Guide to Proposing an Intensive Learning (IL) Course

**Overview**  
Students take just one IL course while at Roanoke, and it is the only course the students are taking during that three-week term. Consequently, courses satisfying the IL requirement must take advantage of the unique characteristics of the term. If a course could be taught in fundamentally the same way with the same outcomes in a regular term by simply spreading out the assignments over 13 weeks, it is not sufficiently taking advantage of the IL term.

Course proposals are due January 20, 15 months before the course will be taught. Travel slots must be requested 24 months prior to travel so that we can plan for the correct number and distribution of travel courses. Contact the Gen Ed Director for more information.

**Formats**

* **Travel.** Courses that spend 6 or more nights off campus are considered travel courses. See the section below for the handling of travel courses.
* **Campus.** Courses that spend zero nights off campus are considered campus courses. These courses may still do day trips and may charge fees to cover expenses. See the section below on campus and field trip courses.
* **Field Trip.** Courses that spend 1-5 nights off campus but are on campus for the rest of the three-week term are treated similarly to campus courses with just a few special considerations. See the section below on campus and field trip courses.

**Topics**  
Almost any topic could work for an IL course as long as the instructor can find a way to take advantage of the May Term format. Many faculty find that applied topics work especially well. Students are generally looking for topics quite different from those offered in regular term disciplinary or INQ courses. It is more difficult to make theoretical or content-heavy topics work.

**Learning Outcomes and Assessment**  
We have only one learning outcome that is common to all IL courses. Faculty should develop additional learning outcomes appropriate for their own course. The common learning outcome is

Students will reflect on learning the course’s main concept in an intensive learning environment.

Because of the wide variety of course topics, we have two distinct assessment methods.

* International travel courses use a cultural competency instrument facilitated by the International Education Office. Students complete an online instrument before and after travel. This assessment may also be appropriate for some domestic travel courses that emphasize cross-cultural concepts.
* All other courses require students to complete a 2-3 page critical reflection essay. Faculty write their own prompt, but it should be one that will require students to reflect deeply and critically about a major concept in the course. Instructors are strongly encourage to use the DEAL model of critical reflection. The Gen Ed Director will provide more details to instructors.

**Specifics for Campus and Field Trip Course**  
Please read information on Campus and Field Trip courses online:

<https://www.roanoke.edu/inside/a-z_index/intensive_learning/il_for_faculty/policies_for_faculty_in_campus_and_field_trip_courses>

Campus and field trip courses are expected to follow the official May Term calendar, meeting for 14 days. In a regular semester, one-unit courses meet for 39 classroom hours and also require up to 117 hours of preparation, processing, assignment, and study time. All of that time cannot be compressed into even the most extreme intensive term. Still, IL courses are expected to require at least 39 “class/academic” hours plus significant additional time devoted to study, group work, assignment preparation, travel, service, etc. The IL course should be a fulltime endeavor for the students.

The 39 class/academic hours across 14 class days translates into an average of 2.8 hrs/class day. Most instructors will break that into two daily sessions. For example, a common structure is to spend 1.5 hrs in the morning followed by an afternoon session that might be 2 hrs of film viewing/service/application/  
group work, or similar. Some days might have no afternoon session. Other days might be 4 hrs in the field, or an 8 hr day trip. Each instructor must establish hours that make sense. Note that classes do not normally meet on Memorial Day. If a course must meet on Memorial Day, students should receive a compensating day off.

Most IL courses have very strict attendance policies since participation often figures highly into grades. Very often faculty count morning and afternoon sessions separately for attendance. Very often instructors will allow 0-1 unexcused absences. Very often an unexcused absence from any session will be 5% off the course grade (half of a letter grade). Missing a field trip may have bigger consequences. Instructors are encouraged to develop a policy that fits the course.

Instructors should use assignments that take advantage of the nature of the intensive term. Tests and papers are fine to use, but instructors need to think through the compressed timelines of these. Projects, group work, presentations, videos, webpages, blogs, reflections, interviews, and similar assignments are commonly used. Instructors should consider the time required to provide feedback on assignments. Oral or group feedback may be more reasonably accomplished than written, individual feedback given the press on instructor time.

