GENERAL EDUCATION COURSE PROPOSAL
2.4 - CROSS CULTURAL STUDIES

Sponsoring Faculty Member: ________________________________

Host Country: ________________________________

Proposed as an Offering for _____ January 2018 or _____ May 2018

To assist the General Education Committee in reviewing the proposed course, please attach supporting material to this form, as delineated below. Renewal application may include a one page summary of any changes and submission of updated documents using track changes. For courses with flagged evaluation results, additional work on resubmissions may be required. Faculty will be notified of flagged results upon processing of course evaluations and again upon receipt of pre-approval forms.

1. Please provide a brief narrative statement for each cross-cultural objective, which are listed on the following page, indicating how this course will facilitate the student’s fulfillment of this objective.

2. Include a sample syllabus (or other detailed materials) sufficient to demonstrate that the course is consistent with the structural parameters stipulated for cross cultural courses, as attached to this proposal form. Syllabi should include clear statement of all assignments and related deadlines, as well as a detailed calendar of events, clearly identifying home stay/service project.

3. Provide a short personal narrative which can serve the Committee in assuring that the sponsoring faculty member satisfies the criteria on faculty expertise included in the sixth structural parameter which follows.

4. Indicate the percentage of in-country instruction (or list of responsibilities) which will be delivered by the sponsoring faculty member(s).

5. Formulate a preliminary budget that will demonstrate that the cost to students will cover expenditures.
2.4 Cross Cultural Studies

The following parameters serve as guidelines for the development of off-campus cross cultural studies courses. The general education committee will be responsible to approve and monitor cross cultural courses and alternate activities which relate to this area based on policies approved by the committee.

1. The specific objectives listed below guide cross cultural courses.
   By the completion of the program the students will demonstrate the ability to
   a. appreciate cultural traditions significantly different from their own.
   b. articulate how people from different cultures perceive the world, interpret reality, and make meaning.
   c. understand the paradoxes, tensions, and contradictions as well as the consistencies and values in a society significantly different from their own.
   d. develop an appropriate sense of cultural relativism and reduce ethnocentrism.
   e. reflect on their own culture and society from the perspective of another culture.
   f. gain skill and experience living and working in a culture different from their own.

2. Credit for cross cultural study or waiver of the requirement may be earned in the following ways:
   a. Cross cultural courses sponsored by Messiah College (Credit)
   b. Directed study (by approval of Director of General Education) (Credit)
   c. Approved semester long programs sponsored by other organizations (Waiver)
   d. Significant prior experience living in another culture (Petition/Waiver)

3. Messiah College cross cultural courses will include cognitive, experiential, observation/reflective, and integrative/analytic components. Faculty are responsible to design courses to accomplish the objectives and may use a variety of pedagogical strategies and course requirements to do so.

   **A cognitive component** Cognitive learning may be accomplished through readings and lectures which include a culture or country survey and representative literature from the host culture, preferably developed by members of the host culture. Content might include history, literature, language, religion, social systems, economics, government, health care, and education. The cognitive component should also attend to the study of culture including culture theory, cross cultural communication, cultural relativism, and culture shock.

   **An experiential component** Students should have experiences as participant observers in the culture through close involvement with a small unit of people (e.g. family, work group) for at least five days. Involvement in the culture should be characterized by building relationships, listening, mutuality, and reciprocity. Cross cultural courses must include experiences through which students enter the culture and become vulnerable to it and dependent upon it. These experiences can be obtained by living with a local family, volunteering in a local organization, or a comparable experience. If the students are given adequate instruction in ethnographic research methodologies and if they speak the lingua franca, doing an ethnographic study will provide this experience.

   **An observation and reflective component** Students should observe the culture in a disciplined way and reflect on the meaning of cultural practices. They should reflect on their own culture by experiencing in another culture. This may be done through discussion, regular journaling, or periodic response papers.

   **An integrative and analytic component** In order for learning to happen, students must engage in structured integration and analysis which brings together the experiences, readings, and lectures. This may be done through a paper, examination, presentation, or similar activity.
Experiential Learning Initiative (ELI) reflection and deliverable  Students will design learning objectives at the beginning of the ELI experience that are driven by the overarching ELI objectives of meaningful career development and community engagement. Students will answer the common ELI reflection questions. Faculty may build this segment into the reflection component of the course through journals, ePortfolio or other methods.

