting research, how to evaluate information and the ethical use of information. Co-enrollment in EDUCA-1820-LC003 and HUMNT-1101-LC003 is required. Information: Timothy Clifford, (630) 942-4263, email: clifford@cod.edu or Kenneth Orenic, (630) 942-2338, email: orenick@cod.edu

Nourish the Soul: Connecting through Words and Music (Linked LC)

Music is often said to be a "universal language," but why are many musicologists and linguists critical of this popular idea? Explore this and other questions in this learning community that challenges your understanding of music while it fulfills both your English 1101 and Fine Arts Gen Ed requirements for both degree and transfer credit. Develop your knowledge of music at the same time you're learning to become better college writers. Co-enrollment in ENGLI-1101-LC007 and MUSIC-1100-LC007 is required. Information: Larry Ward, (630) 942-4174, email: wardla@cod.edu or Kristopher Kowal, (630) 942-4208, email: kowalk@cod.edu

Seed, Soil and the Soul: A Critical Analysis of World Food Practices (Integrated LC)

This honors seminar combines biology and film to explore food as a key to understanding human cultures and human relationships with the environment. The study of food offers a rich and unique focal point from which to engage in an interdisciplinary inquiry because food encompasses a wide variety of human activities. Through topics relating to the production and consumption of food, we will focus on the interface of scientific thought and film to explore the ways in which the disciplines of biology and film studies complement each other in understanding the most fundamental of human activities: feeding ourselves. Learning methods include film viewing, class discussion, independent labs, field trips, reflective writing, and service learning. Must co-enroll in BIOLO-1110-FS004 and ENGLI-1154-FS004. Fee: $30 (includes transportation). Tuition is extra. Information: Deborah Adelman, (630) 942-3406, email adelman@cod.edu, or Shamili Ajgaonkar, (630) 942-2123, email sandifor@cod.edu
Video Games and the Stories That Make Them (Linked LC)

This learning community will examine the narrative elements of video games, including but not limited to plot structure, character development, genre, style, narrative point-of-view, folklore, and symbolism. If you're interested in video games, particularly those kinds of games that depend upon a narrative base for how they work, these classes are for you. Co-enrollment in ENGLI-1101-LC011 and ENGLI-1800-LC011 is required. For information about online courses, visit www.cod.edu/online. Information: Jason Snart, (630) 942-2033, email: snartj@cod.edu or Tim Henningson, (630) 942-2276, email: henningsent@cod.edu

ENGLI-1102-LC011 T/Th 9:30-10:45 a.m. Henningson
ENGLI-1800-LC011 Online Snart

Spring 2017

Body Language (Linked LC)

Part of becoming a health care professional involves learning a dizzying array of terms and phrases unique to this field. Intended for health care majors, this learning community focuses on mastering the language of medicine while exploring the mechanics of the human body. Through a variety of integrated assignments, students will learn and apply medical terminology through the context of studying the most fundamental subject of health care: the human anatomy. Must co-enroll in ANAT-1500-LC030 and HLTHS 1110-LC030. Information: Nancy Feulner, (630) 942-2124, email: feulner@cod.edu or John Myers, email: myersj146@cod.edu Focus: Mastering the Language of Medicine (for healthcare majors)

ANAT-1500-LC030 Survey of Human A & P MF 9:00A-9:50A Myers
HLTHS-1110-LC030 Biomedical Terminology W 10:00A-11:50A Feulner

Breath, Body and Brain: Communicating Consciously (Integrated/Team-Taught LC)

It is well known that people fear public speaking to avoid the anxiety that they feel when confronted with speaking in public. Communication research proves that engaging in practices to reduce anxiety such as yoga and meditation can help communicators manage their apprehension. This learning community will show you how to take advantage of the benefits of yoga and meditation while taking Speech 1100, the required communication class that requires public speaking. Must co-enroll in PHYS-1901-LC035 and SPEEC-1100-LC035. Information: Lauren Morgan, (630) 942-2007, email: morgan@cod.edu or Patricia Fiske, email fiskep@cod.edu

SPEEC-1100-LC035 Fund Speech Communication TR 6:00P-7:15P Morgan
PHYS-1901-LC035 Hatha Yoga I TR 5:00P-5:50P Fiske

English Language Community (Linked LC)

Students from various countries and cultures around the world work together as a special community of learners to improve writing and speaking skills, while also learning about global cultures from each other. Share your unique backgrounds and common problems as non-native speakers of English in a lively and supportive learning environment. Must co-enroll in ENGLI-1101-LC040 and SPEEC-1100-LC040. Information: Tia Greenfield, (630) 942-2006, email: greenfie@cod.edu or Chris Miller, (630) 942-2823, email millerc@cod.edu

