

1. Information for Prospective Faculty Directors

Save or Submit?

While editing your proposal, you can choose to save the proposal as a draft copy. This will enable you to save a partial proposal and come back at a later date to complete the proposal form. You will receive an email confirmation after you save the draft proposal.

Changes cannot be made to a proposal once it has been submitted. When you submit your final proposal it will be forwarded to the appropriate contacts for review and approval as follows: to the Institute for Global Studies for initial approval, to the Chair(s) you specify below, to the Dean(s) , then to the Director of IGS for final approval. You will receive an email confirmation at each approval step. Other faculty directors listed in the proposal will be copied on these email confirmations. Final approvals for winter session programs will be sent by mid-January, and for summer programs by mid-August.

Editing Proposals

In addition to the original submitter, all individuals listed as a faculty director will be able to edit the draft proposal. You will need the proposal link from your confirmation email to load the draft proposal data. Proposals cannot be edited once they are submitted.

Potential Errors

In order to prevent loss of data in the rare case of a web browser error - you are encouraged to first create your responses in a word or text document. Then copy and paste those answers into the web form.

Notes on Requirements

You will need a draft syllabus for each course (rough outline of proposed content and requirements), a tentative daily schedule, and a specific list of proposed excursions in order to submit the proposal. (Please note that draft syllabi are requested so that department chairpersons can be well-informed about the academic content of proposed programs.)

State Department Warning List

On every program - faculty must check their country of choice BEFORE completing the proposal to see if it is on the [State Department Warning List](#). If it is - STOP and contact [Lisa Chieffo](#).

2. Program Information

Academic Term / Session: Proposal form due by 12/1/2018

If the session for which you wish to submit a proposal does not appear on the pull-down menu, please contact [Lisa Chieffo](#). Please do not submit a proposal for the incorrect session (for example a winter proposal submitted as if it were for a summer program).

Program Type: Abroad/Domestic

Program name:

* normally a city or country plus a departmental rubric, e.g. London ENGL

Program Location:

Tentative Departure Date; *Winter programs must depart in January.

Tentative Return Date: * Winter programs must return no later than the Thursday before the start of spring semester.

Brief Program Summary: For the web site; approximately 200 words. See [suggested template](#) as a guideline.

3. Departments and Faculty Directors

Short-term study abroad programs offer two courses and should have a target enrollment of 14 students for a single-faculty program and 28 for a co-directed program. (This target may be increased depending on faculty and program costs. Some programs may require more than 14 students per faculty director in order to be financially viable.)

Therefore, if you are considering offering a course that requires small class sizes (no more than 15-18 students), small group work, or a practicum or other experiences that limit the number of students, then a 2-faculty model (target of 28 students per class, perhaps more) may not be appropriate, and you should design a program for just one faculty director.

For each department, please provide the name and email address of the Chair (or designated authorizer), and contact information for all faculty directors.

For each individual, please make sure that the e-mail address entered is the same as that which appears in [UD PeopleSearch](#); otherwise that individual will be unable to view the proposal.

A department-level approver (chairperson or designee) must appear for **each course** offered on the program. For example, if a Political Science course is to be offered on a program directed by a faculty member in the

History Department, the proposal must be routed to the Political Science chairperson for approval, in addition to the History Department chairperson.

Business Administrator: Click on the department name to add optional departmental business administrator information.

Note: The Admin Supplement Cost is entered by the Department Chair using **CURRENT** S-Contract rates (i.e. the rates in effect for the academic year **prior** to the proposed program).

Faculty Director Name	Email	Office	Phone	Admin Supplement Percent and Amount	
Department Name	Chair name	Chair e-mail			

4. Enrollment Data

Enrollment Target –

Enrollment Maximum (minimum 14 students per faculty director)

Minimum Credits required for participation

Maximum Credits allowed each participant

If the number of applicants with deposits is less than 80% of minimum enrollment ten days before a program’s final closing date, the IGS coordinator will initiate discussion with the faculty director(s) regarding the possibility of program cancellation, or measures that must be taken to ensure the program’s feasibility. IGS reserves the right to cancel any under-enrolled program one week before the stated application deadline in order to allow students time to choose another study abroad option.

