Integrated Course on Engaging the Global Community
Call for Proposals: Course Development Grants
February 2015

Please consult the website for the new, integrative Core Curriculum for more details on EGC courses:
http://sites.jcu.edu/cas/pages/core-curriculum/new-core-fall-2015/

I. Overview
In order to support faculty in creating or revising a course that will serve as an “Engaging the Global Community” (EGC) course in the new, integrative Core curriculum, proposals are invited for course development grants of $2000. EGC courses must be taught either in a team (two people teaching one course) or in learning community (up to three people teaching three separate courses in collaboration with each other). Teams teaching one course should submit one application (both participants receiving a stipend of $2000 if approved), but each participant in a learning community should submit a separate application (each participant receiving a stipend of $2000 if approved).


The global interconnectedness of the 21st century requires a curricular component in which students engage with diverse cultural perspectives and develop a sense of global responsibility. Global interdependence brings about new widely-shared meanings, values, and understandings of the natural and social worlds. An emphasis on global learning recognizes that every person occupies simultaneously a range of positions between the local and the global and that changes in one part of the system will result in changes in other parts. Because global issues likewise cross disciplinary and national boundaries, this component is best addressed by an interdisciplinary course that examines issues of global impact. (15)

II. Proposals for Course Development
Proposals should include all of the following components.

1. A tentative syllabus or course description. This should include the names of all instructors and departments participating in the team-taught course or learning community, and an indication of when the course would likely be offered for the first time. Consistent with the best practices of integrated curricula, the course should focus on concepts, themes, problems, or issues which are approached through more than one disciplinary method. The description should therefore offer some indication of what issue of global impact the course seeks to address, and how. Some possible course themes could include: Artistic Production in a Global Era, Global Media, Immigration, Environmental Policy, Globalization and Poverty, The Politics of Humanitarian Responses, Global Challenges in Food and Nutrition.

2. A brief treatment of how the course will fulfill the required mode of delivery. EGC must “either be team-taught or as part of a learning community in which faculty from a variety of disciplines share perspectives. In either case, the instructors collaborate on the plan of the course” (“APTF Curriculum Report,” 15). Proposals should therefore indicate how faculty members plan to collaborate in development of the course(s) during the time of the grant. For more information on teaching in a team and learning community, please see the FAQs page from Engaging the Global Community on the website for the new, integrative Core.
3. A brief consideration of how the course would meet the learning outcomes required of an “Engaging the Global Community” course. EGC courses must meet the following JCU Academic Program Goals:

1. Demonstrate an integrative knowledge of the human and natural worlds;
2. Communicate skillfully in multiple forms of expression;
3. Act competently in a global and diverse world.

While other aspects in the Core will also serve to meet the Academic Program Goals, each EGC course must meet all of the specific learning outcomes listed below, drawn from the goals above.

A. Learning Outcomes Related to Integrative Knowledge.
   1. Students draw conclusions by connecting examples, facts, or theories from more than one field of study or perspective;
   2. Students apply skills, abilities, theories or methodologies gained in one situation to contribute to their understanding of a problem or issue.

B. Learning Outcomes Related to Effective Communication (Writing).
   1. Students can articulate an argument: The writer locates and develops a manageable topic given audience, purpose, and length requirements and begins to situate the topic in the context of the field. The writer develops and supports an argument appropriate to context, audience, and purpose;
   2. Students support an argument by integrating sources: The writer locates, engages with, and integrates relevant sources appropriate to the discipline(s);
   3. Students can document ethically: The writer avoids plagiarism and documents sources consistently using a citation style appropriate to the discipline with few formatting errors;
   4. Students can control surface features of the writing: The writer uses straightforward language that conveys meaning to readers with clarity, with few errors.

C. Learning Outcomes Related to Global Competence.
   1. Students can identify several factors that have resulted in social, cultural, economic, political, or environmental linkages between people at regional and/or global levels;
   2. Students can describe the reciprocal power relationships that result from these linkages.

III. Faculty Development
   In order to support course development grant recipients in creating their EGC courses, a workshop on integrated courses will be held on a date to be determined. Please see the general call for proposals for workshop goals.