SPEEC-1100-LC040 Fund Speech Comm TR 11:00A-12:15P Miller
ENGLI-1101-LC040 English Composition I TR 12:30P-1:45P Greenfield
Planetary Ethics (Linked LC)
Living in a global environment will require imaginative, creative and reflective abilities to deal with the environmental challenges on this crowded planet. This seminar combines Environmental Biology with Environmental Ethics to explore human relationships with the environment. Investigate how nature works, how things are interconnected and how theories and principles of ethics are applied to major areas of environmental concern. Connect conceptual discussions with practical experiences of field trips as well as in COD's own community farm. The biology course counts as a lab science and both courses are general education core courses. Fee: $25 (includes transportation). Tuition is extra. Must co-enroll in BIOLO-1110-LC035 and PHILO-1116-LC035. Information: Eva Maria Raepple, (630) 942-3983, email: raepple@cod.edu or Shamili Ajgaonkar, (630) 942-2123, email: sandifor@cod.edu

BIOLO-1110-LC035  Environmental Biology  TR  12:30 - 1:50 PM  Aigaonkar
PHILO-1116-LC035  Environmental Ethics  TR  11:00 AM-12:15 PM  Raepple

Research as Narrative (Linked LC)
How does knowledge get produced and disseminated? Why does it change? Who decides? This learning community critiques the fundamental role of research and rhetoric (i.e., persuasion) within the world of knowledge creation, while also critiquing academic discourse, bias, credibility, objectivity and community writing in the digital world. Must co-enroll in EDUCA-1820-LC045 and ENGLI-1102-LC045. Information: Tim Henningsen, (630) 942-2276, email: henningsent@cod.edu or Jason Ertz, (630) 942-3317, email ertzja@cod.edu

EDUCA-1820-LC045  Research in Info Age  MW  11:20 -11:50 AM  Henningsen
ENGLI-1102-LC045  English Composition II  MW  10:00 -11:15 AM  Ertz

Watercolors and Webcams: Using Digital Tools to Explore the Arts (Linked LC)
Explore the Humanities in an online environment using technology and educational tools that enhance learning including video creation/collection, reflective practice, project learning, and blogging. You will create collaborative projects, YouTube playlists, and video presentations as you build an online portfolio. Assignments will highlight technologies relevant to the arts, your other courses, and your current and future career. Must co-enroll in EDUCA-2780-LC032 and HUMNT-1101-LC032. Both courses are offered completely online; for information about online courses, visit www.cod.edu/online. Information: Julia DiLiberti, (630) 942-2578, email: diliberti@cod.edu or Nancy O'Sullivan, (630) 942-2364, email: osulliva@cod.edu

EDUCA-2780-LC032  Video Applications-Education  Online  O’Sullivan
HUMNT-1101-LC032  Intro Humanities:The Arts  Online  diLiberti

Honors LC Seminar: The Physics of Politics (Integrated/Team-Taught LC)
This highly interactive Honors learning community explores the intersection of physics and politics. It combines the study of applications of physics with the analysis of American politics by examining a variety of topics that are based on physical concepts but have caused intensive political debate. Topics include traditional and alternative forms of energy, the peaceful and military use of nuclear power, electrical power generation and power grids, environmental problems including climate change, and more. Gain a basic understanding of the physical processes and apply that knowledge to the political discussion taking place in the U.S. Congress and the mass media as it relates to those issues. Must co-enroll in PHYSI-1150-HON01 and POLS-1101-HON01. Information: Christian Goergen, (630) 942-2012, email: goergen@cod.edu or Tom Carter, (630) 942-3346, email: cartert@cod.edu

PHYSI-1150-HON01  Physics and Society  MW  8:00A-9:15A  Carter
POLS-1101-HON01  American Politics  MW  9:30A-10:45A  Goergen
Fall 2017

Body Language (Linked LC)
Part of becoming a health care professional involves learning a dizzying array of terms and phrases unique to this field. Intended for health care majors, this learning community focuses on mastering the language of medicine while exploring the mechanics of the human body. Through variety of integrated assignments, students will learn and apply medical terminology through the context of studying the most fundamental subject of health care: the human anatomy. Must co-enroll in ANAT-1500-LC012 and HLTHS-1110-LC012. Hybrid format: a blend of traditional classroom and alternative instruction. Information: Nancy Feulner, (630) 942-2124, email: feulner@cod.edu or John Myers, email: myersj146@cod.edu.

ANAT-1500-LC012, Anatomy & Physiology M, F, 8:00 to 9:15 a.m., Myers
W, 8:00 to 9:50 a.m. (lab)
HLTHS-1110-LC012, Biomedical Terminology W, 10:00 to 11:50 a.m. Feulner

Connections: Mind and Voice (Linked LC)
Level up in English and Psychology by taking two courses with gamers in mind. Earn XP and rewards as you hone your writing skills and learn about the human mind. Go on solo and group missions to earn the best grade you can in this unique combination of courses. Must co-enroll in ENGLI-1101-LC017 and PSYCH-1100-LC017. Information: Carly Huegelmann, email: huegel@cod.edu or Patrick O'Connor, email: oconnorp10@cod.edu.

