

# New Course Proposal Form

*(10 day AOOO Review)  
(Part 1 of the full course proposal)*

**Submission Date:** 11/29/17

**Name of Course Sponsor(s):** Lisa Phillips & Madeleine Wilcox

**Course Full Name:** Global Education Independent Study

## **Section A: Course Parameters**

**COURSE NAME** Global Education Independent Study

**CATALOG DESCRIPTION:** STUAB-381 (0-0-3)

Co-requisite(s): enrollment in program run through office of Global Education (Nexus Abroad, study abroad, etc.)

This course is an intensive independent study in which students select topics associated with their major or minor. The student is expected to formulate project goals that will require them to conduct extensive, on-site research in their host country during a study abroad experience. For further details, see the statement on Independent Study under "Undergraduate Student Academic Policies and Procedures."

**DELIVERY METHOD:** Online or hybrid with abroad component

**ELECTIVE, REQUIRED or BOTH:** Elective

### **PURPOSE & BACKGROUND:**

This course will allow students to expand the study of their program's host culture through a structured and customized intensive project related to their major or minor. Through self-directed and designed course outcomes they will come to understand how their discipline fits into a global context, while working under the mentorship of a home campus faculty member. This course provides an opportunity that may not exist within an existing program or at their host institution, allowing students to supplement their course load to meet degree requirements.

There are two motivations for this proposal. During full semester study abroad experiences, there are times when a course is not offered that could be provided via an independent study and run by a home campus faculty member. The second is to allow those on Nexus Abroad short courses the opportunity to take 6 credits during the summer.

**LEARNING OBJECTIVES:** (Consult with College Assessment Advocate and Program Director)

Articulation of a reasonable number (3-5) of objectives to focus on specific content/knowledge acquisition, the particular research or methodological approaches, or ways of thinking, working & acting students will acquire. Use specific and descriptive verbs (see Bloom's taxonomy) to indicate the level a student will learn a particular topic.

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

<b>Course Learning Objectives:</b> By the end of the course, students will be able to.....	<b>Program Learning Outcome associated with the Course Learning Objective:</b>
1. Develop project goals that will expand their knowledge of the host country as it relates to their major or minor.	Demonstrate knowledge of the political, economic, and/or cultural developments of a geographic region.
2. Develop a plan for on-site analysis, research and/or observation in their host country that will be completed independently.	Apply resourcefulness and flexibility while attempting to adapt to new cultural environments.
3. Demonstrate intercultural competency through direct engagement with local communities and new activities from the host culture.	Engage with and be open to people, ideas, and activities from other cultures as a means of personal development.

**INTERDISCIPLINARY & NEXUS OPPORTUNITIES:** (Consult with College Nexus Learning Advocate)

Identify strategies you will use that promote engaged, active students, collaborative and integrative work, real world projects, and/or infusion of liberal arts and sciences. If there are interdisciplinary opportunities to be explored in the course, list them here as well.

Since this proposal is for an independent study, the topics would be diverse but they would always be related to the host country of a student studying abroad so students would always be engaged in further exploration of that country, making this course implicitly active, with research that extends beyond the classroom. It would depend on the topic chosen whether or not the course would be collaborative or have an infusion of the liberal arts and sciences.

**REDUNDANCY:**

Is the material/topic offered in this course also taught in courses offered elsewhere in the University, e.g. ABE vs ENGR, grad-level versus undergrad-level, CPS vs SBA, etc.? Once a student takes this course, are there any other courses for which the student is now ineligible to earn credit? Is this a cross-listed course and with which course will it be cross-listed? 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

**PROPOSED IMPLEMENTATION DATE:** First offered Fall/Spring 201( ); Inclusion in 201( ) catalog or TBA?

To be offered first in summer 2018

## **Section B: Campus-Wide Networking**

**Please provide a brief explanation for each answer.**

**COLLEGE-WIDE “DIALOG”:** Does the proposal require additional discussions with colleagues, CEC Chair, Program Directors and the Dean in the school/college dealing with content, assessment, staffing & allocation of other resources? Example: A new course that replaces an existing course could impact the curriculum of other programs, minors, concentrations and/or specializations. (*Consult with the three **College Advocates***)

As an elective, the course would not impact curriculum. Faculty who are asked to supervise would need approval of their program director. The coordinator of Nexus Abroad and the Director of Study Away would be available to instruct the student with permission of academic affairs. Study Away learning outcomes will be included in the course assessment. Students would need permission of advisor and Study Away Program to enroll in independent study. (Consulted with Provost’s office and CINTL.)

