

This SoTL project illustrates the impact of a cross-disciplinary instructional learning community for Education majors on a traditional comprehensive university campus. Faculty from Communications, Sociology, Education and staff from Residence Life created a co-taught 2 year instructional model that linked topics of courses to the major. In addition, servant learning was imbedded in to the instructional philosophy. Students have demonstrated increased application of general studies curriculum, higher GPA, PPST scores and increased retention when compared to non-participating education freshman. The program has served as a model for the university expansion of learning communities and helped UWW receive acceptance in the CASTL Leadership Program.

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