

## New Faculty-led Program Proposal

Each Faculty-led Program (FLP) proposal is reviewed by the Office of Global Engagement and the Global Advisory and Curriculum Committee (GACC). GACC strives to offer a diverse portfolio of programs each year. This form is intended for new program proposals. Any continuing programs that have run in the last three years should use the Continuing Faculty-Led Program Proposal form.

Before completing this proposal, familiarize yourself with aspects of developing and leading a faculty-led study abroad program by attending an information session or meeting with Global Engagement. We encourage you to begin this program planning process 24-17 months in advance of the program.

### Proposal Checklist

1. Proposal Form (below)
2. Course Syllabus
3. Itinerary
4. Budget
5. Proposal from study abroad travel provider (if any)

### Section 1: Program Summary

Program title:

Academic term:      J-term                  Spring                  Summer

Anticipated dates (including travel days):

Program locations (cities and countries)

Primary Faculty Leader

Secondary Faculty Leader

I have not been working with another faculty member for this program and give authority to Global Engagement/GACC to assign an appropriate secondary faculty/staff leader. All programs must have a minimum of 2 program leaders.

A one sentence description of the program for promotional purposes:

### Section 2: Course Information

Course number/Title (if this is a new course, type NEW and list suggested pre fix and level)

Number of credits

What EUIC requirements, if any is this course designed to meet

Note: all international programs automatically fulfill the Intercultural Global Engagement tag and Experiential Learning requirement.

If this course is expected to fulfill a particular Area of Knowledge, also list its objectives here

List any course pre-requisites (Please explain) Pre-requisites should be appropriate to the course objectives. 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 the level of the course, but be compatible with living and traveling conditions

Language of instruction/language proficiency required

Program learning objectives

How will this course be enhanced by being taught abroad?

How does this program engage students in the host culture(s)? What activities, assignments, connections and resources will be utilized to take students past tourism and into a deeper cultural understanding?

### **Section 3: Program Logistics**

Will you have required course meeting times in the U.S. before or after the program? If so, please list the information below (this does not include Global Engagement's pre-departure orientation)

Does the destination country require a visa for U.S. citizens?

Indicate plans for student housing:      Hotel      Hostel      Homestay      Residence Hall  
Other      Unsure

If the program involves a homestay experience, describe:

- The length of the homestay
- The organization and/or individuals responsible for arranging the homestay
- The standards used to determine appropriate host families

Indicate plans for transportation after arrival (how will students get to and from sites?, if visiting multiple cities, how will the group travel?)

Describe unique safety or security risks associated with this program. Explain how the risks will be addressed in the pre-program training. Explain how the risks will be monitored during the program.

#### **Section 4: Leader Qualifications**

Primary Faculty Leader

Title

Email

Department

Have you discussed this course with the chair of the department in which this course is being offered?

Note: Faculty should work with their department chair to discuss how the course will count towards load.

Secondary Faculty Leader

Title

Email

Department

Have you discussed this course with the chair of the department in which this course is being offered?

Note: Faculty should work with their department chair to discuss how the course will count towards load.

Please provide:

- Your academic qualifications in relation to the course topic
- Your experience traveling or living in another country
- Your language skills relevant to the chosen site (as applicable)
- Your experience teaching undergraduate/graduate students and leading groups
- Your experience in the host country

### **Section 5: Partners**

List all program providers, universities, or organizations you will partner with to develop the program and arrange on-site logistics.

## **Section 6: Target Audience and Promotion**

Identify your target audience majors and minors and the total number of students in that pool.

Participant eligibility requirements in excess of GE requirements, if any (i.e. major, academic standing, minimum GPA, faculty permission, etc.)

Student maximum (if any)

Note: We recommend a ratio of leaders to participants of approximately 1:8, with a minimum of two leaders for each program. If no maximum is set, Global Engagement/GACC reserves the right to assign additional faculty or staff to accompany the faculty in leading the course abroad as enrollment requires.

Program Highlights for Web

Provide 4-7 bullet-points conveying the most exciting and interesting aspects of your program. This section should elicit why this course is best taught abroad and highlight aspects of your program such as academic activities, interesting location features, excursions etc.

### Program Overview for Web

In 600–800 words, provide a few enticing paragraphs describing your program. Include details about travel, location, sites, interesting excursions and attractions, course content etc. This is not your syllabus, but rather your chance to inspire and capture student interest!

## **Additional Materials**

### **Budget**

Submit a budget with expected expenses using the provided template. The budgeting process will be ongoing and GACC does not expect a budget to be finalized at this time. All faculty-led programs are self-supporting, which means all related expenses should be managed through student fees and/or external funds. At the same time, making sure that programs are affordable for students is also important. Faculty expense should be included in the budget and are part of the program fee. Faculty salary should not be factored in.

### **Syllabus**

A syllabus for the course listed above must be attached to this proposal and should include course goals and objectives, required readings and assessment methods. The syllabus should clearly define how site visits and other activities align with the learning objectives of the course.

### **Itinerary**

Provide a daily itinerary that includes all group travel, activities, lectures, site visits, group discussions and cultural activities that are required parts of the course.