**REGISTRAR:** What is the anticipated student capacity per section of the course? Are there any unique scheduling aspects of the proposed course, especially those that fall outside of the normal semester schedule or deviate from the required 42 contact hours per term? (*Consult with the **Registrar***)

This elective would be no different from other independent studies. It would be offered during Summer Semester, Fall or Spring when students are abroad. Coursework must be completed within the term in which the student is enrolled. Students must have completed at least 48 credits (3 semesters or equivalent of first semester sophomore year) to enroll. (Discussed with Associate Registrar.)

**DEGREE AUDIT:** Does this course impact the requirements for graduation, credit count, required core, etc.? (*Consult with the **Registrar***)

This course would count towards a students’ free elective requirements. It would not impact requirements for graduation, credit count, or required core. No different than previous independent study courses. (Discussed with Associate Registrar.)

**FINANCIAL AID:** Are there any unique aspects of this course that might affect financial aid considerations, tuition implications, etc.? (*Consult with the **Director of Financial Aid***)

This course would allow students enrolled in Nexus Abroad to enroll in 6 credits of summer study and be eligible for federal financial aid. Currently students who participate in Nexus Abroad are not eligible for federal loans unless they are enrolled in an additional summer course. Students enrolled in the course during the regular academic year would be charged an overload or additional fee if their total credits for term with program and independent study would exceed 18.5. For students to be eligible for financial aid, the elective credit must be applicable towards their degree requirement. (Consulted with Director of Financial Aid.)

**LIBRARY & INFORMATION LITERACY:** Will this course require new or additional supporting library resources, services, or help from professional library staff? 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. (*Consult with the **Director of Gutman Library***)

No different than other independent study courses.

**WRITING ACROSS THE CURRICULUM:** Will the anticipated writing assignments meet the criteria for a writing intensive course? (*Consult with the **Director of Writing Across the Curriculum***)

No different than other independent study courses.

**STUDY ABROAD:** Does this course have any study abroad components? ...Winter term? Spring Break? Other? (*Consult with the **Director of the Study Abroad Program***)

Yes, students must be enrolled in a preapproved Study Away program, obtain the permission of the Faculty Leader or Director, and comply with the academic policies of the program. This course must be in addition to the required course load at a host program for a total of no more than 18 approved credits during term abroad.

**OFFICE OF INFORMATION RESOURCES:** Does this course have any unique technology or software requirements, e.g. on-line/hybrid courses; software license? List the technology or software requirements. (*Consult with the **Director of OIR***)

Faculty would meet with student to decide on mode of communication. Blackboard or video conferencing is not required but may be explored as possible options for future.

**ADVISING:** Will this course require any special advising during New Student Orientation for transfer students &/or freshman? (*Consult with the **Director of Academic Success Center & College Advising Advocate***)

No, advising would occur through Study Away application process/resource fair. (Consulted with Director of Academic Success Center)

**TRANSFER/RE-ENTRY STUDENTS:** Are there any restrictions on whether the course can be equated to transfer credits? Will it need a portfolio review? (*Consult with the **Office of Admissions & College Advising Advocate***)

No. Transfer students would be eligible to participate, provided they have completed the required number of credits. (Consulted with Director of Academic Success Center)

**SYLLABUS:** Do you plan to deviate from the standard syllabus template as approved by the faculty? (*Consult with **your CEC Chair***)

Course would be no different from other independent studies. Syllabus would be determined by instructor and student.

## **Section C: On-line Delivery of Course**

- An online course is a course with less than 50% of the minimum required contact hours provided in the class room.
- For information purposes, please complete Section C if the course will be taught through an online delivery method.
  - New courses must submit all sections of the form.
  - Attach **syllabi** for the online and on campus courses (if both are planned)
  - Existing Philadelphia University on campus courses with a change or addition in format to online delivery may submit Section C for review rather than the entire form.

Note: Syllabus is not included as this will change with each student proposal.

### **NEW or EXISTING COURSE:**

Is this a:

New course

Existing, approved Philadelphia University course

### **DELIVERY METHOD:**

Will this course be delivered as an online  CAMPUS course OR through a \_\_\_\_\_ PARTNERSHIP with \_\_\_\_\_?

Will this course be delivered both on campus and online? Yes, this course can potentially be offered partly in person during a short course when the student and instructor are together and then the remainder would be completed online upon returning home OR completely online if a student is away for a semester and their mentor is a home campus instructor.