ENGLI-1101-LC017, Composition I T/R, 9:30 to 10:45 AM Huegelmann
PSYCH-1100-LC017, General Psychology T/R, 12:30 to 1:45 PM O'Connor

Charting Your Course: Communication and Careers (Integrated/Team-Taught LC)
Engage in career exploration while developing an understanding of the communication process and fundamental workplace communication skills, especially in the contexts of intrapersonal, small group, and public communication. Must co-enroll in EDUCA-1105-LC003 and SPEEC-1100-LC003. Information: Lauren Morgan, (630) 942-2007, email: morgan@cod.edu or Sara Kirby, email: kirbys371@cod.edu.

EDUCA-1105-LC003, Career Development T/R, 10:00 – 10:50 AM Kirby
SPEEC-1100-LC003, Fund. Speech Communication T/R, 11:00 AM – 12:15 PM Morgan

English Language Community - Speech and Writing for Non-Native Speakers of English
Students from various countries and cultures around the world work together as a special community of learners to improve writing and speaking skills, while also learning about global cultures from each other. Share your unique backgrounds and common problems as non-native speakers of English in a lively and supportive learning environment. Must co-enroll in ENGLI-1101-LC004 and SPEEC-1100-LC004. Information: Tia Greenfield, (630) 942-2006, email: greentie@cod.edu or Chris Miller, (630) 942-2823, email millerc@cod.edu.

ENGLI-1101-LC004, Composition I T/R, 12:30 -1:45 PM Greenfield
SPEEC-1100-LC004, Fund. Speech Communication T/R, 11:00 AM - 12:15 PM Miller

Human Resources Management (HRM) Certificate Learning Community
This Learning Community offers students who have previously completed the MANAG 2240 (HR Management) course to concurrently complete the three advanced HRM courses that are requirements for
earning the HRM certificate. The three courses will be team-taught and integrated throughout the 16-week term in a 50% hybrid format. Upon completion, students can demonstrate to employers their competencies in responding to today’s HRM job challenges by having completed the certificate. Must co-enroll in MANAG 2242-LC017, MANAG 2245-LC017, and MANAG 2248-LC017. Information: Jane Murtaugh, (630) 942-2821. Email: murtaugh@cod.edu.

MANAG 2242-LC017, Talent Acquisition & Retention  W, 6:00 – 9:00 PM
MANAG 2245-LC017, Workforce Development & Compensation  W, 6:00 – 9:00 PM
MANAG 2248-LC017 Strategic Human Resource Management  W, 6:00 – 9:00 PM

Introduction to the Arts and Information Literacy: Understanding the Human Experience through the Critical Evaluation of Information (Linked LC)
Learn how the arts have shaped the human experience through the study of performing and visual arts, literature, philosophy, and religion. Learn how to find and critically evaluate information resources that shed light on your understanding of the arts. This course will cover a survey of significant events and artistic expressions beginning in the 20th century. Students will learn information literacy essentials, including how information is organized, the processes used in conducting research, how to evaluate information and the ethical use of information. Co-enrollment in EDUCA-1820-LC003 and HUMNT-1101-LC003 is required. Information: Timothy Clifford, (630) 942-4263, email: clifford@cod.edu or Kenneth Orenic, (630) 942-2338, email: orenick@cod.edu.

EDUCA-1820-LC003, Research in the Information Age  T/R, 12:30 - 12:50 PM  Orenic
HUMNT-1101-LC003, Introduction to the Arts  T/R, 11:00 AM - 12:15 PM  Clifford

In Your Write Mind (Linked LC)
Who are you? How do you interact with your world? Learn to put these thoughts into words as you explore how to navigate college learning and life. Develop an effective mindset for college-level courses and strengthen your skills as a successful college student through interpersonal, analytical, and argumentative writing. Must co-enroll in ENGLI-1101-LC008 and PSYCH-1100-LC008. Information: Trina Sotirakopulos, (630) 942-2177, email: sotirakopulost@cod.edu or Sarah Butler, (630) 942-2035, email: butlers584@cod.edu.