IV. The Final Report
   Faculty members who are awarded a course development grant must submit a final report by September 14, 2015. The final report should follow the requirements for a formal application for Core designation, including relevant course materials, a course rationale, and a completed table indicating how the course learning objectives will be assessed. Again, see the new Core website for details: http://sites.jcu.edu/cas/pages/core-curriculum/new-core-fall-2015/.

For additional questions, please consult Julia Karolle-Berg (jkarolle@jcu.edu), Director of Engaging the Global Community.
Integrated Core Component on Engaging the Global Community (EGC)
Frequently Asked Questions about Faculty Learning Communities in EGC
2. December 2014

1. The “Engaging Global Community (EGC)” core component requires faculty to either team-teach a course or teach two or three courses in the context of a faculty learning community. Leaving aside the question of team teaching for a moment (see Question 3 below), what do we mean by a learning community?

Although not entirely new, the concept of the learning community has been gaining currency in post-secondary education since the 1990s (cf. Thies 129).¹ A general definition of a learning community is:

Any one of a variety of curricular structures that link together several existing courses—or actually restructure the curricular material entirely—so that students have opportunities for deeper understanding and integration of the material they are learning, and more interaction with one another and their teachers as fellow participants in the learning enterprise (Gabelnick et al., qtd. in Thies 19).

In the scholarship relevant to this discussion, a further distinction is made between student learning communities and faculty learning communities.

- **Student Learning Communities**: Courses taught in Exploring the Natural World and Examining the Human Experience may be considered student learning communities, for they comprise “two or more classes that are linked together or intentionally integrated in terms of learning objectives and shared assignments (...). Often, the learning community will be built around a certain theme related to the academic courses or disciplines within the community. Faculty members work closely together with a shared group of students, typically over the course of a semester” (Jackson et. al 4).²

- **Faculty Learning Communities (FLCs)**: Because the courses taught in the EGC core component are not linked (i.e., students are only required to take one section of two or three courses possibly offered), these courses do not constitute a student learning community. Instead, the language of the report of the APTF Curriculum Working Group implies that instructors teaching EGC courses will participate in a Faculty Learning

¹ In their 2005 review article, MacGregor and Smith reported that “learning communities have arrived as a national movement” (qtd. in Jackson et. al 4).
² With respect to the benefits of student learning communities, Jackson et. al. continue: “One primary objective of the [student] learning community model is to promote academic and social engagement (MacGregor & Smith, 2005). Scholars, including Kuh (2008), have designated learning communities as a high-impact educational practice that facilitates both academic and social engagement among participants; this engagement often leads toward greater success in college (Kuh, 2009; Kuh, Kinzie, Schuh, Whitt, & Associates, 2005; Kutnowski, 2005; Shapiro & Levine, 1999).”
**Community:** “Courses can either be team-taught or taught as part of a learning community in which faculty from a variety of disciplines share perspectives. In either case, the instructors collaborate on the plan of the course” (*Report of the Curriculum Working Group 15*).

2. **What is understood by a FLC in the context of EGC courses?**

Summarizing the APTF Curriculum Working Group definition above and aligning it with definitions in scholarship, a FLC is *a sustained collaboration among a small group of course instructors from different disciplinary backgrounds, with the goal of advancing students’ as well as instructors’ learning.* The focus of the FLC may be on courses previously taught (but that might require revision to meet the expectations of an EGC course), or ones designed specifically to meet this core component. The three key components of the FLC (*disciplinary diversity, advancing students’ and instructors’ learning, sustained collaboration*) are outlined below. Faculty members who apply to teach an EGC course are therefore asked to address the following components in the rationale for their EGC course(s); please see the “INTEGRATED COURSES: ENGAGING THE GLOBAL COMMUNITY (EGC) Core Application Form” online for details.

