

Eastern Illinois University
Revised Course Proposal
STA 4000G, Study Abroad Capstone

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** STA 4000G
2. **Title (may not exceed 30 characters, including spaces):** Study Abroad Capstone
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** (1-0-1)
5. **Term(s) to be offered:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:** 2014

7. Course description:

Students will exercise their abilities to think critically about their global education experiences. They will develop, summarize, and synthesize their individualized experience through readings, assignments, and a substantive writing sample that may be submitted to the Electronic Writing Portfolio, an individualized project, and a presentation.

8. Registration restrictions:

a. Equivalent Courses

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

None.

- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No

b. Prerequisite(s)

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

Must have completed an approved EIU study abroad experience and 75 hours.

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). Yes No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?

No one Chair Instructor Advisor Other

d. Co-requisites (course(s) which MUST be taken concurrently with this one):

None.

e. **Repeat status:** Course may not be repeated.

Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

Must have completed an approved study abroad program.

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

None.

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] –

General Education, Senior Seminar, Writing Intensive

10. **Grading methods** (check all that apply): Standard letter CR/NC Audit ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

The grade for this course will not count in a student’s grade point average.

The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

The Study Abroad Capstone will give students experiences in synthesizing, analyzing, and refining ideas/concepts while practicing oral and written communication. To this end, students will:

1. Demonstrate functional knowledge of the culture of their study abroad experience.
2. Obtain information on a topic from their study abroad experience from a variety of written sources, some including quantitative data.
3. Demonstrate critical thinking skills by analyzing, synthesizing and reflecting on the impact of study abroad on their curricular and co-curricular experiences and on their readiness for post-graduate employment.
4. Practice their ability to conduct a rational dialogue with others on topics generated by study abroad experience
5. Express in written and oral forms their synthesis of a study abroad project and a reasoned defense of conclusions flowing from the synthesis.
6. Evaluate how the skills and viewpoints acquired in study abroad bear on problems/situations of their major curricula.
7. Find links between their formal course work and contemporary problems/events brought to light during their study abroad experience.
8. Analyze their own views in light of readings and discussions in order to make informed, responsible, and ethical civic and personal decisions.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- **EIU graduates will write and speak effectively.** (Objective 4,5)
- **EIU graduates will think critically.** (Objectives 2, 3, 5, 6, 7)
- **EIU graduates will function as responsible citizens.** (Objective 1, 8)

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

Not applicable.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

a. Study Abroad Project and Reflective Paper: In accordance with the goals of general education, students will exercise their abilities to think critically about their global education experiences. Then they will develop, summarize, and synthesize their individualized experience through a project. The project will involve self-initiative and creativity. They will analyze their own views in light of readings and experiences in study abroad and upon return and how that influenced their ability to make informed, responsible, and ethical civic and personal decisions.

b. Oral Presentation: The student will give an oral presentation related to their study abroad project. The 5-7 minute oral presentation should include insight into the study abroad country’s culture, how the study abroad experience impacted their thinking in the major curriculum, and how it affected their approach to decision making. Students should demonstrate the ability to respond to follow-up questions posed by the instructor or class members. (*Students enrolled in an online section of this course will use an online collaboration software to complete this learning activity synchronously.)

c. Potential Employer Project: Students will

- 1) Research and find an advertisement for a position that interests them that they theoretically could pursue after graduation (the position could be with a potential private or public employer, an assistantship for graduate study, etc.).
- 2) Gain more information about the position
- 3) Summarize in writing the position’s expectations/duties and the knowledge and skills that the ideal candidate for the position would possess
- 4) Develop a resume highlighting curricular, co-curricular, study abroad and other employment experiences
- 5) Write a letter to the potential employer highlighting how the student’s knowledge and skills gained from curricular, co-curricular, study abroad and other employment experiences make them a good candidate for the specific advertised position
- 6) Obtain feedback about letter/resume from faculty in discipline or professional in field and revise
- 7) Reflect on other opportunities that the student could have/might still participate in during their time at EIU that would have further developed their readiness for the position. Reflect on choices made during their time at EIU and how these positively or negatively impacted their ability to be the ideal candidate for the position.
- 8) Small group oral dialogue employment interview practice – Each individual responds to the potential employer’s interview prompt of “tell me about yourself and how you’re qualified for this position”. Students should demonstrate the ability to respond to follow-up questions posed by the instructor or small group members. (*online collaboration software used to complete this activity)

d. Electronic Reflection/Reaction Journal: Students will submit reflection/reaction pieces in relation to class readings, activities, presentations, and discussion.

	Study Abroad Project & Reflection Paper	Oral Presentation	Potential Employer Project	Reflective/ Reaction Journal
Objective 1	X	X		X
Objective 2	X	X		
Objective 3			X	X
Objective 4		X		
Objective 5	X	X		
Objective 6	X		X	X
Objective 7	X		X	X
Objective 8	X	X		X

3. Explain how the instructor will determine students’ grades for the course:

Study Abroad Project and Reflection Paper = 35%
 Potential Employer Project = 35%
 Oral Presentation = 20%
 Reflective/Reaction Journal = 10%

Grade Scaling (% of points)
 A = 90-100 % D = 60-69 %
 B = 80-89 % F = below 60 %
 C = 70-79 %