What students does the program target, and how does the program meet their curricular requirements?

5. Courses

Notes:

Cross-Listed Courses: Please list cross-listed courses as separate courses (i.e. enter CRJU 312 as one course, and HIST 312 as a separate course, with the note “cross listed with CRJU 312”)

Instructional Hours - include classroom, academic excursions, fieldwork, etc. (See [Faculty Handbook](#) for guidelines.)

Notes / Course Descriptions - If any proposed courses are experimental (not listed in the catalog), please provide brief course descriptions here. IGS abides by University policy and will not offer experimental courses more than twice. Courses should not be designed so they can rotate from country to country with titles such as "Animal Science in XXXXXX" where new countries are rotated into the title (unless the faculty have developed significant expertise on the new locations they choose).

Justification is required for programs with more than 2 courses.

The model for UD study abroad programs is a menu of two courses. Rarely are more than two courses offered. A typical reason for an expanded course menu may include targeting students at different levels of a foreign language.

Course Data:

Course rubric, number, and title:

Hours:

Credits:

Department(s)

Notes / Course Description:

Justification :

Instructor(s):

Instructional Format:

Service Learning? Yes/No

Service Learning Description

Location-specific course description:

- Why is this course offered abroad or in a domestic off-campus setting?
- What advantages does this setting offer to students enrolled in this course?
- How will the study abroad environment enhance mastery of the subject matter of this course?

Study abroad has been identified as a [Discovery Learning Experience \(DLE\)](#) for UD students by the Faculty Senate. All DLEs must incorporate the following two learning goals:

1. Students will apply critical thinking skills and academic knowledge/concepts to develop effective responses to, and make informed decisions about, problems or situations encountered in the course of the learning experience.
2. Students will engage in reflection, which incorporates self-assessment and analysis of the learning that has occurred as a result of their participation in the DLE. At a minimum, students will be expected to examine and demonstrate what they have learned as a result of the DLE, how they have learned it, the impact of their learning on their personal and professional growth, and how to apply that learning in other situations or contexts.

In addition to the requirement for reflective learning, the Faculty Senate has stated that students will be expected to produce at least one final product as a result of the DLE. Examples of final products include (but are not limited to):

- Research papers
- Theses
- Reports
- Essays
- Exhibits
- Portfolios
- Performances
- Oral presentations
- Media presentations
- Reflective Journals
- Learning Portfolios

Specific to study abroad and domestic travel study, the following additional IGS learning goals have been developed for all participants:

- **Cultural Engagement:** Demonstrates interest in learning about other cultures and societies and their current challenges
- **Ethnorelativism:** Accepts that one's own world view and way of life are not universal or necessarily superior
- **Tolerance for Ambiguity:** Ability to manage and cope constructively with unclear situations
- **Knowledge of Host Site:** Possesses general knowledge of the program region(s) or country/countries
- **Diversity Acceptance:** Demonstrates an attitude of openness and respect for people possessing characteristics different from oneself, and a willingness to engage with such individuals
- **Resiliency:** Adjusts successfully to life outside of one's own culture and is able to manage setbacks independently and resourcefully

IGS is responsible for assessing our program offerings and has developed an [assessment tool](#) which incorporates the Senate requirement for reflective learning in a DLE; the assessment shall be administered at the end of all UD study abroad and domestic travel study programs.

The syllabus should address at least one of these study abroad goals and include at least one relevant learning outcome. *For assistance writing learning outcomes contact CTAL-info@udel.edu or see: <http://ctal.udel.edu/enhancing-teaching/course-design/writing-a-learning-outcome/>.*

- *What will your students know and be able to do as a result of having taken this course?*
- *What levels of cognitive thinking do you want your students to engage in?*
- *What learning skills will your students develop in the course?*

Examples of Learning Goals:

- *Students will analyze their own culture and compare it to the culture of the host country.*
- *Students will navigate the host country to demonstrate their ability to cope with unclear situations.*

Examples of Learning Outcomes:

#	Student Learning Outcomes - By the end of this course you will:
1	apply critical thinking skills and academic knowledge/concepts to develop effective responses to, and make informed decisions about, problems or situations encountered in the course of the learning experience.
2	engage in reflection, which incorporates self-assessment and analysis of the learning that has occurred as a result of their participation in the DLE. At a minimum, students will be expected to examine and demonstrate what they have learned as a result of the DLE, how they have learned it, the impact of their learning on their personal and professional growth, and how to apply that learning in other situations or contexts.
3	Communicate in the target language to navigate daily life.
4	Compare the business practices of the host country to a similar US company.

