

**GLOBAL ENGAGEMENT  
PREVIEW  
COURSE PROPOSAL FORM**

<b>Proposer</b>	
<b>Department:</b>	
<b>Co-Faculty (paid):</b>	
<b>Department:</b>	
<b>Course Title:</b>	
<b>Travel Destination(s):</b>	
<b>Preferred class meeting day/time:</b>	Friday 2:45-4:45 unless otherwise specified

*Submit completed proposals (with completed budget estimate) by  
Monday, June 28th, 2021 to:  
Cheryl Lewis, lewisc01@arcadia.edu*

***Approvals:***

<b>Proposer:</b>		<b>Co-Proposer:</b>	
<b>Department:</b>		<b>Department:</b>	
<b>Chair/Supervisor Signature:</b>	_____	<b>Chair/Supervisor Signature:</b>	_____
	Date: _____		Date: _____

**Note:** *The number of engaged contact minutes needed for a 2-credit course are 1400. This equates to 23.33 engaged contact hours, or about 2 hours a week over a typical 12-week Preview semester. Faculty can count time spent engaged with students (video or media presentations included) but homework (ie: writing reflections) would not be considered engaged contact time.*

*Field study contact hours are included in the 1400 minutes, however, contact hours during a field study must consist of time during which curriculum is actively delivered by instructors or other providers, or students are engaged in an activity that has been designated as curriculum. This does not include travel time, free time, group meals (unless specifically included as curriculum), or sleeping hours.*

*Instructors are encouraged to consider ways in which the 1400 engaged minutes may be met in the case that a field study cannot be completed as planned.*

<b>Field Study Details:</b> Please include a detailed description of the field study program structure: location, partner organizations, places of interest, student activities, and other. This is how OIP will assess the
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course content in association with the location. Be certain to identify points of interest, cultural/historical identities, regional relevance, museums and any outstanding features that that play a role in the course design. Also, please indicate any vendors, travel agents, and/or in-country contacts you will use.

Type your Field Study Details here:

**Course Description:** This will be used for publishing purposes. Please provide a brief paragraph in present tense. Emphasize the most relevant and significant characteristics such as the main topics covered in the course, the nature of the course (survey, intensive study of..., seminar, etc.), the student audience for whom it is intended, the teaching approach, what is required of students, etc.

Type your Course Description here:

**Proposer and Co-Faculty Expertise:** For yourself and your Co-Faculty, please provide information about your expertise with the course content, familiarity with the region of travel, and experience leading students abroad.

Type your Proposer, Co-Faculty, and Co-Leader Expertise here:

**Learning Outcomes and/or Expected Student Competencies:**

Learning outcomes are measurable statements of what you expect the students to do, and what you will assess, during the course, rather than values or actions the faculty member will impart. They must be expressed in measurable terms, and be specifically linked to the assessments used in the course (see “Assessments” below). See the “Writing Learning Outcomes for Courses” document under the Academics Committee Forms page: [AUC Forms](#)

Learning outcomes can be copied & pasted from a course syllabus, but must appear on this form.

Learning Outcomes (“Students will be able to...”)	Indicate how this learning objective will be assessed by entering the appropriate item number from the Assessment Table below
Example: Analyze historical effects of industrialization.	Example: Term Paper
Example: Write annual reports for private and regulatory audiences.	Example: Group Project

**Assessments:**

List the ways in which student learning will be assessed. This can include formal (e.g., quizzes/tests/exams, written papers, projects, assignments, performances, etc.) and informal (e.g., class discussion) approaches, as well as both formative and summative means. Number the items in the list,

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and link each to the learning objectives in the table above by entering the assessment item number from the table below into the row that corresponds to the appropriate learning outcome in the table above.

1.

2.

3.

4.

5.

6.

**Rationale and Impact of the Course:**

Address the following items:

- Why should this course be offered?

[Rationale for the Course](#)

**Readings and Resources:**

Indicate the source material that will be used for the course, including readings/recordings/videos, etc. If guest speakers or outings are required, include those as well.

[Readings and Resources](#)

**Course Outline:**

Please include a detailed week-by-week outline of the course content **in course syllabus**, indicating the main concepts to be learned, key resources used, and major assignments/examinations.

**Special Conditions:**

Describe any special conditions which must be arranged for the course, including special time requirements, seating needs, storage, table space, equipment, etc

[Special Conditions](#)

**Costs to the University Departments:**

Will there be any added costs to your department if this course is offered? This  Yes  No includes any expenses that will not come from the Preview budget and will remain with the department, such as lab equipment or specific software.

If "Y", describe and justify these costs below

[Costs](#)

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**Analysis of Library Holdings:**

Will the students need to access print or electronic resources from the library for this course?  Yes  No

If there are any print or electronic resources you would like the library to purchase to support this course, please list them below. These should be requested through usual department processes.

[Resource Requests](#)

**Attachments:**

Attach a **course syllabus (draft ok if new course)** that includes learning objectives, assessments, course resources, grading, course policies, semester course outline, and **detailed field study itinerary**. Itinerary should include planning for 6 days in field study location. Groups will leave campus late Friday afternoon or on Saturday, returning the following Friday or Saturday, respectively.

**Budget:** Using budget template provided, please estimate for program expenses. Global Engagement will book airfare and transportation to and from U.S. airport. The proposed budget should itemize other in-country costs (accommodation, transportation, program activities and a group meal) that are unique to your program. A formal budget will be created in consultation with Global Engagement.

Attach a CV for each proposed instructor that summarizes their relevant experience and expertise