UNIVERSITY OF GEORGIA

University Council

April 16, 2021

UNIVERSITY CURRICULUM COMMITTEE – 2020-2021
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Dear Colleagues:

The attached proposal from the Study Away Subcommittee for the Implementation of Global
Experiential Learning Outcomes in Study Away Experiences will be an agenda item for the April 23,
2021, Full University Curriculum Committee meeting.

Sincerely,

John Maerz, Chair
University Curriculum Committee

cc: Provost S. Jack Hu
       Dr. Rahul Shrivastav

Proposal for Implementation of Global Experiential Learning Outcomes in Study Away Experiences

Background

The Study Away Subcommittee (2020-2021) of the University Curriculum Committee was charged with addressing how the Global Experiential Learning Outcomes (Appendix A) are incorporated and assessed in the context of study abroad and field study experiences. That is, as related to global (domestic and international) experiences in which students "interact with a culture and/or region distinct from their own and engage in academic inquiry and application afforded by the specific off-campus setting" (3-B).

The subcommittee has met multiple times and approved the following proposal during our February 2 and March 26 meetings.

Subcommittee Members:
Wendy Ruona, Chair, College of Education (representing UGA Graduate School)
Joseph Dahlen, School of Forestry and Natural Resources
Jonathan Evans, College of Arts and Sciences,
Amanda Rugenski, School of Ecology
Brittani Harmon, College of Public Health

Proposal

There are multiple types of study abroad experiences. This proposal applies only to the following:

UGA Faculty-Led Programs: Study away programs led by UGA faculty, either individually or through study away programs hosted at UGA sites including Oxford, UK; Cortona, Italy; Washington, DC.

International Independent Experiences (UGA courses): Experiences abroad that are arranged by an individual student (i.e., internships, research, or independent study).

In both of these types of experiences:
- College and/or department evaluates and approves the activity and establishes academic credit for EL requirement.
- Students use the Study Away portal, register for UGA course(s), and receive direct UGA credit.

It is proposed that the process for ensuring that the Global EL Learning Outcomes are fulfilled be as follows:

- The EL Learning Outcomes will be implemented at the Study Away program level.
- Study Away Program Directors will review the Global EL Learning Outcomes and sign an acknowledgement statement affirming that the program fulfills the Global EL Learning Outcomes (Appendix B). This will be done as a part of the normal program proposal or planning process along with the program budgetary, academic, and risk management information.
- If approved, students enrolled in the program would fulfill their EL Requirement by participating.
- All current and newly proposed programs must go through this process each semester that they are offered.

Appendix A

EXPERIENTIAL LEARNING OUTCOMES

UNIVERSITY OF GEORGIA — Experiential Learning

AREA Excerpts from requirement language below in italics, with reference to the source section of the requirement.	**Required:** Approved activities involve student engagement at least equivalent to the intensity, depth and/or time commitment of a 1-credit-hour course (defined in UGA Credit Hour Policy as 15 contact hours plus 30 hours of out-of-class engagement).	**Required:** Approved activities incorporate regular mentorship, supervision, and feedback.	**Required:** Approved activities demonstrate achievement of learning outcomes in the three areas below. The faculty member or activity director is responsible for evaluating the student's learning outcomes.		
	Engagement: *Objective:* student involvement in the activity is sustained and/or intensive; substantial investment of time and attention to foster deep learning.	**Mentorship:** *Objective:* activity director or supervisor responds regularly to student work; supports student reflection and integration of learning through the activity and goal-setting for future learning.	**Challenge:** *Objective:* student engages in intellectually adventurous activity; pushes own boundaries beyond the familiar; explores unknown territory; develops knowledge and skills.	**Ownership:** *Objective:* student exercises independent judgment in defining and/or executing the activity; takes ownership of process and outcomes.	**Self or Social Awareness:** *Objective:* student reflects on the activity; articulates personal, civic/ social, and/or academic learning; identifies values and attitudes developed through the activity.
	Description of activity should indicate the nature and extent of engagement and mentorship components.		Listed below are examples of typical types of artifacts or other evidence of learning outcomes relevant to each area. This list is not comprehensive or exclusive; there may be other forms of documentation unique to a particular activity.		
GLOBAL (Domestic and international) *"Interact with a culture and/or region distinct from their own and engage in academic inquiry and application afforded by the specific off-campus setting" (3-B).*	**Engagement:** *For courses,* engagement is defined by the terms of the syllabus. *For non-credit activities,* the description indicates time commitment and/or other measures of intensity and depth of experience.	**Mentorship:** *For courses,* faculty feedback and evaluation are intrinsic to the course. *For non-credit activities,* the description indicates who is providing feedback and mentorship; the general format of mentoring (e.g., face-to-face, written, individual, group, peer); and a comment on formative (during) and/or summative (at conclusion) components of mentorship. When peer mentoring is the primary mode of mentorship, the description indicates how peer mentors are trained and supported, and how their effectiveness is assessed.	**Challenge:** Typically course-based, with faculty-defined curriculum aligned with the history, culture, languages, resources, industries, issues, or environment of the site. For non-credit global experiences, student works with faculty mentor or activity director to define academic, personal, or professional objectives, and strategies for achieving them.	**Ownership:** Student demonstrates competencies in navigating the setting, and identifies and pursues unique learning opportunities afforded by the site. E.g., communicating in the language of the setting; interacting with local people, organizations, or environments; managing travel and logistical decisions safely and effectively; participating in cultural and relevant activities.	**Self or Social Awareness:** Student reflects on his/her experience of cultural or regional differences, or personal growth and development through the experience, or the impact of the experience on academic learning and/or professional goals. E.g. journals, blogs, or other forms of reflective writing; group discussions of pre-trip expectations, group experiences, and post-trip debriefing; oral presentation to peers or others.

APPENDIX B

Study Away Programs
Global Experiential Learning Expectations

LEARNING OUTCOMES FOR STUDY ABROAD AND FIELD STUDY PROGRAMS

Engagement: For courses, engagement is defined by the terms of the syllabus. For non-credit activities, the description indicates time commitment and/or other measures of intensity and depth of experience.

Mentorship: For courses, faculty feedback and evaluation are intrinsic to the course. For non-credit activities, the description indicates who is providing feedback and mentorship; the general format of mentoring (e.g., face-to-face, written, individual, group, peer); and a comment on formative (during) and/or summative (at conclusion) components of mentorship. When peer mentoring is the primary mode of mentorship, the description indicates how peer mentors are trained and supported, and how their effectiveness is assessed.

Challenge: Typically course-based, with faculty defined curriculum aligned with the history, culture, languages, resources, industries, issues, or environment of the site. For noncredit global experiences, student works with faculty mentor or activity director to define academic, personal, or professional objectives, and strategies for achieving them.

Ownership: Student demonstrates competencies in navigating the setting, and identifies and pursues unique learning opportunities afforded by the site. E.g., communicating in the language of the setting; interacting with local people, organizations, or environments; managing travel and logistical decisions safely and effectively; participating in cultural and relevant activities.

Self or Social Awareness: Student reflects on his/her experience of cultural or regional differences, or personal growth and development through the experience, or the impact of the experience on academic learning and/or professional goals. E.g. journals, blogs, or other forms of reflective writing; group discussions of pre-trip expectations, group experiences, and post-trip debriefing; oral presentation to peers or others.

I acknowledge that this study away program meets the Global Experiential Learning Outcomes and confirm that these outcomes have been incorporated in the academic courses and activities included in the program.

Program Director Signature _____ Date _____
Program Name _____
Semester/Year _____