The syllabus accompanying the course proposal must include a detailed class schedule. GEC understands that instructors will make changes between the time of proposal and actually teaching the course. Still, the committee wants to see how time is being used, the types of assignments, the timing of assignments, room for feedback, etc.

Please note that neither the Writing Center nor Peer Tutoring is available during the IL Term. Students should receive accommodations as designated by the Office of Educational Accessibility.

**Specifics for Travel Courses**  
Please read information on Travel Courses online:

<https://www.roanoke.edu/inside/a-z_index/intensive_learning/il_for_faculty/policies_for_faculty_in_travel_courses>

Students apply to travel courses and are accepted to those courses by faculty permission. Applications are handled through the Dean’s Office. Most courses fill between October and December, although additional students may be accepted until March 1. Travel courses require a minimum of 10 students per TCU. Instructors are encouraged to take 12-15 students, and strongly discouraged from taking more than 16 students unless the course is being taught for 2 TCUs.

Instructors proposing a travel course for the first time are urged to meet with the Gen Ed Director well before the January 20 proposal deadline. Policies that may affect the feasibility or cost of a course are too numerous and complicated to include in this document.

Travel courses must meet for a minimum of 14 days. If not meeting on campus, the 14 day minimum includes both the day of departure and the day of return. Courses meeting on campus for several days may include this time in the 14 day minimum. Courses MAY NOT meet on campus before the official start of the IL Term. Students who wish to reside on campus before the official start of the IL Term will be charged a fee.

Instructors need to balance academic experiences with non-academic and leisure time. Faculty new to travel courses are encouraged to consult experienced travel faculty, the Gen Ed Director, or the Office of International Education. Very often instructors will assign books to be read prior to departure. No graded work may be required before departure, but some instructors give tests on readings during the departure flight. Very often instructors assign oral presentations that students can prepare for prior to departure. Each course should have 3-4 pre-departure meetings. While students cannot be graded for pre-departure work, instructors should plan lectures, readings, films, speakers, or other activities that prepare students for course topics, travel locations, and travel in general.

Most instructors limit the amount of reading done while abroad. Journals and photo or video assignments are commonly used. Oral reports based upon observations or specific prompts are common. Instructors should design assignments that make sense for the travel and course format.

The syllabus accompanying the course proposal must include a detailed class schedule. GEC understands that the dates and details will change as travel is scheduled. Still, the committee wants to see how the instructor plans to use the time, types of experiences, types of assignments, course policies, etc.

Final budgets are due by June 30, 10 months prior to travel. The budget included with the course proposal is “ballpark” only.

**Intensive Learning Course Proposal Form** rev June 2018

Please delete any Guidelines pages and save just the Proposal pages as a separate document. This proposal form and the course syllabus are then uploaded at <https://www.roanoke.edu/inside/a-z_index/academic_affairs/faculty_information/course_proposals_and_syllabi>

1. **Name of person completing this form**: Click here to enter text.
2. **Course Number:** Choose an item.
3. **If the course is to be cross-listed, enter the discipline prefix (e.g. SPAN or HIST). Skip this box if not cross-listing.** Click here to enter text.
4. **Section Title:** Click here to enter text.
5. **Section description for the COL including a central question or questions to be addressed in the course. Students are the primary audience for this description. Do not include details so specific that they are likely to change from year to year.** **Maximum length = 150 words.**  
   Click here to enter text.
6. **Prerequisite:** Click here to enter text.
7. **Anticipated instructor(s):** Click here to enter text.
8. **Will this course count in any major, minor, or concentration? If so, list the program(s):** Click here to enter text.
9. **Will your course spend any nights away from campus?**

Choose an item.

1. **For CAMPUS courses only (zero nights off campus):**
   1. **Describe activities, assignments, or other course elements that take advantage of the special nature of the IL term.**

Click or tap here to enter text.

