

## **Study Abroad/ Domestic Study Program**

### Individual Course Designation Request for Proposal (RFP)

Salt Lake Community College (SLCC) is committed to offering global and international learning experiences that support student's understanding of the complexity of international and global issues, processes, trends, and events including learning about culture, language, religion, race/ethnicity, geography, and/or social issues. In a recent joint publication by NAFSA: Association of International Educators and the Association of American Colleges and Universities, Hovland (2014) defined global learning as:

*Knowledge of human cultures and the physical and natural world...focused by engaging with big questions; intellectual and practical skill...practiced across curriculum; personal and social responsibility...anchored through active involvement with diverse communities and real-world challenges; [and] integrative and applied learning...demonstrated in new settings and in the context of complex problems.*

The Engaged Learning Office at SLCC supports faculty who engage in high-impact pedagogies. The program accepts quality proposals from full-time faculty. This document provides an outline for curricular study abroad or domestic study away trip proposals.

The learning goals of the program are as follows. Trips should address as many goals as feasible.

- Provide students with theoretical, and/or analytical frameworks, and practical knowledge for living and working in a global society in order to help students to understand how to interact across boundaries and in diverse contexts with a range of people.
- Expose students to different cultures and languages in order to gain a richer, more nuanced worldview, appreciate difference, and gain cultural humility.
- Help students develop and use intercultural communication and language skills.
- Encourage students to examine the dynamics of power and how it shapes such issues as knowledge, privilege, gender, economics, religion, environment, and/or race relations.
- Employ discipline-specific approaches/methods in critically examining international and/or global issues, processes, trends, events, structures, etc.

### **Program Guidelines**

#### **Eligible Applicants**

The program is open to full-time faculty members in all departments/programs. Staff and administrators can serve as additional trip leads.

#### **Categories of Supported Projects**

##### **New Course Development**

Faculty should follow the existing guidelines for the development of a new course as outlined in SLCC's curriculum handbook, with the following modifications:

- The new course proposal must be accompanied by a domestic study/study abroad proposal, following the guidelines in this document.
- The new course should initially be approved by the relevant department and school curriculum committee, and then by the Study Abroad/Domestic Study (SA/DS) Committee before being submitted to the college-wide curriculum process.

#### Modification of an Existing Course

For courses that have already been approved by the curriculum process, faculty can use them as the basis for a domestic study or study abroad experience. The following steps are required:

- Seek initial support from the Associate Dean and the Dean for the broad concept. Support at this stage does not imply final approval later.
- Develop a SA/DS proposal, following the guidelines in this document.
- The Associate Dean approves the proposal, asks for it to be revised and resubmitted, or rejects the proposal. If the proposal is rejected, the faculty member can submit a formal appeal in writing to the Dean addressing the concerns.
- The Dean approves the proposal, asks for it to be revised and resubmitted, or rejects the proposal. The faculty member can submit a formal appeal to the Dean as needed.
- SA/DS Committee reviews the proposal and either accepts it as written, asks for it to be revised and resubmitted, or rejects the proposal. The faculty member can submit a formal appeal to the committee addressing concerns.
- SA/DS courses can be anchored in special topics.

#### Other items

Faculty must re-apply to the SA/DS Committee to have their trip renewed each year. Just because a trip ran the previous year, does not guarantee an offering in the future. The application must have an updated version of the proposal—signed by the Associate Dean and Dean—and a letter from the most recent trip leader explaining what worked and what did not work. Student evaluations and ePortfolios from previous trips are considered during the review process.

**There is limited capacity regarding the number of trips offered each year due to, but not limited by, student interest and enrollment, administrative capacity, risk and liability concerns, as well as support structures and funding.**

### **Proposal Outline and Individual Course Designation Requirements**

Proposals must address the following (additional details found in the rubric at the end of this document):

1. Program integration with discipline-specific content. What is the connection between academic content and studying abroad or domestic study?
  - a. Why is it important to teach this course abroad or in another domestic location? There must be a strong, compelling reason for offering a course abroad. All short-term faculty-led credit-bearing programs are connected to an academic course and must be at least as rigorous as those taught on the home campus.
  - b. The learning objectives for the course and the site itself are closely integrated. How will teaching and learning at the proposed destination facilitate the achievement of

student learning outcomes? How will the program leverage the unique features of the site to ensure students make intellectual connections and have authentic learning experiences?

