

A - New Course Proposal V. 7.2022 : Entry # 3532**DEAN Decision**

Approved

Date

09/30/2025

Is this course intracollegiate or intercollegiate?

Intercollegiate

DEAN Comments

This proposal was approved by the Provost.

APIRC Decision

Approved

Date

02/13/2026

Begin Form**Today's Date**

09/05/2025

Your Name:

Carl Helsing

Your Email:chelsing@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Chris Franks

Email address of your Department Chaircfranks@highpoint.edu**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

Yes

Please select the appropriate school overseeing this proposal:

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Other

Please type the name of the school(s) overseeing this proposal

Office of Academic Affairs

When should this proposal take effect?

Fall 2026

Information for the Registrar**Choose the department designator from the list below.**

Proposed Course Number?

1---

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Learning Community Practicum

Write the catalog description of your proposed course:

The Learning Community Program provides a unique opportunity for first-year students to grow connections, explore academic and professional interests, and discover the HPU community. Each learning community is formed by partnering a traditional 4-credit academic course with a 1-credit-hour practicum. Each practicum is tailored by faculty to extend foundational course content beyond the traditional classroom environment. This occurs through a combination of interactive events and workshops. Interactive events combine academic skills and emotional intelligence in dynamic activities on campus or in the High Point community. Workshops provide forums for students to connect with peers and mentors while gaining valuable insights for professional development. In this manner every Learning Community seeks to provide students with a sense of community, while encouraging the qualities we believe are essential to growth and success.

How many credit hours will this course be?

1

How will the course be graded?

Pass/Fail

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

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Fall semester

Does your course have any prerequisites?

No

Any other comments for the Registrar at this time?

Comments: (1) The course designator might be LC (Learning Community) or LCM (Learning Community). If you have other suggestions please let me know. (2) The school is listed as the Office of Academic Affairs. Please let me know if you need a different selection.

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

None of the above

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

Yes

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

The rationale for this course is the continued development of the Learning Community program at High Point University. Extensive research discusses and affirms the effectiveness of learning community programs in promoting retention and belonging for first-year undergraduate students. The current version of the learning community program creates a learning community cohort by pairing together two four-credit hour courses. This structure, while well intended, has created numerous friction points and needs revision (see the 2025 Learning Community Ad Hoc Committee Report). The version of the program proposed here intends to refine the program by creating a learning community practicum, a single credit-hour course that serves as the focus for learning community curriculum. This proposal is guided by the 2025 report and recent scholarship on learning community best practices. See in particular WAGNER, Maxwell, M. 2019. "Build the Pyramid: A Best Practices Literature Review for Living-Learning Communities." Journal of Student Affairs Vol. 28 (2018-2019): 153-162. Under the guidance of these sources the Learning Community Practicum is intended as a portal for student engagement across the High Point University community. This

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community begins with a cohort of students formed by the partnership of the practicum with a four-hour base course and extends opportunities for students to form connections with peers, mentors, and the university environment. These opportunities are provided through interactive activities, campus exploration, workshops, assignments, professional development, and additional activities specifically designed by faculty to meet the interests of each unique cohort. For these reasons, this course is not only seen as an important development of the learning community program, but an essential revision that provides greater clarity of program vision and values, streamlines administrative issues, provides greater opportunities for student engagement, improves support for customized course content, and provides a clear approach to faculty compensation.

List all student learning outcomes for this course.

Course Objectives:

1. Character Development: Evaluate and apply principles of character development by reflecting on personal values, ethical decision-making, and strategies for intentional growth in academic and professional contexts.
2. Professional Development: Demonstrate professional competencies through the creation and management of career-ready materials and behaviors, including professional communication, digital presence, and field-specific expectations.
3. Team Development: Apply collaborative skills in team-based settings by engaging in effective communication, shared problem-solving, and reflective assessment of group processes and outcomes.

List any units or content areas that will be required for all sections of this course.

Course Design: Due to the customized nature of this course each faculty instructor is responsible for designing a schedule that fulfills the objectives of the learning community.

List any assignments, tests, or other assessments that will be required for all sections of this course.

Each section of the learning community practicum MUST include the following: one (1) introduction event, two (2) interactive events, and one (1) conclusion event.

Interactive Events may be related to assignments from the base course but should introduce an additional interactive element. For example, students may compose a research paper for the base course, which could be adapted into a poster presentation for the learning community conclusion event.

Learning communities MAY also include activities or workshops (above and beyond the events required for the course design). "Activities" may be given to students to complete outside of faculty-led activities. "Workshops" may provide information or guidance related to academic and professional interests.

Assignments:

- Participation: Students must actively participate in the introduction, both interactive events, and the conclusion events.
- Students must complete 75% of any additional assignments or workshops.

SUGGESTIONS.

The events below are suggestions. Faculty are welcome to design their own events, assignments, workshops, and conclusion events.

Introduction Events (1) – Note: These may be inspiration for Interactive Events!

Social Games

- Trivia: Customize categories to suit your group's interests — history, pop culture, science, literature, etc.
- Charades (Seated Version): Use gestures and facial expressions only, no running around.
- Mafia / Werewolf: Great for larger groups, all about storytelling and deduction.

