**Education Abroad GE: Guidelines for Course Submission**

**Goals:**

By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

**Expected Learning Outcomes:**

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.

2. Students function effectively within their host country/countries.

3. Students articulate how their time abroad has enriched their academic experience.

Courses proposed for this component of the General Education (GE) should be designed with these Goals and Expected Learning Outcomes (ELO’s) in mind. Courses will be reviewed by the ASCC in light of these goals and ELO’s. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

**Proposals must include the following:**

1. The appropriate Course Request Form via the [Course and Program Entry and Approval System](https://curriculum.osu.edu/) ([curriculum.osu.edu](http://eca.osu.edu/))

2. A GE Rationale that answers the following questions:

a) How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students’ host country/countries and the U.S.?

b) What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?

c) In what ways is the academic content of this particular course enriched by the Education Abroad component of the course?

3. A GE Assessment Plan is designed to explain how one will assess whether students are achieving the GE ELO’s. Successful Assessment Plans include the following:

a) As a direct measure of assessing how effectively students are meeting the Education Abroad ELO’s, instructors are **required** to give students an end-of-course assignment that can be scored by the instructor and/or independent reviewers. This assignment can take different forms, including--but not limited to--a student reflection paper or a student video presentation. (see Appendix below for further details). The instructor may choose to include this assignment as one of the assignments a student completes for his/her final grade.

b) Additional direct and indirect measures are encouraged but not required. Direct assessment measures include embedded questions on exams, pre and post-tests, and particular essay assignments. Indirect assessment measures involve asking for students’ perceptions of whether they have achieved the ELO’s. Optional indirect measures include opinion surveys of students and student self-evaluations.

C) Explain the level of student achievement expected: What will you define as “success” in terms of student achievement of Learning Outcomes. For example, for an embedded question, you might define “success” as a certain percentage of students answering the question correctly. For an essay, you might define success as particular average overall score based on a scoring rubric.

d) Describe your follow-up/feedback process: Once you collect the data on student achievement, how will you use this information to make course improvements? How will the information be archived?

4. A detailed rationale for the number of credit hours to count for GE credit.

5. A course syllabus (see [ASC Syllabus Template](http://asccas.osu.edu/files/asccas/CCI%20operations%20manual%20%20%28update%202.26.10%29.pdf) pp. 10-11 in section IV.A.)

**Appendix**

All instructors of GE Education Abroad courses are required to give an end-of-course assignment that measures how well students are achieving the Expected Learning Outcomes. The point of requiring such an assignment for all GE Education Abroad courses is to help university committees evaluate the effectives of the Education Abroad Category as a whole, and as a new option in the GE.

Ideally, the assignment will get at all three of the Education Abroad ELO’s. Here is an example of a prompt for an end-of-course student reflection paper:

Please write a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Education Abroad experience: 1. What are the most striking similarities, differences, and interconnections you have encountered between your host country/countries and the U.S.?

2. How have you developed an ability to function effectively within your host country/countries? (think of the ways you communicated verbally and non-verbally in your host country and how you overcame challenges) 3. Overall, how has your Education Abroad experience enriched your academic experience? Use concrete examples.

(A standard rubric for scoring this assignment is currently being developed for the Education Abroad category, and if you choose to use it you do not need to submit your own. If you choose to use your own rubric, please include it as part of the assessment plan).