2. Intercultural Learning: Integration of cultural learning with discipline-specific content
  - a. How will intercultural learning be integrated in the course?
  - b. Please provide a rationale if intercultural learning is not fully incorporated.
3. Ethical community interaction and depth of dialogue with local community. Please note if the course has a focus on other experiences please explain why and answer question #4.
  - a. How will you engage meaningfully and ethically with the local community? When possible, students should engage in a service or experiential learning project that puts them in close contact with the local community.
  - b. If there are community partnerships that will occur as part of the trip, explain the impact on host community and nature of interactions. Explain how community partners will be able to assess the trip from their perspective. How are partners used as co-educators?
4. If the proposed course includes limited local community interaction, please answer this question.
  - a. In what ways does the place add to the learning and how will students engage meaningfully with the place?
5. Faculty expertise and ability to lead an experiential education trip.
  - a. What is your experience in the host country, domestic location, and/or with the topic of the trip?
  - b. Explain your experience and comfort level with experiential teaching practices, utilizing community co-educators, and/or using place-based education.
6. Reflection. Ongoing reflections for both the individual students and the group as a whole is required.
  - a. How is reflection integrated?
  - b. What reflection prompts will students address?
7. Budget and trip itinerary.
  - a. What is the estimated budget for the trip? If possible, please include an itemized list.
  - b. What on-location activities will take place where and when?
  - c. What is the reasoning behind the trip duration?
  - d. What accommodations are utilized?
8. Orientation for students.
  - a. How will students be prepared for adaptation to the local culture, climate, and physical demands of the trip?
  - b. What pre-departure sessions and re-entry engagements occur?
9. Health, safety, and security. Program leaders carefully consider the well-being of all connected to a program and appropriate measures are executed.
  - a. How are you addressing safety, health, and security?
10. Language learning programs and non-language learning programs.

- a. How is attention given to the special needs of the program (as applicable) to ensure adequate communication.
11. Include a course syllabus.
- a. What readings and assignments are included in the course?
  - b. How will student learning be assessed?
  - c. What is the calendar of academic events—before, during, and after the trip?
12. Other considerations
- a. Please explain how high-impact practices are utilized and why.
  - b. All trips are required to utilize ePortfolio for signature assignments and reflections.

Notes: Study abroad/domestic study programs should be developed to be accessible to all students, and not just those who can afford the costs, fulfilling our mission as a stepping-stone to education for all socio-economic groups. If possible, consider incorporating student fundraising activities as a part of trip preparation and/or secure scholarship funding from your department. In addition, faculty are expected to communicate with the Engaged Learning Office through the duration of the planning and execution of the trip.

### **Proposal Submission**

Proposals are submitted electronically or via hard copy, but the cover page must include original signatures and can be delivered to CT 252/254. Please direct questions and submissions to: Lucy Smith, Engaged Learning Coordinator, at 801-957-4688 or [lucy.smith@slcc.edu](mailto:lucy.smith@slcc.edu).

### **Deadlines**

**Proposals for trips offered spring semester (usually the travel occurs immediately after commencement) and summer semester trips need to be submitted by the previous fall semester start date (i.e. trips need to be proposed at least nine to ten months in advance).** Proposals submitted by the end of summer semester will receive priority review. Partnership development, recruitment for trips, and logistics are organized at least two semesters in advance of the trip dates (e.g. recruitment of students occurs in the fall for a spring or summer trip) due to the logistical intensity and costs related to travel.

### **Project Assessment and Evaluation**

Every designated course is required to conduct an evaluation at the end of the semester. There may be an assessment conducted on student's ePortfolios for each trip as well.

### **Evaluation Criteria & Procedure**

All course proposals are competitively reviewed and judged by the SA/DS committee as per the evaluation rubric. The committee consists of administrators, staff, and faculty representatives who have knowledge of engaged learning pedagogy and international education.