ENGLI-1101-LC008, Composition I  T/R, 9:30 - 10:45 AM  Sotirakopulos
PSYCH-1100-LC008, Introduction to Psychology  M/W/F, 10:00 - 10:50 AM  Butler

Seed, Soil and the Soul: A Critical Analysis of World Food Practices (Linked LC)
This learning community combines biology and film to explore food as a key to understanding human cultures and human relationships with the environment. The study of food offers a rich and unique focal point from which to engage in an interdisciplinary inquiry because food encompasses a wide variety of human activities. Through topics relating to the production and consumption of food, we will focus on the interface of scientific thought and film to explore the ways in which the disciplines of biology and film studies complement each other in understanding the most fundamental of human activities: feeding ourselves. Learning methods include film viewing, class discussion, independent labs, field trips, reflective writing, and service learning. Must co-enroll in BIOLO-1110-FS004 and ENGLI-1154-FS004. Fee: $30 (includes transportation). Tuition is extra. Information: Deborah Adelman, (630) 942-3406, email adelman@cod.edu, or Shamili Ajgaonkar, (630) 942-2123, email sandifor@cod.edu.

BIOLO-1110-FS004, Environmental Biology  T/R, 11:00 AM - 12:20 PM  Ajgaonkar
ENGLI-1154-FS004, Film as Literature  T/R, 12:30 - 1:50 PM  Adelman
Video Games and the Stories that Make Them (Linked LC)
This learning community will examine the narrative elements of video games, including but not limited to plot structure, character development, genre, style, narrative point-of-view, folklore, and symbolism. If you're interested in video games, particularly those kinds of games that depend upon a narrative base for how they work, these classes are for you. The intent is for gamers and non-gamers alike to understand how traditional literary elements are now informing the increasing popular medium of the video game. Co-enrollment in ENGLI-1101-LC010 and ENGLI-1130-LC010 is required. For information about online courses, visit ww.cod.edu/online. Information: Jason Snart, (630) 942-2033, email: snartj@cod.edu or Tim Henningson, (630) 942-2276, email: henningsent@cod.edu.

ENGLI-1101-LC010, Composition I T/R, 11:00 AM - 12:15 PM Henningson
ENGLI-1130-LC010, Introduction to Literature (online) (online) Snart

Honors Seminar: Visions of (Im-)Perfect Societies: Social Utopias & Dystopias (Integrated/Team-Taught LC)
For Honor students only. This honors seminar combines the study of world literature with the analysis of political ideologies by examining a variety of utopias and dystopias from the earliest examples in ancient Greece to the present day. Since utopias/dystopias deal with idealized or future forms of societies, they are the perfect genre to explore the intersection of literature and Political Science. Through careful reading and text analysis, we hope to find out what utopias tell us about past and current social problems, what role they play in the development of political ideology, and how they can help us set goals or avoid mistakes. Must co-enroll in ENGLI-2226-HON01 and POLS-1160-HON01. For information, contact Jim Allen at (630) 942-3421, email: allenj@cod.edu, or Chris Goergen at (630) 942-2012, email: goergen@cod.edu.

ENGLI-2226-HON01, Masterpiece of World Literature M/W, 1:00 - 2:15 PM Allen
POLS-1160-HON01, Modern Political Ideologies M/W, 2:30 - 3:45 PM Goergen

Spring 2018

English Language Community (Integrated/Team-Taught LC)
Students from various countries and cultures around the world work together as a special community of learners to improve writing and speaking skills, while also learning about global cultures from each other. Share your unique backgrounds and common problems as non-native speakers of English in a lively and supportive learning environment. Must co-enroll in ENGLI-1101-LC040 and SPEEC-1100-LC040. Information: Tia Greenfield, (630) 942-2006, email: greenfie@cod.edu or Chris Miller, (630) 942-2823, email: millerc@cod.edu

ENGLI-1101-LC040, English Comp I TR 11:00 AM-12:15 PM Greenfield
SPEEC-1100-LC040, Fund Speech Comm TR 9:30 AM-10:45 AM Miller

Gods and War: World Politics and World Religions (Integrated/Team-Taught LC)
This learning community will explore the intersection of religion and politics. Learn how religious beliefs and practices can help explain conflict and cooperation between countries, groups and individuals. Discuss how the interwoven history of religions and nations might help us understand the current issues facing an increasingly globalized world. Must co-enroll in POLS-2220-LC040 and EITHER PHIL0-1150-LC040 OR relig 1150-LC040. Information: Chris Goergen, (630) 942-2012, email: goergen@cod.edu or Leslie Wolf, (630) 942-2172, email: wolf214@cod.edu

PHIL0-1150-LC040, World Religions TR 2:00 PM-3:15 PM Wolf
Human Resource Management Certificate (Integrated/Team-Taught LC)
This learning community offers students who have previously completed the MANAG 2240 HR Management course to concurrently complete the three advanced HRM courses that are requirements for earning the HRM certificate. Upon completion, students can demonstrate to employers’ competencies in responding to today’s HRM job challenges. Must co-enroll in MANAG-2242-LC030, MANAG-2245-LC030 and MANAG-2248-LC030. Hybrid format- a blend of classroom and online coursework. Internet access is required. Information: Jane Murtaugh, (630) 942-2821, email: murtaugh@cod.edu

