



# Upper Midwest Association for Intercultural Education • 2013

Dear Faculty Member,

Thank for your interest in proposing a UMAIE January Term or May/June Term Abroad course. UMAIE courses offer a unique opportunity for undergraduate faculty by working with students from different campuses. These students may have diverse learning styles and academic perspectives, adding variety to the teaching experience. Because travel professionals manage all travel arrangements (transportation, accommodations and budgets), faculty are free to devote the bulk of their energies to teaching and learning.

Please take some time to read carefully through the *UMAIE Course Policies* and *Guidelines for Proposing a Course*. They will assist you in the development of solid programs, which are both strong academically and feasible abroad. Be sure to submit copies to your UMAIE Board Member by the deadline set by your home institution.

If you have any questions regarding the development of your course, please contact your UMAIE Board Member.

## UMAIE Course Policies

1. UMAIE courses are not simply travel courses, but *study-travel* courses; thus the learning goals of the course must determine the locations to be visited. The UMAIE Executive Committee has the authority to disapprove proposed course initiatives that are either too extensive or without academic justification.
2. In selecting courses, the Board is guided by the following principles:
  - ♦ **Quality offerings:** Courses must meet or exceed the minimum academic standards for regular on-campus J-Term courses at the sponsoring institution. Each member institution is expected to screen its proposals before submitting them to the Board to ensure their quality.
  - ♦ **Experience in the proposed location:** At least one director is expected to have first-hand experience in the areas to be visited.
  - ♦ **New/innovative courses:** The UMAIE Board encourages new (first-time) directors and courses. It also encourages courses of an innovative nature.
  - ♦ **Program balance:** The overall slate of UMAIE course offerings in any one January Term is expected to represent a range of countries and disciplines.
  - ♦ **Universal representation:** If possible, each school should have at least one course offered during January Term.
  - ♦ **Shared opportunity:** Course ownership by any one school or director is discouraged. This means that if two schools are both proposing similar courses in any given year, the school that has not recently offered such a course or that is offering such a course for the first time will be given preference.
  - ♦ **Proportional representation:** Schools that have generally enrolled the most students will be allocated a greater number of courses.
  - ♦ **Reasonable numbers:** UMAIE does not offer more courses than can be expected to attract participants.
3. The January Term is a discrete unit of study. Faculty directors may not require preparatory work prior to the end of the fall term or summary work after the beginning of the spring term. Required reading for the program will be listed on specific course descriptions so that students may begin reading

during the holidays. Required written work should be finished by the time student's return to the United States.

4. Each course requires contact hours equal to the minimum required on the faculty director's home campus. Required readings should clearly relate to the evaluation of the academic content of the student's work. The UMAIE Board requires an essay, final examination or some other form of writing that synthesizes in a meaningful manner the relevant experience of the course. All UMAIE courses require letter grades.
5. The primary faculty director must be a regular faculty member from a participating UMAIE institution. If enrollment warrants a second director and the primary director cannot locate one from an UMAIE institution, it may be possible for a qualified regular faculty member from a non-UMAIE institution to accompany the course. These exceptions will require UMAIE Executive Committee approval.
6. Faculty directors are responsible for academic arrangements such as lectures, site visits and interviews. Seminars International will handle travel arrangements, guided city tours and ticketing for cultural events. It will also assist with other program arrangements as needed.
7. Faculty directors must help promote their courses and recruit students. They are expected to be proactive in promoting their courses, providing additional course information and encouragement to enroll students.
8. Faculty directors **must participate** in the UMAIE orientation for students held in November, which lasts the **full** day. Directors meet with their students for the afternoon, and should treat this session like the first day of class. Directors are responsible for giving a detailed introduction to the course and locations to be visited, course requirements, day-by-day activities and most importantly, provide the cultural background for a successful intercultural experience. Seminars International provides travel itineraries, hotel addresses and other logistical information.
9. One faculty director must accompany the group from the point of origin and be with the group for the duration of the course. Any exception to this policy would require UMAIE Executive Committee approval. **If faculty directors wish to extend their stay at the conclusion of the course, they must notify Seminars International no later than October 15, and pay any additional charges.** If directors do extend their stay, they must personally see that group members are safely on the return aircraft.
10. Faculty directors must submit grade reports to the UMAIE Secretary at the Prior Lake office of Seminars International no later than one week following the return of the course to the United States. Director's evaluation and financial reports are required within two weeks of the return.
11. Since the faculty director's expenses are pro-rated among the paying participants, a minimum enrollment of 16 students is necessary. If fewer than the number enroll, Seminars International, in consultation with the faculty director and the Executive Committee member from the faculty member's school, will decide on the feasibility of rearranging the program for a smaller group. Ten days prior to the enrollment deadline, courses with five or fewer registrants will be canceled to allow those students to transfer to another course while there is still space available. Co-directed courses normally require an enrollment of 20 to 26 students.
12. Non-student applicants are accepted on a space available basis subject to the faculty director's approval. They must **apply and register** at the institution of the faculty director.

