

FIRST-YEAR PROGRAM
Fall 2008
THEMATIC CLUSTER JOINT PROPOSAL COVER SHEET

Note: Please read all instructions before filling out this form.

Check One: LAC Cluster _____ Major Cluster

Joint Proposal

1st Instructor's Name: _____ Department: _____

2nd Instructor's Name: _____ Department: _____

<u>Course Number</u>	<u>Course Name</u>	<u>Tier I Category</u>	<u>Major Requirement</u> (Yes or No)
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1st Instructor _____

2nd Instructor _____

What "thematic" name would you like to give to this cluster? (E.g., *Biochemistry and Biology Majors*;
Art Rocks) _____

Please indicate one of the following regarding the FYR Course:

Team Teach FYR 174 Only Professor _____ will teach the FYR course

Date _____

If course(s) have already been scheduled for fall 2008 please indicate meeting days and times below.

1st Instructor _____ 2nd Instructor _____

First-Year Program Committee Action Statement

- This Cluster Proposal has been reviewed and accepted by the FYPC for implementation for the upcoming fall semester.
- This Cluster Proposal has been denied by the FYPC for the following reason:

Signature FYPC Chair

Date

General Information – Joint Proposal Form

Note: This “Joint Proposal Form” should be used by two faculty who have both agreed to teach a First-Year Program cluster. If you do not yet have a partner, please fill out the “Single Proposal Cover Sheet.”

The First-Year Program is based on the “learning community” model in which classes are built around a common theme and where close relationships are formed between students, faculty and peer mentors. A learning community consists of three courses enrolling the same group of 25 students. Each thematic cluster links two required academic courses with a one-credit skills course (*FYR 174 Resources, Research, and Responsibilities*).

*Types of Thematic Clusters

There are presently two types of thematic clusters approved by the University Senate:

The LAC Cluster links two Liberal Arts Core Tier I courses from two different LAC categories to the one-credit FYR 174 course. However, since these two classes may be joined thematically or by shared content in an FYR course, the degree of linkage can vary between clusters. For example, some faculty may choose to have a strong linkage, where each or at least several lectures in one disciplinary class are linked quite closely to the lectures of the other. This is possible when the two courses relate easily to each other. Sometimes this is not possible. The two courses may be too different to allow a close linkage without seriously sacrificing course content. In such cases, an attempt should be made to carve out a few topics where a relationship can be possible. If in the final analysis there are no areas of linkage possible, the FYR course can be the place where some common ground can be reached. This could take the form of using materials from both courses in developing academic study skills.

The Major Cluster learning communities are generally made up of one Liberal Arts Core Tier I course and a course that satisfies a major requirement. These two courses are linked to the one-credit Resources, Research and Responsibilities course (FYR174). If desired, the Tier 1 course can also be geared towards the major, in which case it should be submitted as a joint proposal along with the major course. Like the LAC cluster, the degree of linkage can vary between cluster courses. For example, some faculty may choose to have a strong linkage, where each or at least several lectures in one disciplinary class are linked quite closely to the lectures of the other. This is possible when the two courses relate easily to each other. Sometimes this is not possible. The two courses may be too different to allow a close linkage without seriously sacrificing course content. In such cases, an attempt should be made to carve out a few topics where a relationship can be possible. If in the final analysis there are no areas of linkage possible, the FYR course can be the place where some common ground can be reached. This could take the form of using materials from both courses in developing academic study skills.

***Please Note: For many reasons, it is always best if two faculty agree to become cluster partners before submitting a proposal. In this way, a single, joint proposal can be submitted.**

Instructions for Completing and Submitting Your Joint Proposal Form

If You Have Already Taught in the First-Year Program

If you taught in a First-Year Program Cluster last fall and your cluster conformed with the descriptions on the previous page, you do not have to submit a new Proposal Form if you will be working with the same partner. Either you or your partner should just let Dale Dubina (dubinad@easternct.edu) know that you wish to teach your courses again and indicate who will teach the FYR course.

If you have no partner, try to find one on your own and then submit a joint proposal.

Once completed, email (or snail mail) your proposal to Dale Dubina (dubinad@easternct.edu.)

Instructions for Filling out the “Thematic Cluster Joint Proposal Cover Sheet.”

At the top of the page, check either “LAC Cluster” or “Major Cluster.” An LAC cluster must contain two Tier I courses from two different LAC categories and the FYR course. It can be taken by any first-time, first-year student. A major cluster will generally have one course for the major, one Tier I course and the FYR course. It will be reserved for students majoring in the discipline covered by the cluster. If you are proposing a cluster that does not fit either description above, please contact Martin Levin (Levin@easternct.edu or X55589) before submitting your proposal.

You are asked to provide a “thematic” name for your cluster. Rather than referring to the different clusters as “Cluster R” or Cluster “S” we found that naming a cluster provides some level of recognition about the course content. For example, a cluster with Human Biology and Macroeconomics can be called, “Life and Wealth.” For a major cluster, you may simply want to call it what it is (e.g., “First-Year Program for Biology Majors”)

Do not write in the “First-Year Program Committee Action Statement.”

Instructions for Completing the Rest of Your Proposal.

Please indicate how your courses can be taught using a thematic teaching approach. How do you both envision incorporating the materials and information you are introducing in your course with those in your partner’s course. If this is a major cluster with the Tier I course geared specifically to the major course, describe the relationship between these two courses and how you will use material from these courses in the FYR 174 course.

Syllabus

*Please attach a draft syllabus for the content course(s) that addresses:

1. Course requirements
2. Attendance
3. Assignments
4. Out-of-Class Requirements (attendance at Arts and Lectures events, University Hour events, field trips, other)
5. Reading List

*If you have previously submitted a “Single Proposal Form” with a syllabus, please attach a copy of that syllabus to this joint proposal.

Other Information

1. Please indicate shared activities you will both participate in with your paired course.
2. If you have specific ideas on how you will utilize the peer mentor assigned to your cluster, please include them. This question is primarily directed to the faculty member who will teach the FYR course.
3. Please indicate any additional resources you will need. This question is primarily directed to the faculty member who will teach the FYR class.
4. Please indicate any additional items not specifically requested through this proposal process.

Please submit your proposal to the Secretary for the First-Year Program (Dale Dubina) by email (dubinad@easternct.edu) or by campus mail (Library 431). Electronic submission is preferred. The First Year Program Committee will make cluster proposal decisions.