

Cover Sheet: Request 14712

SLS1XXX Global Pathways

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Joseph Orser khoracha@ufl.edu
Created	2/5/2020 11:45:58 AM
Updated	3/6/2020 8:09:02 AM
Description of request	This is a request to add the course Global Pathways: Preparing for International Engagement to the SCNS.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Interdisciplinary Studies 011601001	Margaret Fields		2/5/2020
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following changes needed: 1) write out the full course title; 2) delete "Finals Week" reference	2/17/2020
No document changes					
Department	Approved	CLAS - Interdisciplinary Studies 011601001	Margaret Fields	OK, per Joe Spillane	2/21/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/21/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/21/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					

Step	Status	Group	User	Comment	Updated
No document changes					

Course|New for request 14712

Info

Request: SLS1XXX Global Pathways

Description of request: This is a request to add the course Global Pathways: Preparing for International Engagement to the SCNS.

Submitter: Joseph Orser khoracha@ufl.edu

Created: 2/19/2020 3:42:19 PM

Form version: 2

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
SLS

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
1

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Introductory

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Global Pathways: Prep for Intl

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Global Pathways

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus, Online

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:

Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2020

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
1

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

1

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

Prepares students for study abroad and other international experiences. Identifies program and funding opportunities that meet student interests and goals. Cultivates intercultural competencies. Facilitates design of globalized program of study that integrates personal, academic, and professional development. Appropriate for students in Liberal Arts and Sciences who have not studied abroad.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Response:

1LS, 2LS, or 3LS

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:

HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor)

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

N/A

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

Global literacy is increasingly a requirement for participation in today's internationalized society and economy. Engagement in the world, in the form of study abroad, international internships, overseas research, or global service learning, is understood to be a vital way to develop that literacy. UF and CLAS have articulated the need for students to internationalize their curriculum. And research shows that global engagement enhances students' personal, academic, and professional development. Yet the vast majority of UF students do not participate in overseas programming.

For example, a UFIC review of Preview and Exit Survey data showed that about 62% of incoming UF students viewed study abroad as a priority, but just 4-4.5% of students actually reported studying abroad by the time they graduated. Among the most frequent reasons cited for the failure to go abroad are that it did not fit into various course requirements and it was too expensive. Those students that do go abroad often save it until late in their college career and view it as an isolated experience that is unconnected from the rest of their college education.

This course, Global Pathways: Preparing for International Engagement, fills a gap in the UF curriculum in its focus on preparing students not just to imagine but also to plan for global engagement as a central part of their academic and professional training. This course targets students early in their UF careers with the goal of introducing them to the broad range of possibilities that exist in global engagement, funding opportunities that exist to help them afford the venture, and strategies to build global engagement into their course of study so that their time abroad not only doesn't detract from their academic major but actually supports their course of study and career preparation. These goals will be addressed in a structured manner that is also non-site specific and allows space for CLAS students in humanities, social sciences, and STEM fields to participate in ways appropriate to their regions of interest and fields of study.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

To foster a global mindset and promote international engagement, students who take this course will be able to:

- Identify, describe, and explain global and intercultural conditions and interdependencies.
- Analyze and interpret global and intercultural issues.
- Communicate effectively with members of other cultures.

Additionally, to encourage the personal, academic, and professional development of globally minded students, the course will also ask students to:

- Explain the benefits that global engagement brings to academic attainment, employment opportunities, and personal development.
- Articulate the impact and implications of international engagement and global service and reflect on their own personal ethic for global learning.
- Design an action plan for globalizing their course of study that integrates world experience, civic engagement, and professional development.

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:

- Appiah, Kwame Anthony. (2006). "The Case for Contamination." RSA Journal.
- Farrugia, Christine, and Jodi Sanger. (2017). "Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills and Career Prospects in the United States," Institute for International Education.
- Fisher, Max. (2012). "Welcome to America, Please Be on Time: What Guide Books Tell Foreign Visitors to the U.S." The Atlantic Monthly.
- Hartman, Eric, et al. (2010). "Defining Community-Based Global Learning" and "Power, Self as a Cultural Being, Cultural Humility, and Intercultural Communication." In Community-Based Global Learning: The Theory and Practice of Ethical Engagement at Home and Abroad.
- Ilich, Ivan. (1968). "To Hell with Good Intentions." Speech at the Conference on InterAmerican Student Projects, Cuernavaca, Mexico.
- Kincaid, Jamaica. (1988). A Small Place.
- Ogden, Anthony. (2007-08). "The View from the Veranda: Understanding Today's Colonial Student." Frontiers: The Interdisciplinary Journal of Study Abroad.
- Paige, R. Michael, et al. (2014). "What is Culture, Anyway?" In Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use.
- Pappano, Laura. (2019). "U.S. Students Look for Tailored Experiences Abroad." The New York Times.
- Poggioli, Sylvia. (2008). "Study-Abroad Students Gone Wild in Italy?" NPR All Things Considered.
- Redden, Elizabeth. (2010). "Academic Outcomes of Study Abroad," Inside Higher Ed.
- Schlabach, Gerald W. (2013). "Lest Good Intentions become the Enemy of the Good." Companion.
- Slimbach, Richard. (2010). "The Mindful Traveler." In Becoming World Wise: A Guide to Global Learning.
- Tillman, Martin. (2011). "Study Abroad and Career Development." American Institute for Foreign Study Student Guide.
- Zemach-Bersin, Talya. (2008). "American Students Abroad Can't Be Global Citizens." The Chronicle of Higher Education.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

PART I: "Global Engagement": What does it mean for you?

