Help with Designing Lower-Level Blugold Bundles

**AY 2013-14 Blugold Bundles**

**Blugold Bundle Learning Communities Proposals** for AY 2013-14 intend to expand offerings to students needing to complete 100-200 level general education requirements. Instructors from across campus are encouraged to team with one to three other instructors and form a learning community that explores a theme or question of interest to first and second year students, and that readily lends itself to a multidisciplinary approach. The best structure for a Blugold Bundle is the one that meets the needs of the targeted student audience and incorporates university learning outcomes.

**Basic Requirements**

1. Blugold Bundles should identify a theme that will integrate the bundle components. Themes can take the form of a central question, problem, or concept. They consist of two or more credit-bearing courses or degree requirements (e.g., service learning). At least one of the components of a bundle must be a credit-bearing course with a disciplinary or G.E. prefix (e.g., POLS, IDIS, etc.). The Blugold Bundles for this proposal can include two or more courses across two or more semesters. It is suggested that no more than four courses be included.

2. Bundles that target first-year students must include at least one component comprised exclusively of bundle students. A new IDIS discussion course is now available to include as a one-credit discussions for linking bundled courses. There are many courses currently offered that provide opportunities for a cohort of students no larger than 28 to form a meaningful learning community. Some examples include English 110, CJ 202, and the lab sections of many of the science courses.

3. All bundles must identity a targeted student audience. Applicants interested in teaching bundles that will include continuing students need to identify existing curricular, residential and/or degree programs that will be served by the bundle. Student constituencies also include students engaged in a service learning project or participating in an immersion experience.

4. All Blugold Bundles must address the five UWEC integrative learning outcomes listed below. In other words, the outcomes are to be addressed by the entirety of the bundle - individual bundle components do not have to address all five learning outcomes.
   a. Connections to Experience: Student connects relevant experiences and academic knowledge.
   b. Connections to Discipline: Student sees/makes connections across disciplines and/or varied perspectives.
   c. Transfer: Student adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations.
   d. Integrated Communication: Student demonstrates ability to utilize communication forms appropriate to the situation.
   e. Reflection and Self-Assessment: Student demonstrates a developing sense of self as a learner.

5. Faculty are encouraged but not required to include bundle components that address aspects of the University liberal education goals beyond integrative learning, such as inclusive multi-cultural learning and global learning. It is assumed that each course within the bundle meet pertinent department student learning outcomes.

6. It is not necessary to include syllabi, specific assignments or lesson plans in the application. Professional development sessions will provide information and support with building more intentional integrative learning into their existing pedagogical and assessment practices.
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Considerations

1. Think about how to keep themes and scheduling simple. Identify courses that typically fill early, are difficult for first year students to get into, and that would greatly help them proceed through their GE’s.

2. Choose topics or big questions that have strong student interest yet meet their lower-level GE needs. What current topics would our second semester students be interested in studying?

3. Consider paired or clustered courses that are major-friendly and can help students build a foundation in preparation for their major.

4. Think about themes and questions as “water cooler conversations”. For example: What does the “good life” mean? Bring together two or three courses or two courses and an experience.

5. Consider linking two courses with a 1-credit discussion section.

6. Be sure courses don’t have pre-requisites that limit student enrollment.

7. Look at UW-Eau Claire certificates and interdisciplinary courses to find ideas for Blugold Bundles.

8. If you’ve not been involved in Blugold Bundles before, consider courses that you’d like to revise to improve student engagement and student learning! Here’s a chance to receive some support and extra funds to do so!

9. Build on relationships you have with other instructors OR find instructors with topics you think would enhance and compliment the courses you teach.

Here are some brainstorms to jumpstart your thinking in building a Blugold Bundle for AY 2013-14. Think of where an ADVISOR’S point of view and STUDENT’s point of interest converge!

- BIOL 100 -General Biology ; MATH 203-Mathematics for Elementary/Middle School Teachers
- ECON 103-Principles of Microeconomics, or ECON 104-Principles of Macroeconomics; HIST 115-U.S. History, HIST 192-Origins of World Conflict, HIST 125-World History since 1500, etc.
- CI 202-Fundamentals of Speech; MATH 109-Algebra for Calculus
- GEOG 178 or BIOL 180-Conservation of the Environment; POLS 122-Intro to World Politics
- RELS 290-Sacred Earth: Religion and Nature; MATH 108-Earth Algebra
- ENGL/AIS 142-Intro to Literature of the American Indian; HIST 240-American Indian History or other AIS course
- IS 240-Information Systems in Business; ENGL 110-Intro to College Writing
- PHIL 120- Moral Problems in Contemporary Life; ENGL 110-Intro to College Writing; ENGL 181-Intro to Film, video, and Moving – Image Culture
- MATH 246-Elementary Statistics; SOC 101-Intro to Sociology or 242-Contemporary Social Problems, PSYC 100-Intro to PSYC or 245-Social Psychology; ECON 103 or 104
- POLS 110-Intro to World Politics; ENGL 245-American Lit Since 1945; MUSI 110-Music Appreciation or MUSI 11-Folk Music in the U.S.
- PHYS 100-Physical Science; ENGL 272-Perspectives in Popular Texts or ENGL 110-Intro to College Writing
- PHYS 115-Survey of Astronomy; ENGL 272 or ENGL 181-Intro to Film, Video...