Planetary Ethics (Linked LC)
Living in a global environment will require imaginative, creative and reflective abilities to deal with the environmental challenges on this crowded planet. This seminar combines Environmental Biology with Environmental Ethics to explore human relationships with the environment, investigate how nature works, how things are interconnected and how theories and principles of ethics are applied to major areas of environmental concern. Connect conceptual discussions with practical experiences of field trips as well as in COD's own community farm. The biology course counts as a lab science and both courses are general education core courses. Fee: $25 (includes transportation). Tuition is extra. Must co-enroll in BIOLO-1110-HON30 and PHILO-1116-HON30. Information: Eva Maria Raepple, (630) 942-3983, email: raepple@cod.edu or Shamili Ajgaonkar, (630) 942-2123, email: sandifor@cod.edu

Research as Narrative (Linked LC)
How does knowledge get produced and disseminated? Why does it change? Who decides? This learning community critiques the fundamental role of research and rhetoric (i.e., persuasion) within the world of knowledge creation, while also critiquing academic discourse, bias, credibility, objectivity and community writing in the digital world. Must co-enroll in EDUCA-1820-LC045 and ENGLI-1102-LC045. Information: Tim Henningsen, (630) 942-2276, email: henningsent@cod.edu or Jason Ertz, (630) 942-3317, email: ertzja@cod.edu

Victims, Villains and Heroes (Integrated/Team-Taught LC)
This learning community will use the theme of Victims, Villains and Heroes to explore short stories and develop college success skills for students at the Illinois Youth Center in Warenville, IL. Students will learn methods for analyzing literature as well as study skills via the coarse readings. Must co-enroll in EDUCA-1115-LC030 and ENGLI-1150-LC030. Information: Jackie McGrath, (630) 942-2709, email: mcgrathj@cod.edu or Stacie Haen-Darden, email: haen-dardens@cod.edu

Women in Humanities and Literature (Linked LC)
This learning community will focus on women authors and artists throughout various time periods, genres, and parts of the world. We will also consider representation of women in literature and in art within a historical context. Must co-enroll in ENGLI-1130-LC035 and HUMNT-1101-LC035.

Information: Erin Neubert, email: neuberte@cod.edu or Elizabeth Kempton, email: kemptone@cod.edu

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLI-1130-LC035</td>
<td>Intro to Literature</td>
<td>MW</td>
<td>9:00 AM-10:15 AM</td>
<td>Kempton</td>
</tr>
<tr>
<td>HUMNT-1101-LC035</td>
<td>The Arts</td>
<td>MW</td>
<td>10:30 AM-11:45 AM</td>
<td>Neubert</td>
</tr>
</tbody>
</table>

**Fall 2018**

**Video Games and/as Art, History, and Culture**

This learning community pairs English 112 and Humanities 1102 to explore the ever-growing world of video games -- including their history, design, development, and cultural impact --through the lens of Humanities study. We will consider video games as a multi-million dollar 21st century industry, but also as a set of important cultural, artistic productions. Using the comparative framework of the Humanities to situate video games in long traditions of creative endeavors across artistic genres that include music and visual art, will let us explore, understand, and think critically about how video games work as creative endeavors, how they reflect our cultural and historical moment, and how they also that shape that very moment itself. Must co-enroll in ENGLI-1102-LC018 and HUMNT-1102-LC018. For information about online courses, visit www.cod/edu/online. Information: Jason Snart, (630) 942-2033, email: snartj@cod.edu, or Tim Henningsen, (630) 942-2276, email: henningsent@cod.edu.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLI-1102-LC018</td>
<td>Composition II</td>
<td>T/R</td>
<td>9:30 – 10:45 AM</td>
<td>Henningsen</td>
</tr>
<tr>
<td>HUMNT-1102-LC018</td>
<td>Intro to Humanities: Ideas &amp; Values</td>
<td>Internet</td>
<td></td>
<td>Snart</td>
</tr>
</tbody>
</table>

