

**Information Packet: Off-Campus Course Offering Request Process**

The following topics are addressed in this packet:

1. Who needs to propose - for what and why?
2. The four types of proposal forms
3. Selection Criteria
4. Credit Hour Guidelines
5. Cost Considerations
6. Creating a Green Program

1. Who Needs to Propose?

Any faculty person who is leading a course off-campus that will bear academic credit and will include at least one overnight in a location outside the Twin Cities metro area. This means that all domestic AND international off-campus courses must be reviewed. Note that both graduate and undergraduate off-campus courses are subject to this approval process.

2. The Four Types of Proposal Forms

On the Center for Global Education and Experience (CGEE) website (<http://www.augsburg.edu/global/resources/for-faculty-staff/>), you will see four types of forms, described in A, B, C, and D below. Please be sure to use the correct form. If you don’t you could end up doing more work than is required for your program. Or, you may end up leaving items out that are required for your program resulting in your program missing the review period.

A. Off-Campus Proposal Form - Graduate Programs Only:

This is for any graduate program, domestic or international. Filling out this forms mean you will NOT allow undergraduates to enroll in the course and you will NOT be cross-listing graduate and undergraduate courses.

B. Off-Campus Proposal Form - Undergraduate Programs or Undergraduate/Graduate Mix:

This is for any domestic or international program that is exclusive to undergraduates OR will invite both undergraduates and graduate courses/students.

Both of the above two forms will route through a CGEE committee and Academic Affairs Council (AAC) and/or the Graduate Academic Affairs Council (GAAC) based upon the mix of courses. You need to use the above forms as they contain the necessary academic information required by AAC and GAAC.

**Courses that will be forwarded for academic approval:**

* A new course that has not been approved
* An approved course that is changing location and/or faculty
* An approved course where the student learning outcomes are altering
* An approved course where the approval process occurred more than three academic years prior.

C. Off-Campus Graduate Proposal Form - ACADEMIC APPROVAL EXEMPT:

Once again, in order to use this form, NO undergraduates can be involved in the program. See below for exemption criteria.

D. Off-Campus Undergraduate Proposal Form - ACADEMIC APPROVAL EXEMPT:

Once again, this form can be used if the program allows only undergraduates or will allow a mix of undergraduates and graduate courses/students.

The above two exempt forms signify that they will NOT be forwarded to AAC and/or GAAC and, therefore, less academic information is required.  This more abbreviated form allows the college to consider budgetary implications; it also helps CGEE staff better understand the target market and potential risk/liability issues.

**Courses exempt from academic approval include:**

* Practicum which are part of an existing approved course
* Approved courses that are repeating in the same location, with the same faculty, for a period of up to three academic years; after three academic years, programs need to be re-reviewed and will be required to submit the non-exempt forms (#1 and #2 above)

NOTE: Off-campus programs that are not part of the Academic Affairs Division and not for academic credit do not need to complete a request. If the program is within Academic Affairs but is not for academic credit please contact Leah Spinosa de Vega at devega@augsburg.edu AND Nate Hallanger at hallange@augsburg.edu .

**3. Selection Criteria**

Requests will initially be reviewed concurrently by the Center for Global Education and Experience (CGEE) to assess viability, marketability, operational risk, budget/cost, and the general quality of the learning experience. This review will also include the Director of Academic Administration, in particular to examine budget implications of the course request, in conjunction with Deans and others as needed.

CGEE assists in the mounting of the off-campus course being requested, however, all courses must meet academic and budgetary requirements of the College distinct from the viability review by CGEE.

Only programs that are viable, marketable, safe and affordable will then be reviewed by the Academic Affairs Council (AAC) and/or the Graduate Academic Affairs Council (GAAC) to ensure academic integrity of all courses taught by the college. Ultimate decision on course academic rigor lies with AAC/GACC with recommendation from CGEE and Academic Affairs regarding viability and other factors not related to academic content. Again, certain program proposals are exempt from AAC and/or GAAC review - see above.

**Criteria used to recommend and approve off-campus courses requests include:**

**Number of programs**

The number of approved off-campus programs will not exceed capacity for Augsburg College student enrollment and budget, both for off-campus courses as well as in conjunction with the overall Academic Affairs budget. Given the number of strong proposals received each year, a proposals’ academic quality and experiential learning strengths are not the only deciding factors for approval.

CGEE, and/or the relevant academic Dean, will communicate with those who propose courses regarding capacity, or possible low enrollment, if it is believed that their course will either exceed capacity or be challenging to fill. This could include collaboration with another faculty-led proposal to combine experiences, or, moving the proposal to a future year/term.

**Solid Academic Framework**

In addition to meeting the requirements of the Augsburg Experience (undergraduate), programs should include the following:

1. Academic rigor equal to courses offered on campus that integrate reading, writing, speakers and direct experience into a deep learning experience;
2. Use of the location abroad as a “classroom” that utilizes the global/local context for direct discovery, integration and application of knowledge;
3. Facilitate the student group to create a learning community that enhances individual learning.

