

International Experience Connections Course Instructions

The Colonnade Committee is accepting course proposals for consideration as "International Experience" Connections courses.

Relevant definitions:

- A **program** proposal refers to the SAGL online proposal to offer an international program (logistics, leadership, etc.)
- A **course** proposal is the academic process to gain approval for the course to be taught on the program.

If your faculty led program proposal has already been approved, please submit the course proposal using the paper format, found [here](#).

There are two pathways to submit a course for approval as a "Connections – International Experience" course.

1. Consecutively
 - a. If a WKU academic department seeks approval for a new course that could be taught by a variety of faculty in different locations, but it is uncertain where/who will lead it initially, it should seek course and Colonnade approval first through [the regular curriculum process](#), and then complete the [SAGL online program proposal](#) by the deadline for the desired travel term.
2. Simultaneously
 - a. Submit a new course for review through [the regular curriculum process](#) including departmental and college approval AND complete the [SAGL online program proposal](#) at the same time. The submitted syllabus should include all requested information for the Colonnade committee (see below).
 - b. If your course is already on the books and you now seek Colonnade approval, please add the information requested by the Colonnade committee (below) to the syllabus submitted as part of your SAGL proposal. SAGL will then do two things:
 - i. Send your syllabus forward to the Colonnade committee; and
 - ii. Indicate on the program proposal approval form sent to the department head and Dean that a particular course is being submitted for Colonnade approval.

Colonnade Program Course Proposal: Connections Category

Connections: Understanding Individual and Social Responsibility

Connections courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Although they may be used with a major or minor program, *Connections* courses are classes at the 200-level or above designed for the general student population, and may be taken *only after* students have earned at least 21 hours in **WKU Colonnade Program** coursework or have achieved junior status. *Connections* courses may not have graduate components or prerequisites other than approved courses within the **WKU Colonnade Program**.

The **Colonnade Program** is designed to incrementally build student skills in argumentation and the use of evidence beginning with discipline-specific coursework in the *Foundations* and *Explorations* categories. By extension, *Connections* courses are intended to be summative learning experiences in which students apply basic knowledge to larger and more complex social, global and systemic issues of concern, in other words, to use appropriate *evidence* to support cogent

arguments. Proposals should address how *evidence and argument* are integral in the design of the course and the assessment of student learning.

Proposed courses must be designed to address specifically the goals and outcomes of one (1) of the subcategories listed below.

Social and Cultural (3 hours): Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs. Students who complete this course will:

1. Analyze the development of self in relation to others and society.
2. Examine diverse values that form civically engaged and informed members of society.
3. Evaluate solutions to real-world social and cultural problems.

Local to Global (3 hours): Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world. Students who complete this course will:

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

Systems (3 hours): Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Students who complete this course will:

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

International Experience (3 hours): Students will leave the USA to immerse themselves in different cultural experiences that build their knowledge of an academic discipline in a new local context to broaden their cultural competencies and understanding of global complexities. Students who complete this course will:

1. Articulate the relationship between ideas, experiences, and place.
2. Develop tools to engage with diverse people in the local cultures.
3. Explore other peoples' values and clarify their own.

International Experience course proposals are integrated with the faculty led program proposal and should be completed online [here](#).

Glossary of Terms

Connections Subcategory Goals: The broader statements in each subcategory that describe the type of learning experience fostered in the subcategory. The paragraphs preceding each subcategory's list of three Connections student learning outcomes on page 1 of this document are the *Connections Subcategory Goals*. For example, in the Social and Cultural subcategory, the goals statement begins: "Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. . . . and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs."

Course Goals: Applicants must articulate how the proposed course will facilitate the Connections Subcategory Goals. This articulation results in a statement of *course goals*, a description of the specific learning experience that is fostered in the proposed course. For example, applicants in the Social and Cultural subcategory should explain specifically how the proposed course engages students in investigations of the "ways in which individuals shape, and are shaped by, the societies and cultures within which they live. . . . and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs."

Connections Student Learning Outcomes (Connections SLOs): The statements that describe, in behavioral terms, how students demonstrate that each course goal has been met. The *Connections student learning outcomes* (3 per subcategory) are listed on page 1 of this document and begin with the verbs *analyze*, *examine*, and *evaluate*. For example, a course goal for PHIL 212 is: "Students will examine how intersections of sex, race, class, and sexual orientation shape how gender is expressed." The *Connections student learning outcome* that is aligned with this course goal is: Students will "analyze the development of self in relation to others and society."

Student Learning Outcomes (SLOs): A *student learning outcome* is a clear, concise, measurable statement that describes, in behavioral terms, how students can demonstrate their mastery of a concept, process, skill, theory, etc. Course proposals and syllabi will likely include *student learning outcomes* in addition to the Connections SLOs, but are not required to. Applicants are encouraged to reference [Bloom's Taxonomy](#) and the WKU Center for Faculty Development's [lecture by Dr. Jerry Daday](#) and the [PDF of the slides from the lecture](#) when composing measurable learning outcomes, in particular in choosing *verbs* that describe student learning (students *evaluate* and *synthesize* and *analyze*, for instance, rather than *understand* or *explore*).