**Seed, Soil and the Soul: A Critical Analysis of World Food Practices**

This honors seminar combines biology and film to explore food as a key to understanding human cultures and human relationships with the environment. The study of food offers a rich and unique focal point from which to engage in an interdisciplinary inquiry because food encompasses a wide variety of human activities. Through topics relating to the production and consumption of food, we will focus on the interface of scientific thought and film to explore the ways in which the disciplines of biology and film studies complement each other in understanding the most fundamental of human activities: feeding ourselves. Learning methods include film viewing, class discussion, independent labs, field trips, reflective writing, and service learning. For Honors students only. Must co-enroll in BIOLO-1110-HON22 and ENGLI-1154-HON22. Fee: $30 (includes transportation). Tuition is extra. For information: Deborah Adelman, (630) 942-3406, email adelman@cod.edu, or Shamili Ajgaonkar, (630) 942-2123, email sandifor@cod.edu.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLO-1110-HON22</td>
<td>Environmental Biology</td>
<td>T</td>
<td>11:00 AM – 2:50 PM</td>
<td>Ajgaonkar</td>
</tr>
<tr>
<td>ENGLI-1154-HON22</td>
<td>Film as Literature</td>
<td>R</td>
<td>11:00 AM – 1:50 PM</td>
<td>Adelman</td>
</tr>
</tbody>
</table>

**Charting Your Course: Communication and Careers**

Engage in career exploration while developing an understanding of the communication process and fundamental workplace communication skills, especially in the contexts of intrapersonal, small group, and public communication. Must co-enroll in EDUCA-1105-LC003 and SPEEC-1100-LC003. Information: Lauren Morgan, (630) 942-2007, email: morgan@cod.edu or Sara Kirby, email: kirbys371@cod.edu.
EDUCA-1105-LC003  Career Development   T/R  10:00 – 10:50 AM  Kirby
SPEEC-1100-LC003  Fund. Of Speech Comm.  T/R  11:00 AM – 12:15 PM  Morgan

**The Write Mind for Success**
Who are you? How do you interact with your world? Learn to put these thoughts into words as you explore how to navigate college learning and life. Develop an effective mindset for college-level courses and strengthen your skills as a successful college student though interpersonal, analytical, and argumentative writing. Must co-enroll in ENGLI-1101-LC008 and PSYCH-1100-LC008. Information: Trina Sotirakopulos, (630) 942-2177, email: sotirakopulost@cod.edu or Sarah Butler, (630) 942-2035, email: butlers584@cod.edu.

ENGLI-1101-LC008  Composition I   T/R  9:30 – 10:45 AM  Sotirakopulos
PSYCH-1100-LC008  Intro to Psychology   M/W/F  10:00 – 10:50 AM  Butler

**Decision 2018: Rhetoric and Reality**
This learning community combines English Composition 1101 and Political Science 1101 to explore the processes of American government and the role of rhetoric by focusing on the issues of the 2018 Illinois State (Governor, etc.), Congressional, and local campaigns and elections. You will have the opportunity to study, analyze, and evaluate the strategies and practices of the candidates as they relate to the principles of American politics and written communication. A service-learning project and other out-of-class activities will also be required. Must co-enroll in ENGLI-1101-LC020 and POLS-1101-LC020. Hybrid format: a blend of classroom and online course work. Internet access required. Information: Jim Allen, (630) 942-3421, email: allenj@cod.edu, or Chris Goergen, (630) 942-2012, email: goergen@cod.edu.

ENGLI-1101-LC020  Composition I   MW  1:00 – 1:50 PM  Allen
POLS-1101-LC020  American Government   MW  2:00 – 2:50 PM  Goergen

**Integrated Reading and Writing**
Join a cohort of students who support each other throughout the course. See how reading and writing are connected and experience how these two communication skills enhance and extend each other. Student may be able to register for ALP courses upon completion of this learning community. Must co-enroll in ENGLI-0481-LC005 and ENGLI-0491-LC005. Information: Mary Anderson, (630) 942-2536, email: andersnm@cod.edu.

ENGLI-0481-LC005  Approaches to College Reading I   MW  9:00 – 10:50 AM  Anderson
ENGLI-0491-LC005  Approaches to College Writing I   T/R  9:00 – 10:50 AM  Anderson

**Human Resource Management (HRM) Certificate**
This learning community offers students who have previously completed the MANAG 2240 (HR Management) course to complete concurrently the three advanced HRM courses that are requirements for earning the HRM certificate. Upon completion, students can demonstrate to employers’ competencies in responding to today's HRM job challenges. Must co-enroll in MANAG-2242-LC017, MANAG-2245-LC017 and MANAG-2248-LC017. Hybrid format--a blend of classroom and online coursework. Internet access is required. Information: Jane Murtaugh, (630) 942-2821, email: murtaugh@cod.edu.

MANAG-2242-LC017  Human Resource Management   R  6:00 – 6:50 PM
MANAG-2245-LC017  Workforce Development & Compensation   R  7:00 – 7:50 PM
Spring 2019

Our Earth, Our Species, Our Selves (Integrated/Team-Taught LC)
This learning community features general education courses in life science and speech communication to explore human relationships with the environment and environmental citizenship. We will investigate how nature works, how things are interconnected, and how the theories and principles of communication are applied by global citizens to address environmental issues. Develop a deeper understanding of environmental science and fundamental communication skills in order to expand your imaginative, creative and reflective abilities to become active citizens in confronting environmental challenges. Sixteen additional hours TBA. Must co-enroll in BIOLO-1110-LC034 and SPEEC-1100-LC034. Fee: $25 (includes transportation). Information: Shamili Ajgaonkar, (630) 942-2123, email: sandifor@cod.edu or Lauren Morgan, (630) 942-2007, email: morgan@cod.edu.