**Intercultural Activities and Engagement with Host Community**

Programs should include the following:

1. Opportunities for students to dialog with a range of viewpoints and voices in the host community(ies);
2. Scheduled cultural programming, such as attending local events or a dinner/homestay with a host family;
3. Assignments that engage students with community and local perspectives, such as interviewing locals, service learning projects, and other experiential learning opportunities;
4. Journaling for reflection on cultural self-awareness and critical thinking related to cultural difference;
5. Language acquisition by learning basic phrases, vocabulary building and listening skills;
6. Writing across cultures through creative writing, comparative analysis, descriptive field notes, research, etc.

**Additional Miscellaneous Factors**

Additional consideration will be given to programs that:

1. Fulfill graduation requirements beyond the Augsburg Experience (LAFs, Keystone, major/minor requirements, etc.) for undergraduate students;
2. Related to the immediately above bullet, the broader the academic requirements that a course fulfills, it is possible that a wider range of students can apply;
3. Contribute to the best overall mix of geographic locations, academic disciplines, new and experienced faculty leaders, and student populations served (e.g. students of color, WEC students, etc.) in a given year;
4. Related to the immediately above bullet, programs that serve often underrepresented majors and students will be prioritized. Underrepresented, in this case, mean *underrepresented in study abroad*. These groups include, but are not solely limited to: students of color, first generation students, STEM majors, health sciences majors, and athletes;
5. Provide a good value, balancing cost with academic needs of students as well as alignment to course sequencing for the majors/minors as well as the academic program(s) which are proposing the course;
6. Received strong student evaluations after past iterations of a program, if applicable;
7. Consider environmental issues in program planning and/or course design.

**2. Credit Hour Guidelines**

**The Federal Credit Hour Definition (adapted):**

A credit hour is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for a fifteen week semester; or (2) an equivalent amount of other academic work leading to the award of credit hours.

**Application of credit hour criteria to courses including an off-campus experience:**

1. Instruction and student work for the purposes of credit hour computation in off-campus courses includes the following types of activities:
2. Course meetings before, during, and after the dates of travel;
3. Time to read/view assigned texts;
4. Lectures (from the course instructor, guest lecturers, faculty/staff/students at partner institutions, guides, local residents, etc.);
5. Discussion meetings (with course instructors, guest lecturers, faculty/staff/students at partner institutions, guides, local residents, peers, etc.);
6. Museum, clinic, business, government building or other site visits;
7. Learning activities that engage students with the learning objectives of the course (i.e. home stay, organized cultural excursions, performances, etc.);
8. Service learning projects;
9. Student presentations;
10. Synthesis/processing/reflection time (may be used for writing, discussion, or production of creative work which may take many forms including but not limited to journals, formal papers, blogs, art, music, multi-media, etc.)

Given that the “course hour” is 50 minutes, a 4 credit course should require a total of 150 hours of combined direct instruction and associated student learning experiences to be equivalent to a 4 credit hour course over a 15 week semester.

CGEE’s suggestion is to consider creating faculty-led programs as hybrid courses, partially online, to allow for more flexibility for students during the spring semester (for winter/spring break) and during Summer session I (for summer term programs). Examples include but are not limited to:

1. An undergraduate 4 credit course that involves 8 hours of active learning per day in an off-campus context must be 19 days in length, less course meetings on campus or online before and after the dates of travel.
2. An undergraduate 4 credit course with a 10 day embedded off-campus learning experience that includes 8 hours of active learning per day must also include 70 hours of campus based or online course activities (24 hours of direct faculty instruction and 48 hours of other course related student work).

**3. Cost Considerations**

The list below can help faculty leaders design strong program proposals by allowing them to actively choose where to “invest” in higher cost program elements that will best support the learning outcomes, and where to choose lower cost elements (when possible and appropriate). CGEE encourages faculty to consider costs carefully and reference the list below when completing the proposal.

**Location – flights:** Some locations offer less expensive flights. If your program requires flying to multiple cities/countries, this raises the price. CGEE’s preference is to purchase group flights for a number of reasons, but these flights are often $150-$350 more per person than single flights found on websites like Travelocity, etc. It is, however, not recommended that groups use highly discounted airline tickets purchased through third party websites.

**Location – on-site costs**: Some on-site costs involve a choice (e.g., fancier hotels vs. hostels, coach bus vs. public transport). But other on-site costs are hard to change – food in Rome will cost more than in Phnom Penh; New York will likely be more expensive than Columbus.

**Time of year**: The cost and availability of both flights and on-site costs can go up or down in a particular location, depending on what is considered “high season” in that location.

**Co-Teaching:** Teaching a course with another faculty member from a different discipline can, but is not guaranteed to, increase the target market and therefore the viability and marketability of a program. This can, also, increase the program cost due to faculty compensation, if, there is not an increase in student enrollment on the course. Normally, the faculty load will be split between co-instructors, based on the typical teaching load for the course.

