**Education Abroad**

**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 (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. 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**[**:**](file:///\\private.asc.ohio-state.edu\Units\Curriculum\hogle12\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Documents%20and%20Settings\asc\Local%20Settings\Temporary%20Internet%20Files\Local%20Settings\Temporary%20Internet%20Files\OLKB6\%3f%3f.htm)

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/))

1. A course syllabus that follows the ASC syllabus template guidelines (see pp. 12-13).
2. A detailed rationale for the number of credit hours to count for GE credit. (You may also wish to consult the “Credit Allocation Guidelines for Education Abroad Programs” document posted here: <http://asccas.osu.edu/credit-allocation-guidelines-education-abroad-programs>)
3. A GE rationale that answers specifically the following questions:
4. 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.?
5. What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?
6. In what ways will the students’ time abroad enrich their academic experience?
7. A GE assessment plan

As a direct measure of assessing how effectively students are meeting the Education Abroad ELOs, instructors are **required** to give students an **end-of-course assignment** that should be scored using the Scoring Rubric provided below. The Scoring Rubric for this end-of-course assignment, developed by the ASC Curriculum Committee Assessment Panel and staff from the Office of International Affairs, is included below. The end-of-course assignment can take different forms, including--but not limited to--a student reflection paper or a student video presentation. (See 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.

In your proposal, please explain the end-of-course assignment for your course. Also briefly answer the following questions: Once you collect the data on student achievement, how will you use it to make course improvements? How will the information be archived and made available to future instructors?

Within a month of completing the class, please submit a summary of rubric scores using the table provided, one paragraph of instructor reflection (which may include instructor’s explanation of student scores, qualitative analysis of student growth and development, changes to be made in the course, *etc.*) , and three sample assignments (one low score, one average score, and one high score) to the ASC Curriculum and Assessment Services electronically. (Keep copies for your own and your department’s records).

*Further details about end-of-course assignment*:

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 effectiveness of the Education Abroad Category as a whole, and as a new option in the GE.

The assignment should assess *all three* of the Education Abroad ELOs. 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.

*Scoring rubric*:

Assessment of Education Abroad GE Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in end-of-course reflection assignments. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

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|  | Capstone  (4) | Milestone  (3) | Milestone  (2) | Benchmark  (1) |
| **(ELO1)**  **Knowledge of host country and US:**  **Culture and worldview frameworks** | Articulates sophisticated understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US. | Demonstrates deeper understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US. | Describes similarities and differences and recognizes interconnections between cultural rules and practices of host country and US. | Recognizes similarities and differences in cultural rules and practices between host country and US. |
| **(ELO2)**  **Skills for effective functioning:**  **(a)**  **Verbal and nonverbal communication**  **(b) Problem solving** | Articulates a complex understanding of cultural differences in verbal and nonverbal communication between host country and US. Is able to skillfully negotiate a shared understanding based on those differences.  Navigates host country and overcomes obstacles with confidence and ingenuity. | Shows higher level understanding of cultural differences in verbal and nonverbal communication between host country and US. Begins to negotiate a shared understanding based on those differences.  Navigates host country and overcomes obstacles comfortably. | Shows basic level understanding of cultural differences in verbal and nonverbal communication between host country and US. Shows awareness that misunderstandings across cultures can occur.  Navigate host country and overcomes obstacles at basic level. | Shows minimal level understanding of cultural differences in verbal and nonverbal communication between host country and US.  Struggles to navigate host country at basic level and to overcome obstacles. |
| **(ELO3)**  **Enrichment of academic experience:**  **(a) Knowledge**  **(b) Skills**  **(c) Attitudes/**  **perspectives** | Articulates how knowledge gained in host country has transformed pre-existing ideas into entirely new whole.  Initiates and develops engagement with people and ideas in host country.  Interprets intercultural experience from the perspective of own and others’ worldviews; demonstrates ability to act in supportive manner that recognizes values and feelings of another cultural group. Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. | Synthesizes knowledge gained in host country with pre-existing ideas into coherent new whole.  Actively engages  with people and ideas in host country.  Recognizes intellectual and emotional dimensions of more than one world view and the relative status of one’s own. Asks deeper questions about other cultures and seeks out answers to these questions. | Connects knowledge gained in host country with pre-existing ideas.  Makes effort  to engage with people and ideas in host country.  Identifies different perspectives of non-US others, but responds in all situations with own worldview. Asks simple or surface questions about other cultures. | Recognizes connections between knowledge gained in host country and pre-existing ideas.  Makes minimum effort to engage with people and ideas in host country.  Recognizes the experience of non-US others as different, but only through own worldview. States minimal interest in learning more about other cultures. |

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|  | Capstone  (4) | Milestone  (3) | Milestone  (2) | Benchmark  (1) |
| **(ELO1)**  **Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.** |  |  |  |  |
| **(ELO2)**  **Students function effectively within their host country/countries.** |  |  |  |  |
| **(ELO3)**  **Students articulate how their time abroad has enriched their academic experience.** |  |  |  |  |