

To: AOOC
By: Alayne Prine
Re: STUAB-3XX – Study Abroad: Discovery and Reflection
Date: December 12, 2014

Background and Purpose

The purpose of this course is to enhance the Study Abroad Program at PhilaU. While students are participating in the Study Abroad Program, they are actively engaged within a new culture, and throughout their semester abroad they must learn to adapt to and act as a part of this culture with confidence. When you ask a student who recently returned from a study abroad experience what they think about their semester abroad, it is often very difficult (near impossible) for the student to actually articulate what they learned and what it means because the impact was so massive. This course will provide an educational outlet for students to reflect on the various challenges they are facing and unique learning experiences they are having throughout their semester abroad via writing assignments and class discussions. Looking at the broader picture, this course will help students process what they are learning as a part of the study abroad experience and understand how the experience affects their personal, academic and professional present and future. Their writing will also serve as a road map to their achievement of global citizenship.

Additionally, this course will complement the Hallmarks program, as the writing assignments completed in this course may be compiled and used as a Hallmarks folio piece for the Global Perspectives learning goal. The writing assignments submitted for this course will also be used as evidence for the Study Abroad Program assessment of semester abroad programs. This course is optional and only available to students who participate in a semester-long study abroad program. Therefore, it will not impact any other programs or curricular requirements on our campus. However, it will provide evidence of the success of our Study Abroad Program as well as provide added significance to the student experience.

Catalog Description

(0-1-0.5) This is an online course via Blackboard. Through a variety of writing assignments (journal entries) and class discussions, this course will supplement the Study Abroad Program by providing an educational platform for reflection and understanding as the student adapts to a foreign environment. Writing assignments and discussions are an outlet for processing the study abroad experience and identifying the impact it is having on the student's international and global perspective. This course will first be offered in Fall 2015. *Co-requisite: STUAB-300.*

Course Learning Objectives and Program Assessment

Please list the course learning objectives and map their alignment with program learning outcomes in the chart below.

Achievement of the following outcomes will be assessed based on the following criteria: 1) through the completion of a pre-departure and post-return evaluation survey; and 2) through rubriced responses to their reflective writing assignments and discussion board posts completed throughout the course.

Course Learning Outcomes: By the end of the course, students will be able to.....	Study Abroad Program Learning Outcome:	Hallmarks Global Perspective Learning Outcomes:
1. Demonstrate how key aspects of everyday life, thought, and behavior in your host country impact your own behavior and perspectives.	Demonstrate knowledge of the political, economic, and /or cultural developments of a particular geographic region.	Consider how specific cultural values and achievements of different civilizations and societies shape the behavior and responses of individuals, groups, and nations.
2. Adapt to a new cultural environment through engagement with new people, new experiences, and new local/regional custom and history.	Apply resourcefulness and flexibility while attempting to adapt to a new cultural environment.	Navigate diverse environments and complex issues by managing multiple systems of knowledge and behavior.
3. Show interest in continuing to expand your global perspective.	Engage with and be open to people, ideas, and activities from other cultures as a means of personal development.	Assemble and apply multiple perspectives and disciplinary concepts when addressing real-world challenges

- a. **According to your program's curriculum map, does this course specify an information literacy (IL) learning outcome? If yes, please describe how this outcome will be applied.**
 - No.
- b. **How does the course contribute to the program's learning outcomes for writing?**
 - N/A
- c. **How does the course promote the principles of Nexus Learning (active, collaborative, real world, infused with the liberal arts)?**
 - The Study Abroad program by nature embodies Nexus Learning. The students who participate are working on projects that are applicable on a global scale and students are actively engaged with their foreign culture on a daily basis. The students are collaborating with other students, faculty, and professionals from a variety of cultural, academic, and professional backgrounds. This diverse environment encourages students to examine a situation from a multitude of perspectives and find creative solutions to real-

world problems. Their learning is “real world” because they are actually out in the world, adapting to a new culture and new perspectives, and learning from international industry leaders. As a part of the Study Abroad Program, this course will build from these points and ask the student to articulate the challenges, value, and meaning of these experiences and express how it has enhanced their education as well as their personal development.

- d. **If the assessment of this course must ultimately conform to additional accreditation guidelines, give details of these requirements.**
- N/A

Relation to Existing Curricula

- a. **If this course currently exists, is the method of delivery being significantly changed, e.g. retrofitted for on-line delivery, accelerated formats, hybrid delivery, etc.?**
 - N/A
- b. **Does this course *replace* an existing course offered by the University? If so, will the existing course be retired from the catalog? (If not immediately, when?)**
 - No.
- c. **If this course *replaces* an existing course in the program, how does it differ from the learning objectives, material covered, etc. in the former course, and how are these differences being accommodated programmatically?**
 - N/A
- d. **Is the material/topic offered in this course also taught in courses offered elsewhere in the University? How does it differ and why could the other course not be a suitable substitute?**
 - Yes, somewhat.
 - Similar material/topics are covered during many of the University sponsored faculty-led programs (short courses). However, given that this course is not offered to short course participants and will only be completed by semester-long (fall and spring) study abroad program participants, this course is targeting a different group of students. Presently, there is no other PhilaU course that is taught simultaneously while a student is participating on a semester-long program that engages the student in this way. The goal is to re-enforce what the students are naturally learning as a visiting student in a foreign culture over an elongated period of time, and to intensify the overall experience.
- e. **Is this course to be cross-listed with another course? If yes, which one?**
 - No.
- f. **Once a student takes this course, are there any other courses for which the student is now ineligible to earn credit?**
 - No.
- g. **If a graduate-level class is being proposed, can undergraduate students enroll in the course? If so, with what restrictions?**
 - N/A
- h. **Is the course restricted to students in a particular major or open to students in other majors as an elective?**
 - It is open to students of all majors.
- i. **What are the prerequisites or other restrictions for student registration, e.g., GPA, number of earned credits, graduate-level, Honors, etc.?**
 - Student must be an accepted, registered participant in the Study Abroad Program. Co-requisite is the study abroad placeholder course (STUAB-300).
- j. **Was this course previously offered as a Pilot or Special Topics course?**
 - No.

Proposed Implementation Date

- Fall 2015

Statements of Support

Impact on Staff

I have been informed that STUAB-3XX is expected to be offered one section per term and will be staffed by Alayne Prine.

Signed by the University Registrar: *Received via email from Julia Aggreh on 11/10/14

Date

Impact on Library and the Philadelphia University Information Literacy Plan

As Director of the Library I have been informed that STUAB-3XX is expected to be offered one section per term and have been made aware of the possible library and information service needs. I confirm that the Library can support the resource demands of this course.

In addition, the Director of the Library (or her or his designee) has been consulted to determine how, if at all, the proposed course will integrate and assess programmatic-level Information Literacy Learning Outcomes corresponding to the program(s) of which the course is a part.

Signed by the Director of Gutman Library *Received via email from Karen Albert on 11/10/14

Date

Impact on Computer Facilities:

As the Vice-President for Information Technology I have been informed that STUAB-3XX is expected to be offered one section per term and have been made aware of the possible the projected home directory storage needs by faculty & students, required software licenses, necessary IT support, anticipated wireless “traffic,” “smart” classroom demands, etc.

Signed by the Vice-President for Information Technology

Date

Impact on Course and Programmatic Assessment:

The methods of evaluation/assessment in this proposal and accompanying syllabus are specific, detailed and demonstrable and meet the criteria for both College-level and University-level assessment.

Signed by Assessment Advocate *Received via email from Pat Thatcher on 12/11/14

Date