



UMAIE January Term Abroad Course Proposal • January 2018

The intent of this course proposal is to show the integration of course content, onsite activity, intercultural learning and reflection, providing verification of what you want students to learn from the course, how they will learn it, and how the learning is connected to the sites you will be visiting.

This proposal must be reviewed by the appropriate oversight committee on your campus, and then be submitted to the UMAIE Board Member. If approved, this proposal will be forwarded to the UMAIE Board of Directors for review and approval in December, and may be submitted to curricular review committees at other UMAIE institutions. It is, therefore, important to be as ***detailed*** as possible about course goals, teaching methodology, and how these are supported by the off-campus site(s). It is understood that the syllabus may need to be altered as logistical arrangements and academic content is determined over the following months.

I. COURSE DESCRIPTION

A. Program director(s), department or affiliation, home institution: [Click here to enter text.](#)

B. Course title: [Click here to enter text.](#)

C. A one-sentence description of the course for the summary sheets. [Click here to enter text.](#)

D. A 100-150 word expanded course description for promotional items and website marketing. Emphasize for students the academic course objectives, as well as how the experiential and intercultural learning components and location(s) relate.

If the proposal is approved, UMAIE is responsible for providing promotional materials to all the member campuses. Please note that this information will only be used if the proposal is accepted, but because of the timing of the promotional material we ask that you complete this task at this time.

[Click here to enter text.](#)

E. Primary course locations (cities and countries):

Directors are encouraged to consider carefully the number of sites they propose to visit, their geographical proximity to each other, and the time spent traveling between them. Usually, the more destinations included increases transportation and other program costs.

[Click here to enter text.](#)

F. What enrollment do you intend for this course?

Note: All courses must have a leadership team of two. Either two Program Directors, one Program Director and one non-faculty assistant, or one faculty leader plus substantial on-site support.

For the purpose of calculating a course cost estimate, please indicate the intended enrollment targets. In rare cases, location-specific logistics (e.g., due to hotel space, camping in a field program, etc.) may necessitate

other targets. If you believe this to be the case for this course, please mark “Other” below and explain the logistical limitations that will affect the possible enrollment.

22 maximum (two faculty, with a non-faculty member as the second leader)

26 maximum (two faculty co-directors)

Other (with explanation): [Click here to enter text.](#)

- G. How many students from your home campus(es) are you likely to enroll in this course? Explain the basis for your estimate, and how you plan to recruit students.

[Click here to enter text.](#)

- H. What distribution or general education requirements, if any, is this course designed to meet on your home campus?

Faculties who intend their courses to satisfy their institution’s general education or departmental requirements are encouraged to have proposals reviewed by the appropriate home campus department or committee prior to submitting the proposal to UMAIE.

[Click here to enter text.](#)

- I. List any course prerequisites? (Please explain)

Pre-requisites should be appropriate to the course objectives. The intellectual challenge of the course, its scope and the work required of students should correspond to its proposed level. The type and amount of work required of students should be appropriate to the focus and level of the course, but be compatible with living and traveling conditions.

[Click here to enter text.](#)

- J. If the program involves a home stay experience, describe:

- a. The length of the home stay
- b. The organization and/or individuals responsible for arranging the home stays
- c. The standards used to determine appropriate host families (see Guidelines/Travel & Logistics for a list of standards)

In home stays, the following standards must be considered, including: actual accommodation for student (e.g. private bedroom or private or shared bath?); meal arrangements; access to kitchen/laundry facilities; number, gender and age of current occupants; distance of home from classroom or academic meeting space, and transportation issues (if relevant); orientation for host families and formal “meet and greet” session between host families and students; stipends; any home stay rules, including curfew, alcohol or tobacco use, etc.

[Click here to enter text.](#)

- K. If the program involves a community engagement experience, describe:

- a. The length of the service-learning
- b. The organization and/or individuals responsible for arranging the service-learning

- c. The connection between the community engagement activities and the goals of the course

[Click here to enter text.](#)

II. PROGRAM DIRECTOR(S) INFORMATION

A. PRIMARY PROGRAM DIRECTOR

- a. Home phone: [Click here to enter text.](#)
- b. Office phone: [Click here to enter text.](#)
- c. E-mail address: [Click here to enter text.](#)
- d. Training and experience to contribute to the course (if the course topic is outside your academic discipline, describe what training and experience you have to teach this course):
[Click here to enter text.](#)
- e. Experience in proposed location(s) and contacts you may have in the host country(ies):
- f. Language(s) and level of proficiency: [Click here to enter text.](#)
- g. Please enter a 30-50-word bio as you would like it to read on the [marketing information](#). A link to a longer biography or CV can be included.
- h. Please attach your headshot/photo or the link from which we may upload [photo](#).
- i. Please attach or send a link to a travel photo that you own that represents your course location to be used on your course description. This photo will be posted on the website to attract students to your course! Indicate if you wish for Seminars International to suggest a travel photo for you.
If this is a repeat course from the last 2 years and you are [pleased](#) with the information previously used – nothing new is needed.