- **Disciplinary diversity:** Fundamental to the definition of FLCs in the new Core is that they incorporate interdisciplinarity. This diversity should enable faculty members to develop their knowledge, broaden their perspective, and build their teaching skills in academic disciplines beyond the one(s) in which they may currently feel comfortable. Students as well as faculty thus “learn how to think critically across academic disciplines,” (Jackson et. al. 14) encouraging participants to “overcome the ‘compartmentalization of knowledge’” (Thies 130).

- **Advancing students’ and instructors’ learning:** Another fundamental aspect of FLCs is that they “have shared learning.” (Gardner, qtd. in Lenning et. al 9). In addition to benefitting students, the scholarship on faculty learning communities emphasizes that the experience may serve as a fruitful opportunity for faculty development. For example, FLCs can facilitate innovation in methodological and pedagogical approaches. Instructors in FLC thus model active and collaborative learning, which may then be deployed as a more intentional structure in the courses taught (Jackson et. al 5).

- **Sustained collaboration:** Collaboration may take many forms. In the context of FLCs, it may entail student collaboration, faculty collaboration, curricular coordination, shared settings, or interactive pedagogy (Love and Tokuno qtd. in Thies 133). In the rationale for an EGC course or courses, instructors are therefore asked to indicate “how the integration and interdisiplinarity will be achieved through course planning and interaction between the instructors, and the methods, contents, and pedagogical and mode of delivery of the course(s) [emphasis added].”
3. **What’s the difference between team-teaching and teaching in a FLC for the Engaging the Global Community Course?**

   - **Team-teaching**: Two instructors teach one class. Both instructors are expected to be present in the class for most or all of the class sessions. With respect to other aspects of the course (planning, selection of materials and methods, assessment), the faculty team is essentially working as a two-person FLC.
   - **Courses taught by instructors participating in a FLC**: In this configuration, each participant in the community offers his or her own course (between two and three courses total).

4. **This all sounds like a lot of work. How does it benefit faculty to offer a course as part of an FLC?**

   Some scholarship suggests that teaching in an FLC is more work than teaching alone (Thies 132). However, in addition to the goals of FLC listed above, others mentioned in the scholarship include:

   - FLCs may help build stronger professional relationships with peers and thus cultivate collegiality, and
   - FLCs may combat a sense of isolation and the silos among faculty members, and thus improve job satisfaction (Jackson et. al 5).

   In short, FLCs put faculty members in the role of learner, creating a rich opportunity for growth.

5. **What if I set up a course and brought in regular speakers to it? Could that be considered teaching in a FLC?**

   Based on the definition provided in Question 2, no. Bringing in regular speakers in and of itself does not suggest a sustained collaboration among a small group of course instructors from different disciplinary backgrounds with the goal of advancing students’ as well as instructors’ learning.

6. **Can two or three people from the same department set up a FLC?**

   As stated in item 2, the FLC must incorporate disciplinary diversity. Presumably, each discipline represented in a FLC will make a unique contribution of knowledge and methodology to the discussion. It is possible that different disciplines are represented within one department at JCU. Particularly in these cases, however, applicants should make clear how the proposed participants will contribute to the interdisciplinarity of the group.

7. **If a group of three instructors want to work together in a FLC, do all three have to be from different disciplines?**
No. However, in any given semester when courses are taught in this FLC, at least two different disciplines have to be represented in the course offerings.

8. **Do FLC members all have to teach the course during the same semester?**

It is the aim of the integrated core model that FLCs persist over multiple semesters, and it is possible that different faculty members may enter and leave an existing FLC. Once a faculty member has been approved to offer a course in a FLC, he or she is expected to teach the course three times over the course of four years (please see the APTF Curriculum Working Group 15). As indicated in Question 7, in any given semester when courses are taught in a FLC, at least two different disciplines have to be represented in the course offerings.

9. **Is there funding available to support faculty development within the learning community – such as purchasing materials, bringing in speakers or organizing a retreat?**

Limited funds may be available for guest speakers or other resources. Faculty members should consult the Director of the integrative Core Curriculum.

10. **I have other questions.**

Please contact the Director of the new Core, the Director of the Engaging the Global Community Core Component, or one of the members of the sub-committee on Engaging the Global Community.

**Works Cited**


**Foundational Texts on Learning Communities**


