

Rubric for Reviewing Faculty-led Study abroad Program Proposals

Criteria	Developing (1 point)	Acceptable (3 points)	Excellent (5 points)
<i>Course plan incorporates university learning outcomes (ULOS) and provides a plan for facilitating teaching and learning and assessing intended outcomes</i>	Course and program plan lacks clarity	<ul style="list-style-type: none"> Syllabus lists ULOs, course objectives, activities (travel, assignments, discussion prompts, assessment rubrics) Progression is clear for students to achieve levels of learning beyond identification or awareness 	<ul style="list-style-type: none"> Clear mapping of all learning outcomes, course objectives and learning activities Assignment prompts are provided Assessments and rubrics are developed Reasonable progression of learning activities planned to accomplish the intended learning outcomes and stated goals within course expectations Locations clearly support course and program learning outcomes
<i>Financially accessible</i>	Unrealistic program budget	Program budget is reasonable	<ul style="list-style-type: none"> Identifies strategies to contain costs and potential financial sources Program budget is reasonable Faculty member to student ratio is reasonable and does not add additional burden to students costs
<i>Proposal includes details (planned itinerary) that show how students will be immersed in the host context</i>	Passive participation	Attendance in pre-arranged immersion activities	Active participation in intentional and pre-arranged immersive curricular and co-curricular activities
<i>Outlines topics or course content that will be taught by guest speakers/lecturers/tour guides</i>	Relies heavily on tour guides	Faculty co-teach with local lecturers/tour guides	Local expertise is utilized and faculty member provides additional facilitation so that students can analyze and integrate learning

<i>Gives concrete examples how students will integrate their learning from education abroad into their academic, personal, professional, and career goals</i>	Relies on serendipitous pedagogy	Included a variety of assignments that guide students toward integrating learning from education abroad into their academic, personal, professional and career goals	<ul style="list-style-type: none"> • Provides prompts for reflective writing and critical thinking • Engages the student about international issues/topics prior, during and after the education abroad experience • Facilitates opportunities for students to continue learning from the education abroad experience • Includes a variety of assignments that guide students towards integrating learning from education abroad into their academic, personal, professional and career goals
<i>Submits work plan and schedule to accomplish faculty responsibilities in preparation for study abroad program</i>	No experience in the countries associated with the proposed program	References faculty knowledge and travel experience in countries associated with the proposed program	Articulates faculty preparedness to take on the additional responsibilities that come with leading a program abroad
<i>Risk Management, health and safety issues have been addressed</i>	<ul style="list-style-type: none"> • General mention of health and safety mentioned in the proposal 	<ul style="list-style-type: none"> • Health and safety issues will be addressed such as handouts or in the orientation 	Efforts have been made to address health and safety concerns in all of the following areas. <ul style="list-style-type: none"> • Transportation • Accommodation • Meals • local customs • Pre-departure orientation is addressed
SUBTOTAL			
TOTAL			

Points summary (35 points maximum)

<7 points means program will NOT be approved

7-20 means program needs improvements

>21 means program can likely be approved as is