

Course Proposal for Short-term, Faculty-led Global Experience Study Abroad Programs

We are excited you are proposing a Global Experience program. This proposal will assist the Assistant Vice President for Global Education and the Study Abroad Advisory Committee in evaluating and selecting international off-campus study opportunities for High Point University students. While program proposals can be modified after their initial evaluation, the information below is necessary to determine the feasibility of each potential program. This form is for course proposals geared towards an experience abroad of approximately two weeks attached to a class taught during the Fall or Spring (most common) semester. Please do not use this form for a four-week Maymester proposal, as there is a separate form for those courses.

Please note that all proposals must have signed approval from the Chair of the sponsoring academic department and the Dean of the School. It is the primary faculty leader's responsibility to obtain all signatures and committee approvals. Cross-listed courses must have signatures of the appropriate department chairs.

Submit an electronic copy of this application to the Chair of the Study Abroad Advisory Committee by November 1st, the academic year prior to travel. The committee will review all applications and invite faculty members to present their course.

Program Information (please type)

Study Program Name: _____

Study Program Destination(s):

Academic Term: _____ Year: _____

Note: Tuition is included for courses with Fall/Spring instruction.

Maximum Number of Students: _____

Note: Minimum enrollment is 10 students.

Proposed Travel Dates: _____ Proposed Number of Days: _____ / Nights: _____

Course Offered (please type)

Course Number/Title: _____ Credits: _____

Academic Term Offered: _____ Prerequisite(s): _____

Approvals: APIRC: _____ Global Studies: _____

Faculty/Program Leader Information (please type)

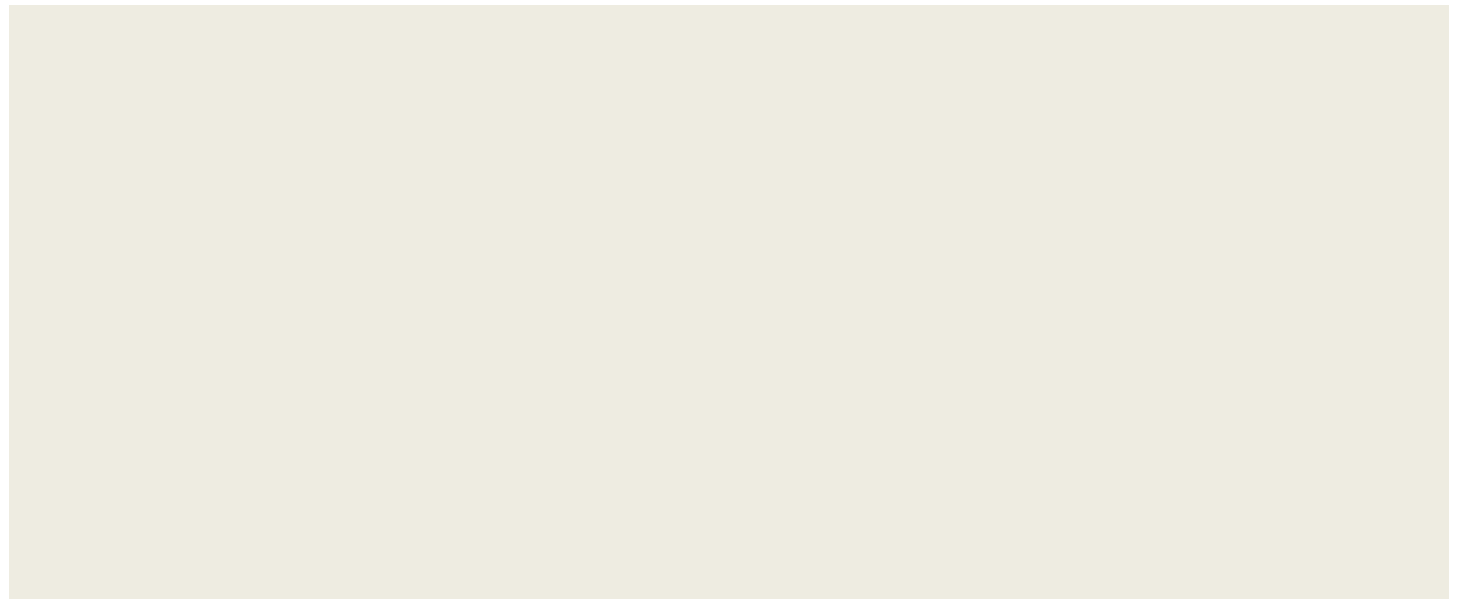
Faculty Leader (Lead): _____ Department: _____