### **Disclaimer Regarding Curriculum**

The purview of the SADA committee is to verify that a proposed study abroad/domestic study experience is a viable experience, meaning it is academically rigorous, beneficial to students and community partner organizations, and is in line with the best pedagogical practices. It is the decision of departments and divisions, in partnership with faculty members, to support these teaching practices and to support the creation of study abroad courses and domestic off-campus programs.

Some courses may be declined and/or revisions may be significant enough that the course may not be offered during the time requested.

## Study Abroad/Domestic Study Proposal Form

Applicant Name: \_\_\_\_\_

Department: \_\_\_\_\_

Applicant Title: \_\_\_\_\_ S#: \_\_\_\_\_

Applicant Phone(s): \_\_\_\_\_  
(campus extension) (alternative number)

Course name: \_\_\_\_\_

Course abbreviation (and CRN, if known): \_\_\_\_\_

Choose one:

- Study Abroad
- Domestic Study

Destination (Countries/Cities/Locations):

\_\_\_\_\_  
\_\_\_\_\_

Please note that study abroad trips will not be offered to locations where the US department of state recommends no travel. A trip may be declined or canceled at any time because of safety hazards. Please learn more about these places [here](#).

Duration: \_\_\_\_\_

Estimated amount of this trip (please provide an overview and a detailed addendum can also be included):

\_\_\_\_\_

If approved, I understand that the SA/DS committee may provide feedback on the trip that will need to be incorporated. In addition, the Engaged Learning Office will provide support and guidance for the trip in the form of making flight arrangements, tracking student payments, forms, marketing, and orientation (other items can be arranged as needed). Curriculum and in-country/out of state, field-based experiences are created by faculty and must be supported by the faculty members' Associate Dean, Dean, and by the department as a whole. By signing this, I acknowledge that I have reviewed the proposal and the rubric.

Signature of Applicant: \_\_\_\_\_ (date) \_\_\_\_\_

Required Approvals:

Associate Dean: \_\_\_\_\_ (date) \_\_\_\_\_

Dean: \_\_\_\_\_ (date) \_\_\_\_\_

**Decision Rubric— Study Abroad/Domestic Study**

<b>Attributes</b>	<b>Low-1</b>	<b>Medium-2</b>	<b>High-3</b>
<p>Program integration with discipline specific content and place-based education.</p>	<p>The learning at the proposed destination is not closely linked to learning outcomes. The course could be taught at the home campus.</p> <p>Students peripherally interact with the place as tourists.</p>	<p>The place has moderately been taken into consideration. The learning objectives and the site itself has some integrated components. Some utilization of place-based education occurs.</p> <p>Program design includes several activities that requires students to interact directly with the local place in a meaningful way.</p>	<p>The learning objectives and the site itself are closely integrated. Program design and integration of place put equal emphasis on place-based education and discipline-specific learning. Student engagement with the place is essential to the learning.</p> <p>Program design requires students to have ongoing, meaningful connection with host community through multiple means, helping students develop a broad base of knowledge about the country.</p>
<p>Intercultural Learning: Integration of cultural learning with discipline-specific content.</p> <p><i>Please note, some disciplines may provide a rationale against fully integrating this (e.g. programs focused on the environment/animals).</i></p>	<p>Intercultural learning is briefly mentioned/included in the syllabus and/or in the program design.</p>	<p>Program design requires students to have a connection with host community through exposure to multiple experiences of a limited duration. At least one concrete student intercultural learning outcome accompanies discipline-specific learning outcomes.</p>	<p>Program design and implementation place equal emphasis on intercultural and discipline-specific learning outcomes that are clearly outlined in the course syllabus. The program includes multiple, ongoing opportunities for intercultural learning.</p>
<p>Ethical Community Interaction and depth of dialogue with local community.</p> <p>Please consider referencing the <a href="#">Fair Trade Learning rubric</a> (Hartman, E., 2015) for courses seeking community-based global learning/service-learning designation.</p>	<p>Program interacts with host community/country institutions and is respectful of established rules and policies. Program may be planned without community input.</p> <p>There is no plan to prepare students to interact in sensitive ways with local community members/ the environment.</p>	<p>The program leader consults with local partners on community impact, program design, and program evaluation. Program provides students with an understanding of the cultural/environmental context which enhances their interaction.</p>	<p>Program is developed in conjunction with local partners with equal consideration to student learning and impact on host community/the environment. Program leader has ongoing conversations with partners abroad to assess impact and collaborate on learning opportunities.</p> <p>Program provides students with a deep understanding of the context, which allows them to interact meaningfully.</p>