## **Guidelines for Proposing a Course**

### **General Guidelines**

- Each course should have a well-defined focus, whether disciplinary or inter-disciplinary, and should correspond to the director(s)' areas of expertise.
- Pre-requisites should be appropriate to the course objectives.
- Faculty who propose are encouraged 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.

- Faculty 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.

### **Setting and Achieving Academic Goals**

- The intellectual challenge of the course, its scope and the work required of students correspond to the proposed level of the course.
- 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.
- 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. The amount of assigned reading should be similar to what is required in on-campus short-term courses during the January Term or summer.
- 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.

### **Logistics and Travel Planning**

- 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.
- Courses must provide a minimum of 20 days that are scheduled academic activities or course related travel, plus two days identified for travel to and from the overseas site. A maximum stay abroad is 26 days. The additional days may allow for unstructured course time.
- There should be a thoughtful attempt to balance course lectures, site visits, and unstructured time. These programs are exhausting, both to faculty and students. Think about jet lag and long bus trips, both of which can add to fatigue.
- Faculty should also try to balance between the different models of site visits; for example, scheduling three museums in one day will 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.
- If a home stay experience is part in the program, 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.



# UMAIE January Term Abroad Course Proposal • January- May/June 2013

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 submitted to the UMAIE Board Member and reviewed by the appropriate oversight committee, as determined by your home campus. 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 out over the next several months.

## I. COURSE DESCRIPTION

- A. Course title:
- B. Primary course locations (cities and countries):
- C. Program director(s), department or affiliation, home institution:
- D. Have you directed this program before off-campus? If so, how many times?
- E. What distribution or general education requirements, if any, is this course designed to meet on your home campus?
- F. List any course prerequisites? (Please explain)
- G. Discuss and defend the direct correlation between the site(s) and course content. Ask yourself why it is imperative to carry the course out in this location(s). In the Integrated Syllabus below, you should discuss specifically how each site during the program off-campus relates directly to the curriculum and course goals and topics.
- H. 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)

## II. INTEGRATED SYLLABUS

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, identify the time spent in these activities.

The syllabus should include the following items.

- A. Course description of 100-200 words
- B. List the course goals and objectives
- C. Required readings, including books, articles or proposed contents of course packet.
- D. Evaluation. List and describe in detail each requirement such as participation, assignments, exams, papers, presentations, academic journals, or field observation reports that are used as the basis for the course grade. Proposals must also include:
  1. The % of each requirement as it contributes to the grade
  2. Class attendance policy, including how many absences will affect grades.

Notes:

- a. The UMAIE Board requires a final assignment (essay, final examination, paper) that synthesizes in a meaningful way student learning and academic achievement.
  - b. Evaluation methods should support and reflect the integration of course content and intercultural learning.
- E. Daily Integrated Syllabus: An acceptable Integrated Syllabus must be given in a daily format and include the following criteria. Be as specific as possible.
1. **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.
  2. 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.*
  3. 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.*
  4. The length of time spent in these activities. **Contact hours, defined as the time when students are engaged in the objectives of the course**, must be equivalent to or more than those on the home campus.
  5. The amount of unstructured course time in each day.

### 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.
- 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?
- 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?
- D. If there are two program directors:

1. How will they share responsibilities?
2. What experience do they have working together?
3. Which one will teach the course if enrollment fails to reach 26 students?

#### **IV. 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?

#### **V. ENROLLMENT**

A. What enrollment do you intend for this course?

Note: A minimum enrollment of 16 is required for each course and the maximum enrollment is 26. A second director is required for enrollments of 20 to 26 students.

B. 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.

#### **VI. PROGRAM DIRECTOR(S) INFORMATION**

##### **PRIMARY FACULTY DIRECTOR: [Name]**

Home address:

Home phone:

Office phone:

Fax number:

E-mail address:

Training and experience in subject matter (if the course topic is outside your academic discipline, describe what training and experience you have to teach this course):

Experience in proposed location(s) and contacts you may have in the host country(ies)

Language(s) and level of proficiency:

Previous experience directing off-campus courses?

##### **SECONDARY DIRECTOR (if any): [Name]**

Home address:

Home phone:

Office phone:

Fax number:

E-mail address:

Training and experience in subject:

Experience in proposed location(s) and contacts you may have in the host country(ies)

Language(s) and level of proficiency:

Previous experience directing off-campus courses?

## **VII. PROMOTIONAL INFORMATION**

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 as this time.

To assist in this effort, please provide us with the following:

1. A one-sentence description of the course for the summary sheets.
2. A 200-300 word expanded course description for other promotional items, i.e., printed materials, and website marketing. Build on the course description from II.A of this proposal. Emphasize for students the academic course objectives, as well as how the experiential and intercultural learning components and location(s) relate.