B. SECOND DIRECTOR:

- a. Home phone: [Click here to enter text.](#)
- b. Office phone: [Click here to enter text.](#)
- c. E-mail address: [Click here to enter text.](#)
- d. Training and experience to contribute to the course (if the course topic is outside your academic discipline, describe what training and experience you have to teach this course):
[Click here to enter text.](#)
- e. Experience in proposed location(s) and contacts you may have in the host country(ies): [Click here to enter text.](#)
- f. Language(s) and level of proficiency: [Click here to enter text.](#) Please enter a 30-50-word bio as you would like it to read on the [marketing information](#). A link to a longer biography or CV can be included.
- g. Please attach your headshot/photo or the link from which we may upload [photo](#).
- h. Please attach or send a link to a travel photo that you own that represents your course location to be used on your course description. This photo will be posted on the website to attract students to your course! Indicate if you wish for Seminars International to suggest a travel photo for you.
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attract students to your course! Indicate if you wish for Seminars International to suggest a travel photo for you.

If this is a repeat course from the last 2 years and you are pleased with the information previously used – nothing new is needed.

C. Program Director Roles:

- a. How will they share responsibilities? If the second director is not teaching, describe the role s/he will play in the leadership team. [Click here to enter text.](#)
- b. What experience do they have working together? [Click here to enter text.](#)

D. Have you directed this program before off-campus? If so, how many times? [Click here to enter text.](#)

E. Course Revision: if you have taught this course previously, please thoughtfully explain what changes you made based on the experience and student evaluations and why? [Click here to enter text.](#)

III. TEACHING METHODS

A. Language is critical to intercultural integration on every off-campus program, including English-speaking areas. How will you help students understand these linguistic differences that are a core part of the experience? List any language prerequisites for this course and specifics on any language teaching/learning that will occur during the course. If no language prerequisites exist, explain how participants will carry out their course work and interact with the local population and culture. (Please be more explicit than just stating that everyone speaks English).

[Click here to enter text.](#)

B. What teaching methods and other pedagogical approaches are used and how do they facilitate the learning process to ensure that the course objectives are met?

- **There should be a thoughtful attempt to balance course lectures, site visits, and unstructured time. These programs are exhausting, both to faculty and student. Think about jet lag and long bus trips, both of which can add to fatigue.**
- **Faculty should also try to balance among the different models of site visits; for example, scheduling three museums in one day may produce tuned-out students by the afternoon.**
- **All courses must provide frequent opportunities for student groups to process and reflect, in an informal setting, their observations and reactions to the cultures they are experiencing.**
- **Courses should also provide unstructured course time periodically throughout the program.**

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C. Estimate the percentage of the on-site teaching and guiding that you will do yourself. Will you be using guest lecturers? If yes, why and how are they used and how will you integrate them into the course?

[Click here to enter text.](#)

IV. INTEGRATED SYLLABUS & DAILY SCHEDULE

UMAIE courses (and other short-term programs like them) set themselves apart because they attempt to integrate traditional classroom education with experiential learning and site visits. **It is very important that you demonstrate to the UMAIE Board and other curricular committees how the location and local resources enhance the learning objectives of the course.** Directors should formally identify lectures, readings, site visits, group discussions/reflection times and cultural activities that are required parts of the course, as well as unstructured course time. As contact hours must be equivalent to those on the home campus, estimate the time to be spent in these activities.

A. List the course goals and objectives.

Each course should have a well-defined focus, whether disciplinary or inter-disciplinary, and should correspond to the director(s)' areas of expertise. Faculty are asked to be mindful of the intended audience(s)—majors, non-majors, or both. Courses that are designed with an audience in mind—general student body, required major course—will require less recruiting and have a higher number of applicants.

[Click here to enter text.](#)

B. Required readings including books, articles and proposed contents of course packet.

The amount of assigned reading should be similar to what is required in on-campus short-term courses during the January Term.