Charting Your Course: Communication and Careers (Linked LC)
Engage in career exploration while developing an understanding of the communication process and fundamental workplace communication skills, especially in the contexts of intrapersonal, small group, and public communication. Must co-enroll in EDUCA-1105-LC036 and SPEEC-1100-LC036. Information: Chris Miller, (630) 942-2823, email: millerc@cod.edu or Stacie Haen-Darden, email: haendardens@cod.edu.

Your Critical Eye: Research and the Arts (Linked LC)
Learn how the arts in the 20th century have shared the human experience through the study of performing and visual arts and literature, while also learning how to find and critically evaluate information resources. Participate in active learning activities, such as group work and individual and group presentations, and create original research on topics relevant to the humanities. Must co-enroll in EDUCA-1116-LC032 and HUMNT-1101-LC032. Information: Tim Clifford, (630) 942-4263, email: clifford@cod.edu or Ken Orenic, (630) 942-2338, email: orenick@cod.edu.

Research as Narrative (Linked LC)
How does knowledge get produced and disseminated? Why does it change? Who decides? This learning community critiques the fundamental role of research and rhetoric (i.e., persuasion) within the world of knowledge creation, while also critiquing academic discourse, bias, credibility, objectivity and community writing in the digital world. Must co-enroll in EDUCA-1116-LC045 and ENGLI-1102-LC045. Information: Tim Henningsen, (630) 942-2276, email: henningsent@cod.edu or Jason Ertz, (630) 942-3317, email: ertzja@cod.edu.
Human Resource Management (HRM) Certificate (Integrated/Team-Taught LC)
This learning community offers students who have previously completed the MANAG 2240 HR Management course to concurrently complete the three advanced HRM courses that are requirements for earning the HRM certificate. Upon completion, students can demonstrate to employers competencies in responding to today's HRM job challenges. Must co-enroll in MANAG-2242-LC030, MANAG-2245-LC030 and MANAG-2248-LC030. Hybrid format - a blend of classroom and online coursework. Internet access is required. Information: Jane Murtaugh, (630) 942-2821, email: murtaugh@cod.edu.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANAG-2242-LC030</td>
<td>Talent Acquisition &amp; Retention</td>
<td>2</td>
<td>Monday 06:00PM - 06:50PM, BIC 1G04</td>
<td></td>
</tr>
<tr>
<td>MANAG-2245-LC030</td>
<td>Workforce Development and Com.</td>
<td>2</td>
<td>Monday 07:00PM - 07:50PM, BIC 1G04</td>
<td></td>
</tr>
<tr>
<td>MANAG-2248-LC030</td>
<td>Strategic HR Management</td>
<td>2</td>
<td>Monday 08:00PM - 08:50PM, BIC 1G04</td>
<td></td>
</tr>
</tbody>
</table>

Visions of (Im-) Perfect Societies: Social Utopias (Integrated/Team-Taught LC)
For Honor students only.
This honors seminar combines the study of world literature with the analysis of political ideologies by examining a variety of utopias and dystopias from the earliest examples in ancient Greece to the present day. Since utopias/dystopias deal with idealized or future forms of societies, they are the perfect genre to explore the intersection of literature and Political Science. Through careful reading and text analysis, we hope to find out what utopias tell us about past and current social problems, what role they play in the development of political ideology, and how they can help us set goals or avoid mistakes. Must co-enroll in ENGLI-2226-HON01 and POLS-1160-HON01. Information: Jim Allen, (630) 942-3421, allenj@cod.edu or Chris Goergen, (630) 942-2012, goergen@cod.edu.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLI-2226-HON01</td>
<td>Masterpieces World Literature</td>
<td>M/W 01:00PM - 02:15PM</td>
<td>Allen</td>
</tr>
<tr>
<td>POLS-1160-HON01</td>
<td>Modern Political Ideologies</td>
<td>M/W 02:30PM - 03:45PM</td>
<td>Goergen</td>
</tr>
</tbody>
</table>