If the course is also a service learning course you will need at least one learning outcome to address this.
 Example: Student will work with a community partner in the host country to conduct a needs assessment and create a problem solution

#	Student Learning Outcomes - By the end of this course you will:
1	
2	
3	
4	

Course Assessment and Grading

How will student learning be evaluated, and how will various assessments be weighted in the final course grade? How will course assignments relate to learning outcomes? In the spaces below explain in general terms each assessment component, its relevance to specific learning outcomes, and its weight in the final grade.

Example Assessment Component	Student Learning Outcome #	Percentage of Total
Write a reflective journal detailing your everyday experience in the host country. Make sure that you identify the similarities and differences of living, working and communicating here versus at the University of Delaware.	#2 Students will engage in reflection. #3 Students will analyze their own culture and compare it to the culture of the host country.	25
Create a vlog (Video Blog) of your process working with a local partner to create a solution to their identified need. Upload it for credit.	#2 Students will engage in reflection. #4 Students will create a service learning project to meet a community partner's need.	25
Create a brochure that analyzes the pros and cons of farming in this country by interviewing local farmers and conducting research at the local library.	#5 Students will analyze farming processes.	25
Because this is a study abroad course, we will analyze our cultural differences and perspective take. To do this, you are expected to create a list of the reasons to conduct business in this host country and a list of the reasons that host country citizens would not want to conduct business in Newark, Delaware.	#2 Students will engage in reflection. #3 Students will analyze their own culture and compare it to the culture of the host country.	25

Assessment Component (home work assignment, exam, paper, group project)	Student Learning Outcome #	Percentage of Total
<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
		0%

Learning Resources

Questions to Consider:

- What kinds of materials will be used during the course (electronic databases, electronic course reserve, course webpage, software, simulations, laboratory equipment, etc.)?
- What kinds of instructional technologies will be used?
- Will you be using a learning management system (LMS) in this course? If so, which one (Canvas or Sakai)?
- What resources will have to be purchased by the learners? (Do you provide the corresponding ISBN number?)
- What other resources will be used in the course and how can students access those resources?
- What resources must be obtained prior to departure?
- What resources can (or should) be obtained abroad?

Required Learning Materials

Indicate here textbook title(s), author(s), edition(s), ISBN(s), cost, availability pre-departure or on-site purchase, and accepted formats (e-book, previous editions, etc.)

Technology

Indicate here if you intend to use an LMS such as Canvas or Sakai, along with any other technological resources required in the course. If specific technologies must be purchased by the students, indicate cost and how to purchase. Consider how technologies may or may not work as intended at the program site.

Course Calendar

Include a tentative list of relevant course-related dates and activities, considering the questions below:

- In what sequence will the content be taught?
- When are major assignments due?
- Will there be any field trips? Guest speakers? When?
- What Global Engagement tasks will be implemented in this course? -When will they take place?
- What "deliverables" (reports, blog entries, projects, etc.) are expected?

NOTE: This is NOT the day-by-day calendar for the program, but rather an outline for the most important course-related dates. Dates are not set in stone but should reflected the anticipated course plan (for example: first journal entry due on third day of program, guest speakers every Thursday, first essay due after one week, mid-term due about January 17).

Date	Activity
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

6. Academics Activities and Excursions

List each location (city and/or country) you have selected for the program, and describe how each one will contribute to the learning goals listed above. Please keep in mind the study abroad policies and guidelines which call for a reduction in multi-site programs and a direct link between each site and the academic content of the courses offered. Also identify specific excursions planned at each location.