Creative & Collaborative

- Group Storytelling: One person starts a story, and each person adds a sentence or twist. You can theme it sci-fi, historical, or absurd.
- Art Roulette: Everyone draws something based on a random prompt (e.g., "a spaceship designed by a cat"), then shares.

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- Mini Zine Workshop: Fold paper into mini booklets and let everyone create a short comic, poem, or illustrated guide.
- 🎨 Light Performance & Expression
- Poetry or Joke Slam: Share original or favorite poems; or compete to tell the worst pun.
- Lip Sync Battle: No singing required — just dramatic flair.
- Silent Theater: Act out scenes with no words, using props or costumes for extra fun.
- 💡 Thoughtful & Reflective
- Philosophy Café: Pose open-ended questions like “Is time real?” or “What makes a civilization thrive?” and let the conversation flow.
- Ethics Dilemma Game: Present fictional scenarios and vote on what the group would do.
- “Hot Seat” Interviews: One person answers fun or deep questions while others take turns asking.
- 🧩 Puzzle & Mystery
- Escape Room in a Box: Many kits are available that simulate escape room puzzles without needing to move around.
- Mystery Dinner (No Acting Required): Read clues aloud and work together to solve a fictional case.
- Collaborative Crosswords or Logic Puzzles: Solve crosswords or logic puzzles as teams, on whiteboards, or shared screens.

Interactive Events (2)

- Breaking AI: Students work with faculty to discover limitations of AI related to their field.
- Case Study: Faculty prepare a case study for students to analyze and discuss.
- Connections (Athletic): students attend and analyze a campus athletic event using course skills.
- Connections (Business): students research, analyze, and discuss businesses or companies.
- Connections (Communication): students research, analyze, and discuss media.
- Game Night: Students participate in a game or variety of games related to field.
- Guest Speaker Q&A: A guest speaker discusses issues or case studies with students.
- Movie and Discussion: Students watch, analyze, and discuss a film related to course themes.
- Online Presence: Students learn how to create a personal website using free tools (Google Sites).
- Resume Building: Students discuss (possibly with a guest speaker from Career Services) how to create experiences at HPU that will demonstrate competence and leadership on their resume.
- Role Models: Students and faculty discuss role models in their field and their influence.
- Round Table: Students research a topic and lead a round-table discussion with faculty guidance.
- Site Visit: students and faculty explore and report on local sites related to course themes.
- Teambuilding: Students perform teambuilding exercises to develop interpersonal skills.
- Wardrobe & Headshots: Students discuss with a guest speaker professional attire for various settings, followed by an in-class photo session to create a professional-style headshot.

Activities or Workshops (optional parts of course design)

- Club Life: students attend a club, pre-professional society, or other group related to course.
- Clifton Strengths and PathwaysU: Students complete online assessments and discuss results and implications for future career paths.
- Emotional Intelligence: students complete emotional intelligence activity related to the base course or HPU QEP.
- Interviews: Students conduct an interview and compose a report on the interview.
- Job Fair: Students attend a job fair and identify opportunities related to their interests.
- LinkedIn & Handshake: Students learn how to maximize online presence with job-hunting tools.
- Peer Mentors: students meet with peer mentors and complete peer activity.
- Professionalism: Students research and report on professional expectations for their field.
- Resume Writing: Students create a properly formatted resume (standard form or “creative”) related to the professional interests.
- Scavenger Hunt: Students explore the campus using scavenger hunt clues.

Concluding Event (1):

- Business Breakfast: students simulate a business breakfast.
- Case Study: students conduct a case study that draws on base course material.
- Ethics Bowl: students work in teams to present ethical arguments related to a case.
- Interviews: students conduct and produce interviews with figures related to the course.

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- Mentoring: students describe how to use their new skills or knowledge to mentor others.
- Mock Crime Scene: students investigate a fictional crime scene related to course material.
- Mock Debate: students work as teams to debate issues related to the base course.
- Mock Trial: students conduct a mock trial on a fictional or historic figure related to the course.
- Performance: students produce a musical or dramatic performance related to the course.
- Presentations: students produce presentations related to the course final project.
- Simulation: students engage in a simulation related to the course final project.

List any readings or other materials that will be required for all sections of this course.

Any readings or other materials are determined by the faculty course instructor. Readings or materials should appropriately relate to the learning community objectives and themes. For example, this may include academic content, general academic skills, professional development, emotional intelligence, or community engagement.

List any course policies that will be required for all sections of this course.

Assignments:

- Participation: Students must actively participate in the introduction event, both interactive events, and the conclusion events.
- Students must complete 75% of any additional assignments or workshops.

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

Due to the nature of the course objectives and the course design, seat time may be fulfilled by all learning community events (introduction events, integrative events, workshops, assignments, concluding events, etc.). Seat time may also be fulfilled through experiential learning and/or community engagement.

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

Please contact myself (chelsing@highpoint.edu) or Dr. Dan Erb (derb@highpoint.edu) regarding questions related to the course. I have attempted to answer all questions as accurately as possible. However, due to the unique nature of the course, some answers may need further clarification. For example, the course is not necessarily based in the Department of Religion and Philosophy (my home department) but rather originates from the Office of Academic Affairs.

Sample Syllabus

- [LC-1000-Syllabus-Learning-Community-Practicum-v2.docx](#)