Aligning Theory and Practice: Honors Engineering Physics and Statics (Linked LC)
For Honors students only.
The Honors Engineering/Physics learning community will study topics that are traditionally covered separately (such as forces, moments, equilibrium, machines, and work) through coordinated lectures so that topics are covered at the same time in both courses, and may be introduced during one course lecture with detailed examples following in the next course lecture. This will provide extra time to examine in-depth examples and special topics. Complete an independent engineering project and labs geared toward statics, as well as a seminar-style special relativity study. Must co-enroll in ENGIN-2201-HON01 and PHYSI-2111-HON03. Information: Carley Bennett, (630) 942-2435, email: kopeckya@cod.edu or Scott Banjavcic, (630) 942-2432, email: banjavcis@cod.edu.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGIN-2201-HON01</td>
<td>Statics</td>
<td>M/ W/F 9:00 - 9:50 AM</td>
<td>Banjavcic</td>
</tr>
<tr>
<td>PHYSI-2111-HON03</td>
<td>Physics for Science and Engin I</td>
<td>T/R 8:00 - 9:50 AM</td>
<td>Bennett</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab: R 1:00PM - 3:50PM</td>
<td></td>
</tr>
</tbody>
</table>
Developing Integrative Assignments

At the heart of any intentional learning community is at least one assignment which encourages the students to integrate some aspects of the course material in a way that connects the subject manner in a meaningful way. Such assignments can range from a common reading or paper to a collaborative team project. The worksheet that follows on the next page—designed by Emily Lardner and Gillies Malnarich of the Washington Center—is designed to help faculty work through the process of designing an integrative assignment that incorporates best LC Practices.
Designing Purposeful & Integrative Learning

Name: __________________________________ Course/Program: __________________________

Name: ____________________________ Course/program: __________________________

Public issue or question:

1. What is the integrative assignment?

2. What exactly are students being asked to integrate? (For example: three dimensional thinking used by sculptors to understand the dynamics of anatomy/physiology; or, an expert perspective from a discipline to understand life experiences.)

3. How will you help students develop the disciplinary grounding and skills needed to do this assignment?

4. What curricular, co-curricular, and/or community resources will you use?

5. What do you anticipate will be the general characteristics for advanced, developing, and beginning work?

6. How will you invite students to reflect on their work?

7. How will students’ work become public?

© Emily Lardner and Gillies Malnarich, Co-Directors. The Washington Center for Improving the Quality of Undergraduate Education, the Evergreen State College. http://www.evergreen.edu/washcenter
Additional Resources

Perhaps the best resource for scholarship and practice in LCs is the Washington Center at the Evergreen State College: http://www.evergreen.edu/washingtoncenter/index.html

In addition, you can also go to the following sites for information and examples:

Consortium for Illinois Learning Communities: http://www.consortillc.org. This organization also sponsors a yearly Best Practices Symposium hosted at a member institution.

COD also has a web page for Learning Communities (http://www.cod.edu/academics/resources/learning_communities/index.aspx) with links to resources for faculty.

Finally, you can always seek out advice from the Learning Communities Committee members and/or other faculty who’ve taught LCs at COD for some time.

College of DuPage Learning Communities Committee:

Shamili Ajgaonkar, Professor, Biology
James Allen, Professor, English (Chair)
Emmanuel Awuah, Associate Vice-President for Academic Affairs
Nancy Feulner, Professor, Health Sciences
Chris Goergen, Professor, Political Science
Sandra Martins, Associate Dean, Humanities & Speech Communication
Maren McKellin, Manager, Field and Experiential Learning
Lauren Morgan, Professor, Speech Communication
Dana Thompson, Counselor, Counseling and Advising Services
Learning Community (LC) Proposal Form

REMINDER: All requests are subject to approval from your Associate Dean. (Signatures required on opposite side.)

LC proposed for: ☐ Fall ☐ Spring ☐ Summer 20

1. Faculty Proposers:

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. LC Type: ☐ Team-Taught/Integrated LC ☐ Linked Courses (not Team-Taught) ☐ Other (explain):

3. Courses Involved in LC:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Requested Days/Times for LC:

<table>
<thead>
<tr>
<th>Course</th>
<th>Day(s)</th>
<th>Time(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Building/Room Preference:

6. Learning Community Title/Theme:

7. Provide a brief description of your Learning Community (50 words or less) that can be used to market your combination of courses.
8. Is this your first time proposing this Learning Community?  □ Yes  □ No

If “No”, when did you last run this LC?

9. Are any of the faculty involved new to teaching LCs?  □ Yes  □ No

If “Yes”, which faculty is new:

10. If “Yes to questions 8 or 9, what assistance/support would you like in preparing your LC?

   □ LC Mentor       □ TLC Workshop       □ None at this time

11. Describe how you plan to integrate your courses in this Learning Community (shared assignments, shared readings, etc.):

12. What do you see as possible target audiences for this LC?

   For Committee Use

   Comments:

   _____ Accepted     _____ Returned for Revision

   Chair, Learning Communities Committee      Date

   Signatures for Approval

<table>
<thead>
<tr>
<th>Associate Dean</th>
<th>Division</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>