Week 1: Where in the world do you see yourself? An introduction

Week 2: What study abroad can do for you: Educational attainment

-- How do international experiences allow us to explore our intellectual interests, develop our knowledge, and move toward our academic goals?

Week 3: What study abroad can do for you: Professional development

-- In what ways do international experiences help us explore your career interests, develop our professional skills, and make us more competitive in the job market?

Week 4: Investing in your future: Can you afford to go?

-- What sources exist that will help support us when we go overseas?

PART II: Critical Reflection, Cultural Humility, and Professional Practice

Week 5: U.S. American identity and you

-- How do the various identities we claim for ourselves influence our global engagement experiences?

Week 6: Critical thinking about global and intercultural issues

-- What is culture, and why is it important to be aware of different cultures?

Week 7: Intercultural competencies and cultural humility

-- What skills do we develop when we interact with other cultures? What do we learn about ourselves?

Week 8: Putting cultural learning to use

-- In what ways do the intercultural competencies make us stronger students and more competitive job applicants?

PART III: Putting yourself out in the world: Ethical frameworks for action

Week 9: "Global engagement": What does it mean for others?

-- Imagining our experience abroad organized in ways that balance personal benefits with reciprocal benefits to the host community, what might it look like to travel not just to the world but also for it?

Week 10: A personal ethic for global learning, Part I

-- As you use global engagement to help you meet your goals, what responsibilities do you have to others?

Week 11: Engaging the global locally

-- What opportunities exist for you to become in global issues here in Gainesville or Alachua County?

Week 12: A personal ethic for global learning, Part II

-- What key principles express our own personal ethic for global learning, and what are the specific sources for these tenets?

Week 13: Global citizenship?

-- What would it mean to be a "global citizen," and is such a thing possible?

PART III: Realizing your global voice: Plans of action

Week 14: The big picture: Revisiting what global engagement means for you

Week 15: Looking ahead: How to make the most of your time abroad

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

FINAL ENGAGEMENT PLAN (35%).

Students will be responsible for developing a personalized action plan for globalizing your course of study that integrates world experience, civic engagement, and professional development. Each plan will include:

-- A brief description of a particular global pathway the student has identified as a goal. This will include a particular country or region and the type of activity (study abroad, internship, service learning, or research, for example).

-- A personal statement that addresses why global engagement is important for the student's personal, academic, and/or professional development, and how the country and program the student selected will help them achieve academic and/or professional goals.

- Identification of at least six potential funding sources that will help support the student on their program.
- Identification of a network of at least academic and professional contacts that can serve as useful sources of information before, during, and after engagement.
- A resume.

INQUIRY NOTEBOOK (25%).

Students will use this notebook throughout the semester to reflect on texts and experiences. Each week, students will be responsible for two entries. One entry each week will be a response to a specific prompt provided by the instructor, and the other will be about anything related to global engagement.

INFORMATIONAL INTERVIEW ASSIGNMENT (15%).

Students will gain greater insight into the possibilities of global engagement through carrying out an informational interview with a professor, researcher, or professional whose work has global dimensions. Students will write a two-page reflection essay that uses the information learned to clarify their own international goals and identify paths to reach them.

EVENT ATTENDANCE AND REFLECTION (15%).

Over the course of the semester, students will attend and reflect on two events on campus or in the community that relate in some manner to global engagement. For each event, they will write a brief essay that reflects on what they learned and how they can use the experience to further their own goals with respect to global engagement.

PARTICIPATION AND ATTENDANCE (10%).

Students will come to class ready to discuss their readings and writings. They will be expected to ask questions, answer questions, offer observations, and engage with the comments of their classmates.

Here is the grading scale:

A: 93-100
A-: 90-92
B+: 87-89
B: 83-86
B-: 80-82
C+: 77-79
C: 73-76;
C-: 70-72
D+: 67-69
D: 63-66
D-: 60-62
E: below 60

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Joseph Orser and other CLAS faculty

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

- *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Response:

Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy. A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:

Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is required to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy. A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Response:

Yes

To the University Curriculum Committee:

One of the changes required from the College Curriculum Committee was to write out the full course title. Unfortunately, the Course Title field does not allow for the full title. I hope this accompanying document will suffice.

The full title of the course is “Global Pathways: Preparing for International Engagement.”

Thank you very much.

Joseph Orser