If yes, will students be permitted to take either delivery method to fulfill their degree? Yes, depending on their situation  
(Please note that academic policies concerning on campus students taking online courses must be followed.)

### **RATIONALE FOR ONLINE DELIVERY:**

(Examples: appeal to specific audience, enhance student experience, create curricular flexibility, expand market and enrollment, increase access, etc.)

Necessary due to the nature of the independent study in order to communicate with the student while they are abroad and the faculty member is on the home campus or to communicate once travel has ended and the student is working away from the faculty member (Nexus Abroad).

### **LEARNING OBJECTIVES AND ASSESSMENT:** (for courses that are both on campus and online)

If there is an on campus version of the course, confirm that the learning objectives and assessment are equivalent across the two methods of delivery.

If the online course does not align with program outcomes or have the same learning objectives, standards and assessment as the on campus course, please attach curriculum assessment map with the differences and the rationale for those differences.

The learning objectives would be the same for both on campus and online delivery methods.

### **COURSE SUPPORT RESOURCES:** (for on campus course delivery)

For a course that will be delivered online through an on campus system, list and confirm any unique or specific resource needs related to: OIR, the Library, and the Academic Success Center

No specific resource needs except for Zoom accounts from OIR for the online delivery.

---

**STUAB-381: Global Education Independent Study**  
**2018**

**Summer**

**Credits:** 0-0-3

**Co-requisite:** Enrollment in program run through office of Global Education (Nexus Abroad, study abroad, etc.)

**Instructors:** XXX

**Office Hours:** By appointment with instructor.

**Contact Info:** XXX

**Additional Requirements** – as outlined on Independent Study Form  
(additional requirements may exist for each college)

- A student must have completed 15 credits in residence with a minimum grade point average of 2.50 prior to enrolling in independent study (undergraduate requirement only).
- Registration must be completed before the end of the (add/drop) period allowed for schedule changes.
- A student may select no more than one course by independent study during a single term.
- A maximum of four courses may be taken by independent study in a degree program.
- A student may not select more than two IS courses under the sponsorship of the same faculty member.
- At the end of the term students are required to present their work to faculty and student representatives of the University.

**Course Description**

This course is an intensive independent study in which students select topics associated with their major or minor. The student is expected to formulate project goals that will require them to conduct extensive, on-site research in their host country during a study abroad experience. For further details, see the statement on Independent Study under "Undergraduate Student Academic Policies and Procedures."

**Course Outcomes**

**Students will:**

1. Develop project goals that will expand their knowledge of the host country as it relates to their major or minor.
2. Develop a plan for on-site analysis, research and/or observation in their host country that will be completed independently.

3. Demonstrate intercultural competency through direct engagement with local communities and new activities from the host culture.

Note: Additional course outcomes will be added based on the individualized final product. The student should propose these outcomes to be approved by the instructor prior to the start of the semester.

**Instructional Mode** – as outlined on Independent Study Form

Students may earn credit through a supervised learning experience in which the student plays a significant part in determining the learning objectives and anticipated outcomes. An Independent Study (IS) provides students a unique opportunity to work closely with a faculty mentor while studying a subject of their own choice. This learning experience, however, should not duplicate material delivered within an existing course catalog. Only students who are prepared to devote considerable time and effort should undertake IS. Planning of the scope and structure of this learning experience should begin in the semester preceding enrollment, not during the term of the IS.

The student plans specific activities and goals with the help of the cooperating faculty member. S/he must then receive approval for the plans and complete the Independent Study agreement form, which is available online at the Registrar’s website, [www.philau.edu/registrar](http://www.philau.edu/registrar). The student is responsible for bringing the completed and signed form to the University Registrar for official enrollment purposes.

**Evaluation**

Your grade will be based on the following grading scale:

<b>A</b>	4.00	93-100	<b>A-</b>	3.67	90-92
<b>B+</b>	3.33	88-89	<b>B</b>	3.00	83-87
<b>B-</b>	2.67	80-82	<b>C+</b>	2.33	78-79
<b>C</b>	2.00	73-77	<b>C-</b>	1.67	70-72
<b>D+</b>	1.33	68-69	<b>D</b>	1.00	65-67
<b>F</b>	0.00	0-64			

**Grading**

The final product and grade distribution for this course is determined jointly by the professor and student and will vary in each instance. In all cases, however, the grade will be affected by the student’s attendance at required meetings and quality of the final product.

