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| **OBJECTIVE**: To increase awareness and use of pedagogical techniques focusing on active learning, diverse learning styles, and interdisciplinary approaches, and to design cross-curriculum learning communities (LCs). Mini- and micro-grant funding will be leveraged to encourage the development of LC offerings serving more and larger segments of the student population based upon student-body characteristics, co-enrollment data, and institutional and programmatic priorities. | | |
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| **STEPS TO COMPLETE:**   1. Complete the proposal and upload it to the LC Grant Proposal page on reynoldslc.weebly.com. 2. Print the completed cover sheet and sign. 3. Scan the signed cover sheet into Karyn Pallay’s W drive. | | |
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| **LC PROJECT TITLE (see p. 2 for instructions)**:  **PROPOSED PLANNING SEMESTER:**  **PROPOSED IMPLEMENTATION SEMESTER:**  **LIST ALL PROPOSED INSTRUCTORS IN THE SPACE BELOW (put your name first):** | | |
| INSTRUCTOR | DEPARTMENT | COURSE |
| 1) |  |  |
| 2) |  |  |
| 3) |  |  |

I agree to provide a report summarizing the project and to share course materials and course design components (e.g., syllabi, LC course proposal form, assignments, etc.) with the Learning Community Team, the Faculty Learning Community, and faculty who may be assigned to teach other sections of the course.

Signature of Applicant Date

**Learning Community Type** (complete column A or column B):

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| **Column A (institutionally identified LC)** | **Column B (faculty choice)** | |
| * Getting a Clue (SDV 100 & ENG 111) * Surviving College (SDV 100 & ENF 2) * Other (please specify): | List the courses you wish to pair:  Course 1:  Course 2:  Course 3 (if applicable): | |
| I have never taught this LC combo before this semester (I am applying for a mini grant). \* | | **TRUE / FALSE** |
| I have taught this LC combo before but will be mentoring a new partner (I am applying for a micro grant). \* | | **TRUE / FALSE** |

\* Financial value of grants will be determined by four variables: (1) the faculty member’s overload or adjunct rate—whichever applies, (2) the number of hours spent on the project, (3) the type of grant applied for (e.g., mini or micro grant), and (4) sufficient funding in the Learning Communities budget.

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| **LC PROJECT TITLE:** Provide a title that denotes the curricular theme or focus for your community. This descriptive title should be no longer than 5-7 words and should appear on the syllabus and in advertising materials. Write your title here: |
| **PROJECT DESCRIPTION:** Complete the prompts below to describe your project. A review of each criterion can be found on page 3. Please use Times New Roman 12 pt. font, double-spaced. Please do not exceed 5 pages in responding to the below criteria. |

1. **Audience(s) to be served by the LC (include specific programs the LC will serve and rationale as to why the LC will appeal to the audience):** <type your response>
2. **Central question, theme, or focus of LC:** <type your response>
3. **Describe how the LC experience will integrate students into the college and build community between and among students, students and instructors, and disciplines. A discussion of potential integrated assignments is appropriate here:** <type your response>
4. **Describe each faculty member’s experience with and planned use of LC-related pedagogies and teaching strategies.** <type your response>
5. **How will you determine the success (or lack thereof) of the LC:** <type your response>
6. **How do you plan to let our colleagues know of the LC’s successes and challenges:** <type your response>

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| **SELECTION CRITERIA & WEIGHT** | | The Reynolds Learning Community Team will use the following criteria to award grants: |
| **1)** | **Audience/Rationale—2.0** | Clearly defined programs/audience and rationale/purpose. |
| **2)** | **Central Question, Theme or Focus of LC—2.0** | If the LC addresses a central question and/or has a central focus or theme, how well are the interdisciplinary connections described? Are these connections “tight”? Does the proposal make a convincing argument that this focus will appeal to an audience? |
| **3)** | **Building Community and Connections between & among students & faculty—2.0** | Students who perceive themselves as members of a community tethered to their college experience are more likely to be successful in their courses and programs. How will the LC’s intentional restructuring of students’ learning experiences be used to build community and to foster more explicit connections among students and their teachers, and among disciplines? **How will assignments be integrated to achieve these purposes?** |
| **4)** | **Use of LC Pedagogical Techniques—2.0** | Strength of pedagogical techniques focused on active and collaborative learning, diverse learning styles, interdisciplinary approaches and connections, and overall improvement in the learning environment. |
| **5)** | **Evaluation Measures—1.0** | How will the effectiveness of the LC be measured? How will you validate the effectiveness of your LC? Are both qualitative and quantitative measures described? |
| **6)** | **Plans for Dissemination—1.0** | How will you communicate the successes, strengths, and needs for revision of your LC to the Learning Community Team, your School, the college, and beyond (i.e., VCCS, external colleagues, professional associations, etc.)? |
| **7)** | **Quality of Proposal—1.0** | Professional work is expected. |