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** The EIU-approved online course management software will be used to provide a sound virtual learning environment for students enrolled in an online section of this course. Online collaboration and communication tools will be used to promote synchronous and/or asynchronous discussion, analysis of key course topics, and completion of learning activities. 'Assignment dropbox' tools will be used to manage submission of learning activities. Online versions of the EIU-approved assessment rubrics will be used to assess writing and oral presentation skills. 'Grade book' tools will be used to assist with grade finalization and confidential grade posting.
 - b. Describe how the integrity of student work will be assured:** The majority of learning activities are based on student reflection from personal study abroad experiences, therefore minimizing the concern of compromised integrity of student work. However, if a concern arises, EIU-approved anti-plagiarism software may be utilized as added insurance to ensure original authorship of writing samples submitted by students.
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**
Regular interaction between student and instructor will be maintained through the use of EIU e-mail, the online learning software 'mail' and 'chat' tools, and web-based conferencing technologies. Student-to-student interaction during weekly synchronous and/or asynchronous threaded discussions focusing on course concepts and principles will be supported through the use of the online learning software's 'discussions' tool.
- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
- a. course objectives;**
 - b. projects that require application and analysis of the course content; and**
 - c. separate methods of evaluation for undergraduate and graduate students.**
- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)** The course is writing intensive since students will complete a reflective journal, reflective paper with the study abroad project and written assignments associated with the potential employer project. In addition, the employment project letter and resume will be revised by students after receiving peer and faculty/professional feedback.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

- Week 1 Go over Syllabus and Reading Schedule. Logistical Issues (Study Abroad Evaluation, Improve your Program, Academic Credit, Get Organized on Campus, Discuss Study Abroad Project Possibilities)

- Week 2 How to Develop a Reflective Paper for the Study Abroad Project. Discuss Oral Presentation of Study Abroad Project. Group Activity and Discussion about Types of Study Abroad Projects being Developed.
- Week 3 Adjusting to Life Back Home (Reentry Challenges You Faced or are Facing, Reflect how you have Changed, Accomplished Goals, Knowledge and Skills Gained). Group Activity/Discussion. Journal Entry #1
- Week 4 Global Citizenry (Intercultural Sensitivity, The Role of the US in the World, Review your Perspective on the US, The Role of Culture in Global Issues, Challenge yourself in your own Community). Group Activity/Discussion. Journal Entry #2
- Week 5 Continuing Your International Experience (Graduate Programs Abroad, Funding for Graduate Programs Abroad, Build an International Career) Journal Entry #3
- Week 6 Approximately 4-6 Study Abroad Presentations (with follow-up questions by instructor, class members, others from campus community) Journal Entry #4 (reaction to presentations given an initial prompt related to reading) Study Abroad Project and Reflection Paper due
- Week 7 Approximately 4-6 Study Abroad Presentations (with follow-up questions by instructor, class members, others from campus community) Journal Entry #5 (reaction to presentations given a second prompt related to reading)
- Week 8 Approximately 4-6 Study Abroad Presentations (with follow-up questions by instructor, class members, others from campus community) Journal Entry #6 (reaction to presentations given a third prompt related to reading)
- Week 9 Approximately 4-6 Study Abroad Presentations (with follow-up questions by instructor, class members, others from campus community) Journal Entry #7 (reaction to presentations given a fourth prompt related to reading)
- Week 10 Job Search (Skill Assessment, Learn to Articulate Your Experience)
- Week 11 Job Search (Create Your Resume Highlighting Curricular, Co-curricular, Study Abroad, and Employment Experiences)
Due: Potential Employment Project- Written summary of the position's expectations/duties and the knowledge and skills that the ideal candidate for the position would possess based on job advertisement and other research
- Week 12 Job Search (Articulating your Curricular, Co-curricular, Study Abroad, and Employment Experience Related to a Particular Position in a Letter and Interview)
Due: Potential Employment Project- 1st draft of Resume
- Week 13 Due – Potential Employment Project- 1st draft of Letter to Potential Employer
Peer Review/Critique of Resume and Letter

- Week 14 Completing Assessment: Watson-Glazer Critical Thinking and Global Citizenship Survey
Obtain feedback about letter/resume from faculty in discipline or professional in field and revise
- Week 15 Small Group Practice of Mock Interview Prompt
Complete Potential Employment Project due (including position description summary, final draft resume/letter, and reflective component)

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** This course is intended to meet the General Education requirement which will give students two options: Senior Seminar or Study Abroad with Study Abroad Capstone, pending approval of corresponding changes to the General Education requirement.
- b. If the course or some sections of the course may be technology delivered, explain why.**

A technology delivered section of this course may be provided to accommodate graduating senior students who are substituting the senior seminar requirement with a study abroad experience plus completion of this course.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

- a.** This is a capstone course. Students must have completed a study abroad program prior to enrollment.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.** No duplication.
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.** None

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

N/A

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

N/A

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course

proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Faculty and other personnel approved by the Director of Study Abroad and the International Education Council. Any instructors of technology delivered sections of this course must submit proof of having completed the Online Course Development Institute (OCDI), Illinois Online Network's "Master Online Teacher" certificate or another documented and equivalent training activity before teaching the courses/sections for the first time.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: None

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

GlobalScholar.us (some modules from "Once You Return" course for study abroad) funded by FIPSE. The Course is already very well laid out with readings and activities/assignments. This will set the outline for the post-study-abroad course.

- Logistical Issues I
- Adjusting to Life Back Home
- Global Citizenry
- Continuing your International Experiences
- Logistical Issues II: Job Search

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

Not Applicable.

PART VII: APPROVALS

Date approved by the department or school: IEC approval (07 Feb 14)

Date approved by the college curriculum committee: Graduate School Dean Approval (10 Feb 2014)

Date approved by the Honors Council (if this is an honors course): Not Applicable

Date approved by CAA: 27 Feb 14

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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