To ensure that the ELI leads to the stated outcomes of career development and community engagement, students will be required to translate the learning from their reflection into a “deliverable” that is contextualized for an external audience relevant to the students’ future goals (employer, graduate school, etc.). Faculty will determine the format of the deliverable (i.e. ePortfolio, blog, digital storytelling, cumulative reflective essay, etc.).

Note: Faculty will score student responses to reflection questions and deliverable according to the ELI assessment rubric and submit the results to the Off-Campus Programs Advisory Committee for ELI. The rubric, along with the specific ELI parameters for off-campus programs, is included in Appendix A.

Common Objectives and Outcome Reflection Questions

- **Objectives**: At the outset of the course, students will personalize specific objectives in all of the following categories, in light of their unique situation and goals:

  **PERSONAL**
  How do you expect to grow personally (e.g. in your self-awareness, your spirituality, and how you relate to others) through this experience?

  **PROFESSIONAL**
  Regardless of whether or not your ELI relates explicitly to your career goals, what specific skills do you plan to develop/enhance that would be transferable to your professional goals?

  **ACADEMIC**
  In what specific ways do you hope to grow as a student? How do you hope your ELI will connect to your major and classroom experiences?

  **COMMUNITY ENGAGEMENT**
  What do you hope to learn about the "bigger picture" of community (local or global) from your ELI?

  Educator-advisors will provide feedback on student learning objectives, and then touch base with students minimally at the beginning, mid-point and end to monitor their progress. At the end of the experience, students will reflect on their learning outcomes:

  - **Outcome Reflection Questions**: Near the end of the course, students will be asked: Please reflect on the experiences you’ve had, lessons you’ve learned, and ways in which you’ve grown. There is a lot to ponder, so we’ve provided a few questions we’d like you to answer to help you reflect. As often as possible, try to think of specific examples, stories, situations, or problems you faced during your ELI experience to help answer the questions.”

    As a result of your experience in the ELI…

    1. Discuss a significant moment during this experience that left a lasting impact on you. Why was this experience significant for you?

    2. What did you learn about your strengths or weaknesses? What did you discover about yourself as a person…

        a. Professionally? ______________________
b. Intellectually? _______________________
   c. Personally? __________________________

3. How has this experience impacted or shaped your ideas about who you are called to be in a more long-term way?

4. How did this experience influence your specific career goals?

5. Please provide specific examples of two transferable skills (i.e. skills that you will be able to use beyond your ELI) that you gained or enhanced during your ELI.
   a. Transferable Skill 1: ______________________
   b. Transferable Skill 2: ______________________

6. Please provide one example of something that you had learned in a course at Messiah (e.g. a theory, concept, strategy, etc.) that you were able to apply during your ELI.

7. How did your ELI experience deepen your understanding of your major and your broader educational experience (inside or outside of the classroom) at Messiah? How does your ELI experience apply to your major and/or future courses?

8. As a result of your experience in the ELI, what is one specific way you foresee your future self…
   a. Contributing to your community over the long-term?
   b. Having purposeful influence in church and society?
   c. Pursuing the work of reconciling individuals with God, each other, and/or creation?
   d. Demonstrating the love of God in service to others?

4. Student evaluation will be on a letter grade basis.

5. The course may include a language prerequisite but should not have any other limitations relative to student enrollment.

6. Faculty members or local persons extensively involved in teaching courses should:
   a. have a broad knowledge of the country/culture through formal study, extended residence, or other commensurate means. If faculty member’s knowledge is limited, it is expected that they will use local experts to supplement their knowledge.
   b. know the lingua franca; in cases where English is not widely spoken, the faculty member should know the common language at least on a conversational basis.
   c. be widely read in the literature on the culture(s) under study in the course.
   d. be familiar with the literature of cultural anthropology (i.e., theoretical approaches to the study of culture), and be prepared to integrate this throughout the content of the course.

7. Faculty expenses and load credit will be provided in the following manner:
   a. Expenses incurred by the course faculty (i.e. transportation, lodging, and meals) should be included in the costs assumed by students enrolled in the course.
   b. For J-term courses, faculty load credit of three hours will require an enrollment of at least 12 students; full load credit for two faculty members will require an enrollment of at least 22 students.
c. May courses that constitute part of the faculty member’s normal load (24 load units) should have at least 12 students per faculty member. If the faculty member is teaching the course as an overload, then the course should have an enrollment of at least 9 students.

d. Second educators should offer the course as an overload, regardless of term.

e. Faculty should have a significant role in course design, implementation, instruction (which may or may not include content delivery) and grading. While it may be unusual, faculty who participate in the course but do not play a significant role in course development and delivery will be eligible for a partial load credit, as determined by the Provost’s Office, based on responsibilities. (Please see Job Descriptions section in the Educator’s Guide to Cross-Cultural Courses for more information.)

f. For courses during the summer or at other times the load credit will be consistent with college policies for awarding credit during that time period.

