

Travel-Learning Proposal: Course Narrative
2019-2020 Academic Year

Please submit this narrative via the online [Travel Learning Proposal Form](#) by January 14, 2019.

In your responses to the following prompts, provide as much information as you are able, but please limit the total length of the proposal to no more than five pages.

Parent course (classroom course component):

1. Provide a general description of the course. What are the learning objectives of the parent course (i.e. classroom course component)?
2. How will the learning objectives be met in the parent course?
3. Describe the assessment measures you plan to use in class to evaluate the learning objective outcomes (e.g. tests, take home assignments, projects, presentations, group work, etc...)
4. How will the students be prepared for the travel component of the course – both with respect to the curriculum and logistical expectations?

Travel course component:

5. What are the learning objectives of the travel course component and how will they be met during travel?
6. How do the travel component objectives complement the parent component of the course?
7. Beyond the act of traveling and seeing new places, please discuss any potential learning activities and/or hands-on, experiential experiences designed into the travel component of the course (e.g. data collection via an independent field project, etc.).
8. Given that the travel component is worth 0.25 units, APC will evaluate proposals, in part, on the academic rigor imposed during the travel component of the course. Please, highlight any academic expectations of the students proposed during travel that will justify the 0.25 unit.
9. APC is interested in knowing how students will be encouraged to make connections between the classroom course work and the travel activities. Please, discuss how students will be encouraged to make these connections during the travel component of the course (Example activities might include: informal or formal student presentations that reflect on their daily experiences; students may be asked to keep a daily journal and address guided questions; students may be asked to keep a list of the flora and fauna they see in the field and compare it to field-guides they made during the classroom component of the course; etc.).
10. How will the travel component activities be assessed?
11. Provide a tentative travel schedule (e.g. a table with projected dates or days of the week and proposed activities for each day, including potential visitation sites). We understand that these activities may change between now and the time of travel, but this will provide APC with a better understanding of the types of activities you would ideally like students to engage in and the timeline of these activities during travel.
12. Please explain how your proposed travel location is essential to achieving the learning objectives of the travel component.
13. Please describe any previous experience you have traveling with students.
14. At this stage in your planning, whom do you plan to ask to be the second University traveler? Why are you thinking of this person?

Additional Information:

Please provide any additional information that you feel will help the committee in coming to a decision on your proposal.