Attributes	Low-1	Medium-2	High-3
<p>Faculty expertise and ability to lead an experiential trip.</p>	<p>Program leader has some experience with the host community/country, proficiency in the local language (if applicable), and an understanding of the local cultural and historical context.</p> <p>Program leader has introductory knowledge and familiarity with the proposed location to plan and execute the trip.</p> <p>Program leader has little or no successful experience leading students in 24/7 learning environments.</p>	<p>Program leader has previous travel experience in the host community/country, proficiency in the local language (if applicable), and a understanding of the local cultural and historical context. Leader has local contacts in the host community.</p> <p>Program leader has content knowledge and familiarity with the proposed location to confidently plan and execute the trip.</p> <p>Program leader has some successful experience leading students in 24/7 learning environments. Some experiential teaching techniques are utilized.</p>	<p>Program leader has previous travel experience in the host community/country, fluency in the local language (if applicable), and a deep understanding of the local, cultural, and historical context. Leader has a network of local partners in the host community.</p> <p>Program leader is a content expert and is very knowledgeable about the proposed location.</p> <p>Program leader has considerable successful experiences in leading students in 24/7 learning environments. Several experiential teaching and learning techniques are utilized.</p>
<p>Reflection: Inclusion of critical reflection in course design that:</p> <ul style="list-style-type: none"> <li>- Generates questions</li> <li>- Challenges assumptions and compares alternative perspectives</li> <li>- Examines causality</li> <li>- Explores theory and practice</li> <li>- Contextualizes local setting and students' roles within it</li> <li>- Connects to specific learning objectives</li> </ul>	<p>The program leader asks students, on a limited basis, to create reflective products about the international experience or the activities on the trip, either at the end of the program or mostly informally.</p>	<p>The program leader structures reflection activities and products about the international experience that connect the experience to academic content, require moderate analysis, lead to new action, and provide ongoing feedback to the student throughout the program.</p>	<p>The program leader builds student capacity to critically link the relevance of the international experience to academic content, analyze socio-cultural issues, recognize systems of power, and understand their place in the world, all of which lead to a sense of responsibility as a citizen of the global community. The program leader provides ongoing feedback to the student throughout the program.</p>
<p>Budget and Trip Itinerary</p>	<p>No budget or trip itinerary is included.</p>	<p>Some information on budget and itinerary is included.</p>	<p>A detailed budget and trip itinerary is included.</p>

Attributes	Low-1	Medium-2	High-3
Orientation and Re-Entry	<p>Program requires students to participate in one pre-departure and one on-site orientation that prepare students for adapting to the new cultural environment; logistical matters; health, safety, and security considerations; and course overview.</p> <p>There is no re-entry plan.</p>	<p>Program offers one or more pre-departure sessions that provide an overview of the historical, political, and social context of the host community and prepares students for cultural adaptation; logistical matters; health, safety, and security considerations; and course plan. At least one on-site orientation is offered which helps students navigate their new physical setting, reinforces safety and security considerations, and contextualizes the cultural environment of the host community.</p> <p>Program leader discusses students re-entry into one's home culture, which includes reverse culture shock, reflection on the international experience, and lessons learned. Program provides a structure to maintain contact with both the host community and peer group. Program encourages students to share what they have learned from their time abroad with the broader community.</p>	<p>Program offers a series of pre-departure sessions that provides a deep grounding in the historical, political, and social context of the host community and prepares students for cultural adaptation; logistical matters; health, safety, and security considerations; and course overview. At least one on-site orientation is offered that helps students navigate their new physical setting, reinforces safety and security considerations, and contextualizes the cultural environment of the host community.</p> <p>Program leader organizes a formal discussion for re-entry into one's home culture, which includes reverse culture shock, reflection on the international experience, lessons learned, and potential impact on future decisions and lifestyle choices based on this new information. Program provides a structure to maintain contact with both the host community and peer group. Program provides organized opportunities for students to share what they have learned with the broader community.</p>
Health, safety, and security: Program leaders carefully consider the well-being of all connected to a program and appropriate measures are executed.	Low scores are not acceptable.	Medium scores are not acceptable.	As described in the Forum on Education Abroad's <a href="#">Standards of Good Practice</a> – Program leader is informed on potential health, safety, and security issues as they relate to the program site and activities. An emergency plan is established specific to the program and location. Students are properly prepared to identify and avoid hazards and are empowered to take responsibility for their well-being.