**Absence Policy**

Attendance for each planned meeting is required. Reoccurring lateness/leaving early can result in the reduction of your grade. If you are in danger of grade reduction for this infraction you will receive a Starfish Alert.

Serious illness, family emergencies, or other crises mean that students should contact the Dean of Students Office as soon as possible (215-951-2740). Students are responsible for all work related to this class; however, faculty may (but are not required to) make some accommodation in terms of time of delivery and/or make-up (for expected deadlines). Please consult with your faculty and your academic advisor to determine whether you should withdraw from the course or request an incomplete grade in the case of serious illness or crises.

As stated in the Absence for Medical Reasons policy (published in the Academic Catalog, <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AbMed> and <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#Absence>), faculty may not require a doctor's note from University Health Services when students miss (a meeting) due to illness or other medical professionals due to HIPAA privacy rules when students miss class due to illness. If a student is absent for several (meetings), the faculty should use STARFISH to send an alert.

The University respects students' rights to observe religious holidays. Students planning to (miss a meeting) due to religious observance shall notify the faculty during the first week of classes, if possible. Absence from (meetings) for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Professors shall work with students to ensure they have a reasonable opportunity to make up missed (meetings) and assignments.

Policy related to Absence due to Religious Holidays policy is published in Academic Catalog, <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AbsenseforReligious> and <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#Religious>. For additional logistical information for faculty planning purposes, please see <http://philau.edu/provost/resources/index.html>.

### **Inclement Weather Policy**

To ensure the continuation of student learning in time of emergencies, including severe weather, it the policy of University not to cancel classes. However, if on campus sessions are not possible, students are responsible for checking their university email and/or Blackboard for information from their faculty advising them of any immediate impact on the students' preparation for the next class meeting. In this event, faculty members have several options including:

1. Holding class through electronic means by emailing the students or posting to Blackboard class lessons, discussion forums and/or additional assignments related to class content;
2. Holding class at a rescheduled time acceptable to all class members. If there are students who are unable to attend a rescheduled class, the faculty should make reasonable accommodations for the student(s) to make up the work.
3. Holding class through synchronous online means.

### **Textbooks**

Textbooks required if determined by the student and faculty member.

**Academic Integrity** (excerpt from Academic Integrity Policy in the Academic Catalog)

Academic Integrity and honesty is the foundation of the University teaching, learning, and professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the University community commits an offense against all members of this group. In order for all to know and understand the standards that define academic integrity at the University, the following policy has been developed and ratified by students, faculty, and staff. These policies pertain equally to all courses regardless of the method of delivery. Thus, they pertain to courses delivered fully or partially online as much as to courses delivered in-person. Students in all course delivery formats, including online and other forms of distance-learning, must complete all coursework themselves. Any attempt to have others complete coursework in the student's name is a form of cheating.

Academic integrity is a policy about ethical behavior at the University regarding one's intentions, decisions, and actions while conducting academic work. It includes values such as avoidance of the following: cheating; plagiarism; copying; the fabrication of information; and facilitating, or denying others access to information. It expects honesty and rigor in research, course work, writing and publishing. Academic Integrity is taken seriously in this course. Any student violating the University's academic integrity policy will be subject to appropriate sanctions.

The University's complete academic integrity policy is available in the Academic Catalog: <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AcadInt> and <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#AcadInt>.

Academic resources, including information on citation and documentation for all written work, projects, and presentations, are also available on the Academic Success Center's website: <http://www.philau.edu/successcenter/writing/writingResources.html>.

**Use of Electronic and Recording Devices with Prior Permission** (excerpt from Student Life Policies in Student Handbook), Electronic devices may be used to record a lecture, presentation, interview or similar activity with prior permission of the individual being recorded. This permission does not extend to others who may be present. Verbal permission may be sufficient for recording within a class or meeting for personal use. However, written permission must be obtained prior to recording or transmitting someone's image or speech over the airwaves, in public, on the web, as part of a class assignment or any University sponsored activity or program. The University's complete "Use of Electronic and Recording Devices" is available in the Student Handbook, <http://www.philau.edu/studenthandbook/2016-2017/studentlifepolicies/electronicandrecordingdevices.html>.

**Assessment**

The University is committed to providing excellent and innovative educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements where relevant, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As the University sees appropriate, it may retain representative examples or copies of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.

