

## Course Number and Title: IDT G32 Implementing Effective Learning Communities

**Campus Location:**

Georgetown, Dover, Stanton, Wilmington

**Effective Date:**

2021-51

**Prerequisite:**

None

**Co-Requisites:**

None

**Course Credits and Hours:**

2.00 credits

2.00 lecture hours/week

0.00 lab hours/week

**Course Description:**

This course covers types of learning communities and strategies for marketing learning communities within the larger College community. In addition, students create integrated assignments and prepare assessment tools and strategies to evaluate student performance and the effectiveness of the learning community itself.

**Required Text(s):**

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

**Additional Materials:**

None

**Schedule Type:**

Classroom Course

Hybrid Course

Online Course

**Disclaimer:**

None

**Core Course Performance Objectives (CCPOs):**

1. Analyze and evaluate types of learning communities and how they best fit the needs of students enrolled in various programs.
2. Propose a learning community following one of the selected models.
3. Develop integrated assignments for the proposed learning community.
4. Create assessment tools for each integrated assignment.
5. Compose an assessment plan for the proposed learning community following the College's guidelines for assessment.
6. Formulate a plan and develop materials to market learning communities to prospective students.

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

**Measurable Performance Objectives (MPOs):**

Upon completion of this course, the student will:

1. Analyze and evaluate types of learning communities and how they best fit the needs of students enrolled in various programs.
  1. Define three learning community models based on assigned readings.
  2. Identify models that work as first-, second-, and third-tier learning communities for students enrolled in Delaware Tech programs.
2. Propose a learning community following one of the selected models.
  1. Identify and present a learning community model for a specific program.
  2. Develop, propose, and present a new learning community including the target population, the proposed topic, the courses, and ideas for at least one activity and integrated assignment.
3. Develop integrated assignments for the proposed learning community.
  1. Research best practices for integrated assignments.
  2. Develop two integrated assignments that contain learning objectives, active/collaborative learning activity, procedures, and evaluation criteria.
  3. Summarize one sample integrated assignment that may serve as a model for future learning communities.
4. Create assessment tools for each integrated assignment.
  1. Research tools and best practices for assessing integrated assignments.
  2. Revise or compose a rubric to assess one of the proposed integrated assignments.
5. Compose an assessment plan for the proposed learning community following the College's guidelines for assessment.
  1. Review and discuss Delaware Tech's Learning Community Student Survey.
  2. Develop an assessment plan for one of the integrated assignments using the College's Student Learning Outcomes Assessment (SLOA) guidelines.
6. Formulate a plan and develop materials to market learning communities to prospective students.
  1. Develop a marketing plan to reach potential students in order to populate the learning community during registration.
  2. Create a flyer to market the proposed learning community to prospective students.

**Evaluation Criteria/Policies:**

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

**Core Curriculum Competencies (CCCs are the competencies every graduate will develop):**

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

**Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**

None

**Disabilities Support Statement:**

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.