8. Course proposals for all new cross cultural courses must be submitted by November 1 of the year prior to when the course is to be scheduled; proposals for repeating a previously approved course must be submitted by December 1 of the year prior to when the course is to be scheduled (for both J-term and May cross cultural courses). Reapplications (repeat) should include syllabus (with markup) and statement of changes.

9. All cross cultural study courses should be at least three weeks in length inclusive of travel time. For May Term courses, departure may not occur prior to the Friday of May Development Week.
Appendix

Specific Parameters for the Experiential Learning Initiative (ELI)

OFF-CAMPUS PROGRAMS

Description
The Experiential Learning Requirement for Off-Campus Programs includes participation in a Messiah-approved semester-long off-campus program (i.e. GoED, BestSemester, Oregon Extension, ISA, etc.) or on a Messiah faculty-led J-Term or May-Term cross-cultural course (including international discipline-based courses that receive a cross-cultural waiver). In order to qualify as an Off-Campus Programs ELI, the program must:

- Take place off of Messiah’s main campus;
- Be a minimum of 21 days in length, inclusive of travel;
- Be a credit-bearing experience.

Parameters Based on NSEE’s Principles of Good Practice for Experiential Learning Activities
This ELR is characterized by the following common parameters, regardless of the particular experience or program in which the student engages to satisfy the ELI. These parameters flow out of the National Society for Experiential Education’s (NSEE) Eight Principles of Good Practice for All Experiential Learning Activities.

1. Intention: All parties must be clear from the outset why the experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.
   - Application approval and deadlines
     - Messiah-approved Semester-Long Off-Campus Programs
       - Fall Programs – December 1
       - Spring Programs – April 1
     - Messiah-approved Cross-Cultural Courses
       - Deadlines set by faculty leaders

2. Preparedness and Planning: Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.
   - Using Terra Dotta, guided ELI application questions will be asked in order to elucidate student goals and learning outcomes that can be linked to ELI outcomes.
   - Barriers to participation: GPA under 2.75; probationary status, acceptance into a particular study abroad program or cross-cultural course; less than 23 credit hours completed; lack of participation in pre-travel orientation sessions; meeting international visa and travel requirements; illness before or during ELI; financial constraints; medical condition or disability.
   - Application approval and deadlines
     - Messiah-approved Semester-Long Off-Campus Programs
       - Fall Programs – December 1
       - Spring Programs – April 1
     - Messiah-approved Cross-Cultural Courses
       - Deadlines set by faculty leaders

3. Authenticity: The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.
4. **Reflection**: Reflection is the element that transforms simple experience into a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

- Pre-travel planning preparation that involves reflection on culture-learning strategies for success, avoidance of culture shock, and health and safety training will be an expectation.
- For semester-long students, during the experience, ELI advisors will connect with students via email or Skype at least twice per semester (or more frequently if needed) to help them continue to reflect on their experience.
- For cross-cultural students, during the experience, their faculty leader will determine the best mode of communication for reflection for the duration of the course.
- Upon re-entry to campus, the student will be expected to attend a re-entry and debriefing retreat incorporating required reflection components.
- Students will also be expected to respond to common reflection questions posed by the ELIOC.

5. **Orientation and Training**: For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner’s appreciation of the context and skill requirements of her/his work.

- Culture-specific training through pre-travel orientation sessions will be expected from the College, program partner, and/or cross-cultural faculty member prior to travel.
- Specific expectations for advisors:
  - Messiah-approved Cross-Cultural Courses:
    - Students will participate in the following pre-departure orientation sessions:
      - Cross-Cultural Adjustment and Communication
      - Health and Safety in an International Environment
    - Faculty leaders will:
      - Meet with students at least twice prior to departure to discuss course-specific expectations, etc.
  - Messiah-approved Semester-Long Programs:
    - Students will participate in the following pre-departure orientation sessions:
      - Cross-Cultural Adjustment and Communication
      - Health and Safety in an International Environment
      - Growing Globally: Holistic Development Abroad
      - SAFE: Self-Defense Awareness and Familiarization Education
    - Advisors will:
      - Meet with students once prior to departure either individually or in groups.
The Intercultural Office educators will be default primary advisors for students.