## Archives

*Jefferson University reserves the right to keep designated student work. Student work is an important part of the accreditation of the various programs of CABA, including CIDA for Interior Design. If selected, your work will become part of the permanent archives. Jefferson University is committed to providing excellent and innovative educational opportunities to its students. To help us maintain quality academic offerings, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As Jefferson University sees appropriate, it may retain representative examples or copies of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.*

*If selected, student work will be collected at final critiques and will become a permanent part of the archives. Please photograph and document your work accordingly. You will not be allowed to “borrow” your work at a later time to do so.*

Information on digital resources, e.g. a course system site, materials placed on electronic reserve, class email distribution lists, and course-specific websites. If no digital course supplements are being used, the syllabus should indicate as much.

## Information about the University's Academic Support Services

### **Academic Support Services ([www.philau.edu/library](http://www.philau.edu/library))**

Gutman Library ([www.philau.edu/library](http://www.philau.edu/library)) Gutman Library is a gateway to a variety of information resources. The homepage of the library provides 24/7 access to online databases of articles, e-journal collections, e-books, and specialized information to support your coursework. See a list of Research Guides for specific programs and courses at <http://libguides.philau.edu/start>. The library building is wireless, has 80 available workstations (PCs and Macs), printers, scanners, and copiers; as well as individual and group study spaces.

### **The Academic Success Center ([www.philau.edu/learning](http://www.philau.edu/learning))**

The Academic Success Center provides one-on-one tutoring assistance for writing, study strategies, test taking, and specific University courses\*. To make a tutoring appointment, students should stop by the Academic Success Center in Hagggar Hall or call (215) 951-2799. Academic resources, including information on citation and documentation, note taking, and study strategies are available on the Center's website.

### **Technology Resources (<http://www.philau.edu/OIT/>)**

The University provides wireless network access in all campus buildings. If you need a computer, Gutman Library and Search Hall have open access computers. For assistance with technology issues, students should contact the Technology Help Desk at (215) 951-4648 or send an email to [helpdesk@philau.edu](mailto:helpdesk@philau.edu).

### **Accessibility Services <http://www.philau.edu/accessibilityservices/>**

The University does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The University makes accommodations for students with disabilities who seek accommodations in the classroom. All students interested in receiving accommodations must contact The Office of Student Accessibility Services by email at [AccessibilityServices@philau.edu](mailto:AccessibilityServices@philau.edu), phone at (215.951.6830) or office visit. The office is located in Kanbar 102D. Students requesting accommodations in the classroom must present a current accommodation letter from the The Office of Student Accessibility Services to the

instructor, before accommodations may be made. The University works with students with disabilities regarding equal access to all services and programs. Requests for accommodations may be made at any time (although accommodations are not retroactive). The University encourages all students who have any inquiries to contact The Office of Student Accessibility Services.

### **Official Class Enrollment**

All students must be officially enrolled in this course (either for credit or auditing) to attend. If you are not on the class list/roster, you are not registered and will not be permitted to stay in the class. All students must enroll for classes through the appropriate registration processes.

### **Preferred Name**

For students who have submitted the “Preferred First Name Request” form to the Office of the Registrar for review and approval prior to the start of the semester, the preferred name will appear on the class roster. For additional information on the policy, see the Academic Catalog, <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/index.html>, and instructions and for instructions for completing the request, see the Registrar’s website <http://philau.edu/registrar/forms.html>.

### **Credit Hours**

A credit hour is a measure of the amount of work represented in intended learning outcomes and verified by evidence of student achievement. A credit hour is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester hour of credit of the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work for other academic activities such as laboratory work, studio work, internships, or academic work leading to the award of credit hours. For studio and laboratory courses, the conventional suggestion is two hours of instruction and at least four hours of work outside of class each week for approximately 15 weeks represent one hour of credit.

### **Additional Notes**

The instructor reserves the right to change the syllabus as necessary depending on the requirements of the class. Notice of changes will be given to students as soon as possible.

If there are any special needs or challenges which might affect your ability to successfully complete this course, please let the instructor know

### **Schedule**

Weekly check-in meetings to be determined at a time decided upon by student and professor. These may be held in person or via online communications.

A breakdown of intermediate deadlines must be established as a part of the initial proposal. These should tie into the weekly meetings, with larger deadlines established at quarter points in the semester. These should be proposed by the students and be agreed upon ahead of time by the professor. Any deviation from the schedule will result in a penalty to the grade for the course.