Teaching: _____ Email: _____ Phone: _____

Faculty Leader (Second): _____ Department: _____

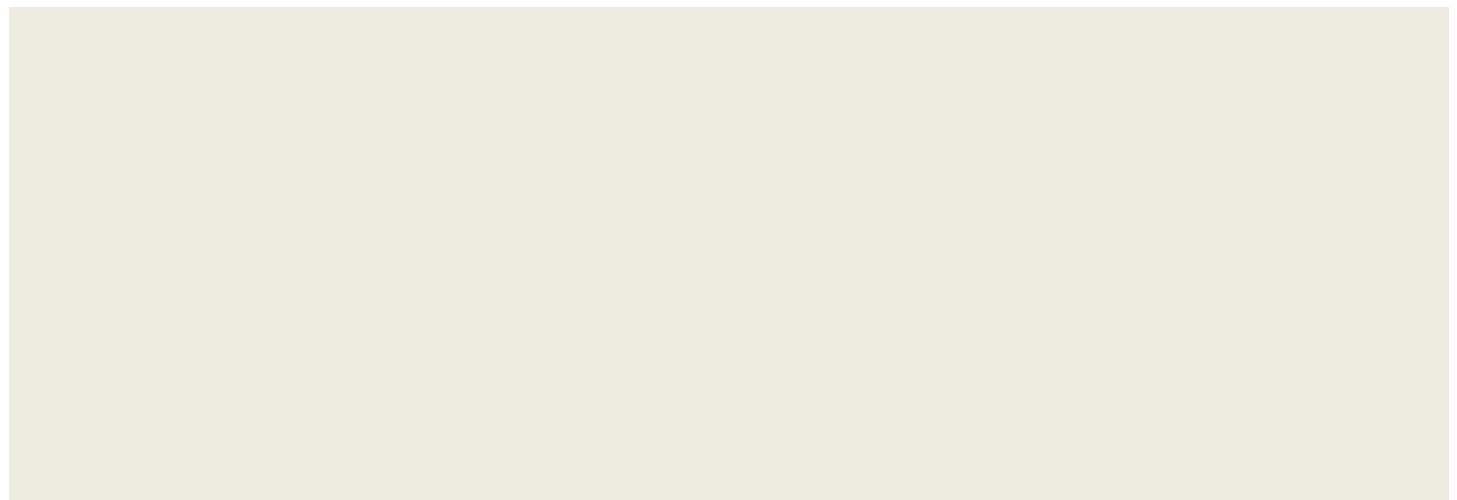
Teaching: _____ Email: _____ Phone: _____

If the second Faculty Leader is traveling as a **Non-Teaching Faculty** member, a *Non-Teaching Faculty Request to Chaperone a Global Experience Study Abroad Program Form* must be submitted by September 1 in the academic year of travel. If the second Faculty Leader is traveling as a **Co-Teaching Faculty** member, please provide rationale and describe the allocation of teaching responsibilities of each faculty member. All co-teaching assignments require the additional approval of the Provost (see p. 5).



Rational for Proposed Location(s) (please type)

Describe why the proposed course should be taught on location, rather than, or in addition to, the HPU campus. Include relevant site visits, historical landmarks, and meetings with particular individuals and explain how these activities relate to the course learning outcomes.



Students Served by Course Offering (please type)

Indicate which students will be served by the proposed course(s) and how the course will fit into their academic requirements (e.g. which majors are included, whether course fulfills core, major, or elective requirements, prerequisites required to take a course).

Faculty Member Relevant Experience and Qualifications (please type)

Please list any previous experience you have leading academic trips and experience and knowledge of the proposed location.