**Number of faculty leaders**: All travel and in-country expenses for faculty leaders are paid with student dollars, so two faculty leaders creates a higher per-student price. Generally speaking, two faculty will not make financial sense when the expected number of participants is fewer than 15. We understand that, for some programs with multiple and unique disciplines on offer, two faculty may be required for academic reasons. In these cases, CGEE will critically look at whether enrollment over 15 can be expected OR if costs can be cut in other ways to accommodate two faculty. On the other hand, if you are proposing a program with just one faculty for more than 19 students at a location not “owned” by Augsburg (CGEE sites), we will arrange a staff member to assist as co-leader.

**Number of students:** The more students who participate in a program, the more they can share the fixed costs of a program (like faculty expenses, promotional materials, honoraria for speakers). If you are proposing a program with only one faculty member but would like to take more than 19 students, our office can help find a staff member who can assist as a co-leader.

**Program length**: A longer program incurs more on-site costs, but it also provides more value to a student. A longer program in Thailand (where the flight cost is high, but daily costs are low) allows for a reasonable price given the number of days in country. A longer program in the UK will incur disproportionately more in on-site costs, since food and accommodations there are more expensive. These types of considerations are not as apparent in domestic programs.

**Number of courses**: Tuition is not added to courses in winter/spring break as the off-campus course is covered in comprehensive tuition. Tuition is added for summer program courses. Because of the college’s commitment to global education and to incentivize an internationalized curriculum, all students who participate in international off-campus faculty-led programs automatically receive a 70% discount on tuition, which is applied to the overall cost as a CGEE Global Scholarship.

**Programming choices**: Visits with local people/experts can be less expensive than concert tickets. Some museums have high entry fees while others are free, etc.

**A few more notes on cost:**

1. Faculty overload is being covered by Academic Affairs.
2. These programs are open only to enrolled students of Augsburg College, or, to non-degree seeking students from other institutions. Community members, alumni, etc. are not allowed to participate; do not count on “rounding out” enrollment with such individuals.
3. CGEE operational costs also need to be factored into any program cost. These include, but are not limited to: promotional materials, orientation costs, international health insurance, flight fuel surcharges, international wire transfer fees, emergency/contingency funds.

**4. Creating a Green Program**

Traveling has an undeniably negative impact on the environment in a number of ways, not the least of which is the emission of CO2 as part of air travel. Since Augsburg College is committed to reducing the environmental impact of all of its operations, CGEE asks faculty to *consider* incorporating greening practices into study abroad programs. We believe this can be done in two main categories – program planning/logistics and course assignments that help raise students’ awareness of their individual carbon footprint and that of the group.

CGEE *encourages* faculty to consider environmental issues in program planning and/or course design and reference the list below when completing the Strengths Statement for the proposal. However, inclusion of green practices in a course design is *not* a factor in the course being offered or not. It is recognized that some locations, or curricula, do not lend themselves to this.

 **Program planning aspects:**

1. Carbon Credits
2. Transportation on foot, by bicycle and/or by using public/mass transit
3. Eating locally produced foods (either from markets, food for local preparation, or at restaurants)
4. Home stays or green-building stays (hotels, etc. that meet have green features)

**Course design aspects:**

1. Environmental impact of travel as part of curriculum
2. Projects enacted back in Minneapolis that address climate change
3. Personal behavioral change in Minneapolis reflecting greater environmental sensitivity

The more these aspects are considered, the stronger the proposal on this particular criteria. Please contact Augsburg Abroad staff with questions or ideas for additional ways to “green” your study abroad program.

**A very brief list of resources:**

**Guidelines for Sustainable Travel:**

[NAFSA’s Sustainability in Study Abroad Page](http://www.nafsa.org/findresources/Default.aspx?id=8500)

Sustainable Travel International: [www.sustainabletravelinternational.org](http://www.sustainabletravelinternational.org)

Article: "[Sustainable Travel and Study Abroad](http://www.transitionsabroad.com/publications/studyabroadmagazine/2006Fall/sustainable_travel_and_study_abroad.shtml)," by Astrid Jirka, Transitions Abroad

Article: “[A Necessary Partnership: Study Abroad and Sustainability in Higher Education”](http://web.augsburg.edu/~dvorak/Dvorak-Christiansen-Fischer-UnderhillFRONTIERS-2011.pdf) by Andrea M.W. Dvorak, Lars D. Christiansen, Nancy L. Fischer, Joseph B. Underhill

**Carbon Footprint Resources**

[What is a carbon footprint?](http://www.footprintnetwork.org/en/index.php/GFN/page/footprint_basics_overview/)

[CarbonNeutral Flight Emissions Calculator](http://www.carbonneutralcalculator.com/flightcalculator.aspx)

**Carbon Offsetting**

<http://www.myclimate.org/>

Atmosfair: <http://www.atmosfair.de/en/>