<b>Attributes</b>	<b>Low-1</b>	<b>Medium-2</b>	<b>High-3</b>
Program evaluation and quality improvement	<p>There is no plan for program evaluation.</p> <p>Local partners are not consulted regarding program effectiveness</p>	<p>Program leader gathers input through student evaluations and ePortfolio.</p> <p>Program leader has limited conversations with local partners about the strengths and weaknesses of the program and impact on the partner and community. The leader considers the effectiveness of the program.</p>	<p>Program leader seeks input from students through evaluations, discussions, and reflection as well as ePortfolio.</p> <p>Program leader has conversations with local partners about the strengths and weaknesses of the program, impact on partner and community, and the effect on students. Throughout the program, the leader is constantly considering the current effectiveness of the program in order to make enhancements. The program leader makes changes to the program based on feedback for future planning.</p>
For language learning programs - Linguistic immersion: Addresses linguistic demands of host country and program model such that students are able to communicate with the local community (if applicable).	Course work and program activities take place in the target language appropriate to the students' incoming language proficiency.	Course work and program activities take place completely in the target language appropriate to the students' incoming language proficiency. Program includes at least one structured opportunity to use target language outside of the classroom.	Course work and program activities take place completely in the target language appropriate to the students' incoming language proficiency. Program includes ongoing structured opportunities to use target language outside of the classroom. Students commit to using the target language at all times.
For non-language learning programs in non-English speaking communities/countries - Linguistic preparation: Addresses linguistic demands of host community/country and program model such that students have a basic ability to communicate with local individuals (if applicable).	Orientation includes basic language preparation such as greetings, introductions, common questions, and dealing with emergencies.	Orientation includes basic language preparation such as greetings, introductions, common questions, and dealing with emergencies. The program includes optional, additional language instruction.	Orientation includes basic language preparation such as greetings, introductions, common questions, and dealing with emergencies. The program requires supplemental language instruction.

## **Definitions**

### **Definition of Study Abroad**

The leading professional organization for study abroad, the Forum on Education Abroad, defines study abroad as “education that occurs outside the participant’s home country”. In addition to engagement in academic courses, this can include such credit-bearing international experiences as work, volunteering, and directed travel, as long as these programs are driven to a significant degree by learning goals.

### **Definition of Domestic Study**

In *Putting the Local in Global Education*, Neal Sobania (2015) defines domestic off-campus programs as, “an immersive place-based experience tied to a particular U.S. location... that delivers a learning experience that supports the creation of a globally competent, engaged, and informed citizenry”. These experiences should be academically focused in nature.

### **SLCC General Education International and Global Learning Designation definition**

International courses provide a broad base of knowledge about two or more countries in a comparative and/or interpretive context, and may focus on their interactions, exchanges, relations, perspectives, cultures, communications, historical developments, political and/or economic systems, geography, educational processes, etc.

Global courses focus on the interconnected and interdependent issues that transcend all national borders and function worldwide, such as natural and environmental matters, social issues, culturally-created phenomena, and technology.

## **References**

A Responsive Curriculum: International Learning Goals for IUPUI’s Many Schools and Diverse Student Body (2006). Retrieved February 18, 2016, from <http://international.iupui.edu/doc/partnerships/learning-outcomes.pdf>

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The Forum on Education Abroad. (2015). *Standards of Good Practice for Education Abroad, 5<sup>th</sup> Edition*. Retrieved from <https://forumea.org/resources/standards-of-good-practice/>

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