### Learning Community Intent Form

The intent form is used for the continuing development of existing learning communities, and the creation of new cohorts. Information provided will help ensure successful implementation and support and will be used in conjunction when course building with the Registrar.

**General Information**

1. **Learning Community Name/Title:**

   To be implemented: Fall Spring 20____

2. **Has this learning community been previously offered at SUNY Cortland?** (circle) Yes. No, this is a new offering.

   If yes, list the most recent semester offered: ________________

3. **Individual courses and instructor of record for all classes in the learning community:**

<table>
<thead>
<tr>
<th>Course Information (Prefix, Number and section)</th>
<th>Department offering course</th>
<th>Faculty member teaching course</th>
<th>Is this course a co-requisite with another course(s)? If so, which one(s)?</th>
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4. **Primary Learning Community contact:** ___________________________ (Please print full name) (Primary contact should secure all signatures.) ___________________________ (Address and phone)

   Department chair(s) signature (approval from all departments involved in learning community):

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<tr>
<th>Department:</th>
<th>Signature:</th>
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Chapter 12: “Promoting Civic Engagement in a Required General Education Course” by Suarez

Intended Population and Promotion

1. What student population(s) should enroll? (please circle):
   - New
   - Returning
   - Both populations
Intended Population and Promotion

If new students, what student type(s) should enroll? (please circle):
- First-year
- Transfer
- Both student types

If returning students, what class year? (please circle)
- Sophomore
- Junior
- Senior

2. This learning community is intended for the following major(s): ________________________________

3. Enrollment cap for each course: ______________________

4. Describe the process of recruiting/promoting the learning community, and state who should be involved in that process. Please explain. (i.e.: New student pre-registration process [Advisement and Transition], student’s choice to register, department registers, combination).

Learning Community Components and Assessment

Learning communities should have defined goals and objectives, as well as expectations and organized schedules/syllabi between all classes. Include what interdisciplinary questions, issues, ideas or problems you plan to explore. Consider these criteria when creating the syllabi.

Goals and Purpose (Philosophy):

Student Learning Objectives:

Include how the student learning outcomes connect with your department outcomes. How will you measure outcomes?

If this is a service-learning community, please explain the nature and extent of your community partners’ involvement in the design and conduct of the learning community. This information will be shared with the Service Learning Coordinator but please contact John Suarez for assistance.

Funding/Budget

If the learning community has need for funding of initiatives outside the normal classroom activities, how much will be needed, what is the budget and plan for raising funds?

<table>
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<tr>
<th>Expense</th>
<th>Amount</th>
<th>Funding Source</th>
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Funds could be used for: Guest Speaker(s), Lime Hollow Visit, Ropes/Leadership Course, Center for Environmental and Outdoor Education (including Hoxie Gorge, Robert C. Brauer Memorial Education Center) or Raquette Lake (including: Antlers/Huntington/Kirby Camp).

Please send completed form to Advisement and Transition, Memorial Library, A-111.

Advisement and Transition Notes:

Form adapted from the Office of Undergraduate Education, Academic Engagement and Programming, Rutgers University