Program-sponsored activities which are not directly related to course content should at least contribute to an understanding of the local history and culture. Activities which are purely recreational in nature should not be included in the program fee.

Fill in the table below with each activity or excursion that students must participate in. Indicate how each activity or excursion is connected to the learning outcomes and indicate any relevant assignment that students will complete.

NOTE: Dates are not set in stone but should be approximations of when activities are likely to occur.

How will this program foster students' immersion in the host culture?

7. Logistics

Daily Schedule: Please upload a tentative day-by-day program calendar indicating where the group will be, and what students will be doing each day. Please follow a format similar to this [calendar template](#).

1. The delivery of study abroad course content outside the regularly scheduled winter or summer session academic calendar is discouraged. Other than program- or country-specific orientation meetings, do courses offered on this program require academic meetings or course assignments during the semester prior to the program, or the semester after the students return? If yes, please provide details and justify the need for meetings outside of the winter or summer session schedule. (The total number of orientation meeting hours should not exceed six.)
2. What living accommodations (apartment, homestay, hotel, etc.) are planned for students and for the faculty director(s)?
3. How do you plan to make logistical arrangements for the program? Keep in mind the policies which specify that commercial travel agents should be used only to schedule travel arrangements, not academically-related excursions, tours or events which faculty can easily and perhaps more inexpensively arrange on their own.
4. Please provide a contingency plan in case of an emergency that prevents a faculty director from arriving on site for the start of the program, or which requires a director to step down prior to departure, or to leave the program early. The plan should address course instruction and program logistics, both for a limited period and for the entire program.

8. Qualifications

How are you qualified to direct this program at this specific site (eg. you are from this country, studied this country/city, done research at site, travelled extensively in area)?

9. Financial Plan

Budget Shortfall Plan

1. In addition to an S-contract for salary, an administrative supplement is provided for the faculty director(s) who lead the program (one credit per program). (See the Faculty Handbook for more information about policies regarding S-contracts for [faculty](#) and [professional staff](#).) This administrative supplement represents compensation for fulfilling the responsibilities of a faculty director, including developing the proposal and budget, recruiting a minimum of 14-18 students per faculty, accompanying students during travel and serving as academic director. How do you intend to compensate for any budget shortfall if the program does not meet the minimum required enrollment of 14 students per faculty director? (This minimum figure may be higher depending on budgeted expenses.) Please identify some of the program components (costs) you feel you can cut or reduce in lieu of canceling the program. These should include items that are not part of the student's program fee, or items that do not affect the academic quality of the program. Reducing the number or expense of program excursions will most likely not address a budgetary shortfall.

2. What Program Expenses do you anticipate other than those covered by the students' Program Fee (eg. classroom rental, foreign faculty wages, etc.)? Depending on the overall cost of such items, the minimum number of students required to support each faculty director with full funding may exceed 14.

Confirmation of Faculty Director Responsibilities

- I have read and agree to fulfill, to the best of my ability, the [responsibilities for study abroad faculty directors](#).
- At the end of my program, but before returning to the U.S., I agree to set aside approximately 1-2 hours of program time for my students to complete the IGS assessment instrument and program evaluation, and **I will encourage their participation in this endeavor.**
- I understand that if my program has a group flight, students will be accompanied by a faculty director on their flights unless an exception is granted by IGS. If my program does not have a group flight, at least 30 days before departure I will provide students and IGS with explicit instructions in writing regarding how and when to arrive at a designated meeting point for the start of the program.

I understand that if the number of applicants is less than 80% of minimum enrollment ten days before a program's closing date, the IGS coordinator will initiate discussion with the faculty director(s) regarding the possibility of program cancellation, or measures that must be taken to ensure the program's feasibility (for example reduction to one faculty director). I understand that, in fairness to students, IGS reserves the right to cancel any under-enrolled program one week before the stated application deadline.

- I have read and understand [UD's Code of Ethics for Employees](#) and will endeavor to avoid any conflicts of interest with vendors and/or other individuals and organizations in planning my program. I will bring to the attention of my IGS program coordinator as soon as I can any program-related partnership which could be perceived as a conflict of interest, even if it may not violate UD's policy.