* 1. **Will you be taking any day trips off campus? If so, describe how many and where you will go:**

Click here to enter text.

* 1. **Campus Courses may require a course fee even though they do not stay off campus overnight. Costs of day trips, vans, speaker stipends, materials, and supplies are covered by course fees. Make your best estimates for expenses. If you anticipate any fee at all, add a page to the end of your syllabus that lists an approximate budget with categories and expected expenses. Enter your approximate student fee in the boxes below and then skip to Question 13.**

**Fee per student assuming enrollment is 15 students = $** Click here to enter text.

1. **For FIELD TRIP courses only (1-5 nights off campus):**
   1. **Besides the field trip, what additional activities, assignments, or other course elements take advantage of the special nature of the IL term.**

Click or tap here to enter text.

* 1. **Describe the role that your field trip plays in your course.**

Click here to enter text.

* 1. **Describe your travel itinerary in general terms, i.e. which cities/regions, how many days in each, modes of travel, lodging type (hotel/dorm/homestay), etc. (Final itineraries will be fleshed out in coming months.)** Click here to enter text.
  2. **Costs of trips, vans, speaker stipends, materials, and supplies are covered by course fees. Make your best estimates for expenses. Add a page to the end of your syllabus that lists an approximate budget with categories and expected expenses. Enter your approximate student fee below and then skip to Question 13.**

**Fee per student assuming enrollment is 15 students = $** Click here to enter text.

1. **For TRAVEL courses only (6 or more nights off campus):**
   1. **Where will your course travel? Describe how the location of your course is important to student learning**.

Click here to enter text.

* 1. **What types of assignments will students complete while traveling?**

Click or tap here to enter text.

* 1. **Travel courses have 3-4 pre-departure sessions in spring semester. While you cannot have graded assignments, you can require readings, discussions, and other learning activities. What will you include in pre-departure meetings and how is this related to course outcomes?** Click or tap here to enter text.
  2. **For how many days will your course be off campus?** Click here to enter text.
  3. **Describe your itinerary in general terms, i.e. which cities/regions, how many days in each, modes of travel, lodging type (hotel/dorm/homestay), etc. (Final itineraries will be fleshed out in coming months.)** Click here to enter text.
  4. **Describe your previous travel experience to your chosen location:**

Click here to enter text.

* 1. **Costs of trips are covered by student fees. Consult the IL webpage for “Fees for Travel IL Courses.” Add a page to the end of your syllabus that lists a ballpark budget with categories and expected expenses. Include instructor expenses. Enter your approximate student fee below.**

**Fee per student assuming enrollment is 10 students = $** Click here to enter text.

**Proposals with fees but no budget information will not be reviewed by GEC.**

**Global requirement—complete this section only if you are requesting Global Designation. If your course will not be Global, skip to Question 16.**

1. **Which Global Perspective learning outcome will this course address?**

Choose an item.

1. **Describe assignments and pedagogies that help students develop the analysis skills needed for the specific the learning outcome you chose. Be specific in your description and the placement of these assignments in the course schedule.**

Click here to enter text.

1. **Describe the assignment that will be used in this course that will allow the faculty member to assess this learning outcome.**

Click here to enter text.

1. **Be sure that the syllabus you attach to the course proposal includes all of the usual required materials. In addition,**
   1. **Pay special attention to attendance and behavior policies and penalties in light of the compressed timeline in May.**
   2. **If you are requesting a Global designation, be sure that you include the Global LO and that assignments in support of the analysis of global issues are clear.**
   3. **Include a detailed calendar describing daily activities and time allocation for the course. Travel courses may not yet know day to day specifics, but should give example information on timeline related to assignments and feedback to students.**
   4. **Be sure to add a page at the end of the syllabus detailing your budget if your course will have a fee.**

**Feel free to provide any additional information you would like to share with GEC in the box below. Do not feel the need to duplicate any information included on your syllabus.**

Click here to enter text.