Assessment: For the purposes of this document, *assessment* is "an ongoing process designed to monitor and improve student learning. Faculty explicitly define what they want students to learn, collect empirical data that indicate the extent of the learning, and use the data to improve the program."¹ *Assessment* must be distinguished from *evaluation* of student learning in the sense that instructors evaluate students and assign grades, which may not be used directly as an assessment for Connection courses. An *assessment* plan must determine the degree to which the course has facilitated student learning in the context of the Connections subcategory goals and Connections SLOs. Random sampling of 20% of the whole is often the best approach for assessing Connections SLOs for courses with multiple sections per semester. Assessment of a sample of the whole might be a better approach for courses that are offered only once or twice per year.

Evaluation: The determination of a student's success or failure on a particular assignment or in a course. In other words, *evaluation* means assigning student grades. For the purposes of this application, *evaluation* is distinguished from assessment.

Artifact: The evidence of student learning that will be used in the assessment of Connections SLOs. *Artifacts* may be examinations, clean (unmarked) copies of student papers, a student-produced written synthesis/reflection of student learning, a project or presentation, or other tangible evidence of student learning may be assessed with the rubric provided by the Colonnade Committee or with another rubric proposed by the applicant.

¹ Allen, M. J. (2006). *Assessing General Education Programs*. San Francisco: Jossey-Bass. p. 1.

**Colonnade Connections Course Proposal
International Experience Subcategory**

Proposal Contact Name, E-mail, and Phone:

College and Department:

Proposal Date:

1. Course Details:

- 1.1 Course prefix (subject area), number and title:
- 1.2 Credit hours:
- 1.3 Prerequisites²:
- 1.4 Crosslisted and/or equivalent courses (prefix and number):
- 1.5 Expected number of sections offered each semester/year:
- 1.6 Is this an existing course or a new course?
- 1.7 Proposed term of implementation?
- 1.8 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.)

2. Provide a brief course description (100-200 words).

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes. In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Local to Global subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Articulate the relationship between ideas, experiences, and place.	
2. Develop tools to engage with diverse people in the local cultures.	
3. Explore other peoples' values and clarify their own.	

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

² Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
<p><i>Example: Analyze issues on local and global scales.</i></p>	<p><i>Example: Students will write two book reviews, three to five pages in length. All of the assigned readings deal with an aspect of African Diaspora history, culture, and experiences. As such, students will be required, in their reviews, to identify and discuss the ways in which the author successfully addresses the interrelationship of social realities, events, people, and/or social movements in local, national, and global contexts.</i></p> <p><i>Students will also be required to complete an eight to ten page research paper (excluding title page and bibliography) on any aspect of the African Diaspora experience.</i></p> <p><i>The artifact for assessment is a portfolio that includes these three written assignments.</i></p>	<p><i>Example: At the end of the semester, students will be required to submit their book reviews and final research paper in a portfolio. The department's assessment team will then collect a random sample of 30% of student portfolios and evaluate the portfolios using the Connections rubric, which provides a separate rating for each Connections Learning Outcome.</i></p>
<p>1. Articulate the relationship between ideas, experiences, and place.</p>		
<p>2. Develop tools to engage with diverse people in the local cultures.</p>		
<p>3. Explore other peoples' values and clarify their own.</p>		

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

Evaluation Form for Connections Proposals

This form is made available to applicants in order to provide a sense of the criteria by which the application will be evaluated by the Colonnade Committee. An evaluation form completed by the Committee Chair will be returned to the applicant no more than ten business days following the Committee meeting during which the proposal is considered. Future iterations of proposals that are returned for revision must address each area identified as “requires revision.” Additional feedback from the committee might prompt revisions to the proposal that are not required. Such improvements are certainly encouraged.

Evaluative Criterion

Rating

1. Application is complete. Information provided for each item is the information required. Application is accompanied by the required materials, including a syllabus, UCC Proposal to Create a New Course w/Department approval (if applicable), and Connections assessment rubric.

Acceptable Requires Revision

Feedback:

2. The explanation of how the course provides a *capstone* and integrative learning experience is sufficient.

Acceptable Requires Revision

Feedback:

3. Course goals are described in detail and are aligned with the Connections student learning outcomes.

Acceptable Requires Revision

Feedback:

4. The proposed artifact for assessment is appropriate for the purposes of Colonnade assessment.

Acceptable Requires Revision

Feedback:

5. The proposed assessment plan is manageable and reasonable for the department to commit to for the foreseeable future.

Acceptable Requires Revision

Feedback:

6. Statements on the application are consistent with the sample course syllabus (course goals, student learning outcomes, etc.).

Acceptable Requires Revision

Feedback:

7. The course provides instruction in identifying, synthesizing, and utilizing evidence in support of cogent and persuasive arguments.

Acceptable Requires Revision

Feedback:

8. The course syllabus is readable and easily understood from a student’s perspective. The application and syllabus are generally error-free.

Acceptable Requires Revision

Feedback:

Overall Evaluation: Course is approved

Proposal may be reconsidered after revision