[Click here to enter text.](#)

C. Assessment. List and describe in detail each requirement such as participation, assignments, exams, papers, presentations, academic journal, or field observation reports that are used as the basis for the course grade. Proposals must also include:

- a. The % of each requirement as it contributes to the grade
 - b. Class attendance policy, including how many absences will affect grades.
 - c. The UMAIE Board requires a final (assignment (essay, final examination, paper) that synthesizes in a meaningful way student learning and academic achievement
- **Evaluation methods should support and reflect the integration of course content and intercultural learning. Pedagogically- successful programs usually schedule a short presentation or inter-active assignment early in the program. While directors cannot require academic work before the end of the previous semester, pre-departure readings and/or assignments encourage students to engage with the course material and intercultural experience before they depart.**
 - **The means of evaluation are realistic, adequate and articulated to students and in the proposal. Faculty must make clear their expectations and describe precisely how they will grade students.**
 - **UMAIE allows a maximum 30% of evaluation to be based on attendance and participation combined.**

[Click here to enter text.](#)

D. Integrated Syllabus and Daily Schedule: An integrated syllabus must be given in a daily format and include the following criteria. Be as specific as you can. Please use the template below.

- **The focus of a short-term off-campus course should reflect accurately and completely the activities involved. The integrated syllabus should clearly define how site visits and other activities enhance the learning objectives of the course. Expectations regarding non-traditional or experimental activities should be clearly described.**
- **Each course must have academic integrity and coherence, and be directly tied to the sites visited.**

Evidence must be provided to the integration of course readings, lectures, site visits, independent study and research, and intercultural activity. If students are expected to carry out research projects, faculty should ensure that libraries or other research facilities are available and adequate.

- In your integrated syllabus and itinerary, please include:
 - The length of time in each location. Courses must provide a minimum of 20 days with scheduled academic activities or course related travel, plus two days identified for travel to and from the overseas site. The maximum stay abroad is 26 days.
 - UMAIE encourages courses that mix on-line teaching plus a shorter time abroad, for example one week of on-line learning plus two weeks abroad. Courses must be in-country for a minimum of 10 academic days plus travel days.
 - A balance of various educational activities (lecture titles or topics, readings, cultural site visits, group discussion/reflection time, cultural events, etc.). *Clearly articulate why these activities are part of the intentional cultural experience.*
 - Other intercultural-orienting activities (examples: required or recommended events outside of the course content; why you would attend a theatre performance during a non-theatre course). *Again, identify the link between these activities and the learning objectives of the course.*
 - The length of time spent in these activities. Credit hours are defined as the time when students are engaged in the learning objectives of the course. For a four-credit course abroad, UMAIE requires 20 academic days with 6-8 hours of academic time/activities per day. The term “academic activities” is defined as class time, excursions, site visits, guided tours, guest lectures, and time spent working on course-related readings and assignments.

For courses with online and abroad components (i.e., hybrid courses), the time spent abroad must be a minimum of 10 days, plus two days for travel to and from the overseas destination. Hybrid courses must satisfy the credit hour requirements specified above. For the online portion, the 6-8 hours per day would include all the time spent on course activities such as doing readings, watching online material, completing assignments and homework, participating in online discussions, etc.

For courses taught fully abroad, the time spent abroad must be a minimum of 20 days, plus two days for travel to and from the overseas destination.

All UMAIE courses are subject to a 26-day maximum.

- **The amount of unstructured course time in each day.**

Day 1

Date: [Click here to enter text.](#)

Articulate the direct correlation between course learning goals and the day’s activities (lectures, site visits, tours, etc.) [Click here to enter text.](#)

Location: [Click here to enter text.](#)

Readings: [Click here to enter text.](#)

Assignments: [Click here to enter text.](#)

Morning Activities: [Click here to enter text.](#)

Afternoon Activities: Click here to enter text.

Evening Activities: Click here to enter text.

Logistical needs: Group Lunch Group Dinner Bus Guide Classroom space

Day 2

Date: Click here to enter text.

Articulate the direct correlation between course learning goals and the day's activities (lectures, site visits, tours, etc.) Click here to enter text.

Location: Click here to enter text.

Readings: Click here to enter text.

Assignments: Click here to enter text.

Morning Activities: Click here to enter text.

Afternoon Activities: Click here to enter text.

Evening Activities: Click here to enter text.

Logistical needs: Group Lunch Group Dinner Bus Guide Classroom space

Day 3

Date: Click here to enter text.

Articulate the direct correlation between course learning goals and the day's activities (lectures, site visits, tours, etc.) Click here to enter text.

Location: Click here to enter text.

Readings: Click here to enter text.

Assignments: Click here to enter text.

Morning Activities: Click here to enter text.