Syllabus

Attach a syllabus with clear course goals and learning outcomes that specifically address the travel part of the course. The syllabus should include the following:

- an accounting of contact time and student preparation time, including during the travel experience. A four credit course needs to have 50 contact hours. Please consider that two hours of outside work is required by students for every hour of content. For example, a museum visit which includes on-site lecturing by the faculty member or guest lecturer would count as contact time, but a museum visit without on-site lecturing counts as student preparation time;
- the course rationale;
- academic goals and objectives that address at least three of the following **Study Abroad Learning Outcomes**. Faculty can write the objectives in their own words so that the outcomes may be better suited for each course discipline. Learning outcomes should be specifically addressed during the travel component.
 - SELF-AWARENESS: Students will describe and analyze how their own worldview, including knowledge, norms, and value systems, is impacted by regional and/or cultural origin and can be shaped by meaningful engagement with those who have different worldviews from their own.
 - CULTURAL UNDERSTANDING: Students will engage cultures with different worldviews from their own, including knowledge, norms, and value systems. Students will promote this understanding of other people and cultures through a lens of ethnography (learning from people), as opposed to ethnocentrism (contrasting people and cultures from a narrow perspective).
 - SYSTEMS PERSPECTIVE: Students will consider and discuss how the ideas, norms, and values of a society are influenced over time by political, economic, social, and/or environmental systems.
 - GLOBAL INTERCONNECTEDNESS: Students will analyze and explain the relationships between local, regional, national, and global environments and/or communities through an exploration of their attributes, artifacts, and interactions. Students will consider the effects of global interconnectedness in order to promote international cooperation and problem-solving.
 - CULTURAL NAVIGATION: Students will demonstrate cultural self-awareness, communication skills, and the ability to navigate cross-cultural interactions. Students will be prepared to apply cultural navigation skills in new contexts, including their future careers.
- detailed course plan with a thorough description of academic activities and a detailed itinerary of places to be visited, including that itinerary's relationship to the structure and goals of the course;
- the academic reading material for the course, as well as any academic guest lecturers and a summary of those lecturers' academic credentials in relation to the course material;
- a reasonably extensive (if not yet comprehensive) list of assignments and methods of evaluation, both away and on campus and,
- all student participation guidelines, including for on-site activities, as well as a contingency plan for course completion should a student be unable to complete the travel component of the course.

Proposed Experiential Activities

Attach a chart using the template below to list experiential activities you would like to include in your course. Include relevant site visits, historical landmarks, and meetings with particular individuals. Explain how these activities relate to the course objectives and Study Abroad Learning Outcomes (see above under Syllabus). A minimum of 10 educational days (not including travel days) are required to be considered by the Committee. Please provide the number of academic contact hours offered each day.

Date	Location	Experiential Activities	Course Objectives	Study Abroad Learning Outcomes
<i>Include specific dates, if possible</i>		<i>Include museums, attractions, events, guest lectures, etc., related to the course content.</i>	<i>How does the experiential activity relate to the class you are teaching.</i>	<i>Link each activity to one of the Study Abroad Learning Outcomes addressed in the course.</i>
Day 1 (contact hours)	City, Country	<ul style="list-style-type: none"> • City walking tour (name sites) • Guest lecture (indicate name or specialty) 	•	•
Day 2 (contact hours)	City, Country	<ul style="list-style-type: none"> • Guided visit or museum A • Facilitated group discussion 	•	•

Note: The Office of Global Education will provide assistance with planning the travel component of your courses. Faculty cannot confirm final arrangements with tour companies or obligate High Point University in any financial agreements.

Approval Signatures

This proposal requires signatures of the faculty leader(s) and the department chair(s) (or dean(s), if applicable), indicating all individuals are aware that the program is being proposed and that the courses offered will be accepted for credits within the given department(s).

Signatures

By signing below I affirm that the faculty member(s) listed above are qualified to teach the course(s) listed as part of a study abroad program. I acknowledge that involvement in the HPU Study Abroad program will require the faculty member(s) to be away from the High Point University campus for the specified time period.

Teaching Faculty Leader _____ Date: _____

Department Chair _____ Date: _____
(or Dean if Faculty Leader is Department Chair)

Dean _____ Date: _____

For co-taught classes only:

Second Teaching Faculty Leader _____ Date: _____

Second Department Chair, if course
is offered by multiple departments _____ Date: _____
(or Dean if Second Faculty Leader is Department Chair)

Dean _____ Date: _____

Provost _____ Date: _____