- If other faculty members want to advise their students, they can request to do so.
- If students want to request a specific Messiah educator as their advisor, they may do so.
- Messiah educators serving as off-campus programs advisors will be required to participate in the Off-Campus Programs Professional Learning Community (PLC) for the semester they advise a student off-campus.
- Students will be asked to provide feedback on their advisor during the re-entry process.

6. **Monitoring and Continuous Improvement**: Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

- **An important expectation of the Off-Campus Programs Advisory Committee will be to insure that frequent debriefing and experiential processing occurs during the ELI.**

- **Specific expectations for advisors:**
  - Messiah-approved Cross-Cultural Courses:
    - Students will journal throughout the experience.
    - Faculty leaders will debrief with students a minimum of every three or four days (or more frequently if needed) throughout the experience.
  - Messiah-approved Semester-Long Programs:
    - Students will:
      - Complete ELI reflection questions throughout the experience
    - ELI Advisors will:
      - Contact students via email or Skype at least twice per semester (or more frequently if needed) to review and process responses to ELI questions
      - Check box in Terra Dotta when they have connected with students to document contact.

- The student’s ELI advisor will provide ongoing formative evaluation of the student’s experience and progress, as the off-campus program is under way.
  - Faculty leaders or advisors will process responses to ELI questions and provide feedback (either in writing or verbally) when they connect with students.

7. **Assessment and Evaluation**: Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.

- Faculty leaders or ELI advisors will process responses to ELI questions to assess and provide feedback (either in writing or verbally) when they connect with students.
- Students will complete all of the final reflection questions.
The Intercultural Office will work to compile and submit assessment data to the Off-Campus Programs Advisory Committee, ELI Oversight Committee, and other necessary offices, including submitting a list of students who have completed their ELI through their off-campus experience to the Registrar’s Office.

8. **Acknowledgment:** Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

- **Final Reflective Assignment** - Students will have a completed a final reflective assignment that will clearly show the learning and impact of their experience (objectives and outcomes):
  - **For semester-long students:** Students should choose from the following list of possible final reflective assignments:
    - ePortfolio
    - Blog
    - Personal website
    - Other creative assignment (to be approved by their ELI advisor prior to completion)
  - **For cross-cultural students:** The faculty leader will determine what their final reflective assignment will be for their course and will articulate that to students in the course syllabi at the beginning of the course.

- **Re-Entry Retreat** – Students will participate in a re-entry retreat to continue to process and reflect on their experience, which will also provide an opportunity to acknowledge ELI participants in the following possible ways:
  - During common session, specially acknowledge students who have participated in the ELI;
  - Offer a break-out session for ELI participants where they can share their ELI accomplishments;

- **Intercultural Office Photo contest** - Invite ELI students to participate in the yearly Intercultural Office Photo Contest as a way of acknowledging, sharing, and celebrating their experience.

- **GlobalTrekker Sessions** – Invite ELI semester-long students to participate in GlobalTrekker Sessions to share their experiences with students interested in going abroad through Messiah.

- **Transcripts** – The student’s college transcript will reflect that they successfully completed this experience.
## ELI Assessment Rubric

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<th>OUTCOME</th>
<th>CWEO</th>
<th>DIMENSION</th>
<th>DEFINITION</th>
<th>NO ATTEMPT</th>
<th>NEEDS IMPROVEMENT</th>
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<td>5.d - interests,</td>
<td>Identifying Personal Strengths/Abilities (Questions 1, 2, and 5)</td>
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<td>5.c. - sense of</td>
<td>Sense of Vocation (Questions 3 and 4)</td>
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<td>Student clearly articulates how their experience enhances or informs</td>
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<td>**Academic</td>
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<td>5.e. - role in</td>
<td>Role in Community (Question 8a)</td>
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<td>Community Engagement</td>
<td>7.c. – Reconciliation- acting responsibly and redemptively</td>
<td>MC Leadership Model</td>
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<td>Reconciliation (Question 8c)</td>
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<td>Completion of Deliverable</td>
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<td>Student has completed deliverable project in the format appropriate to bucket area and in a way that clearly summarizes ELI outcomes and reflections to an external audience</td>
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*In order for students to successfully fulfill the ELI Requirement, they must obtain at least eight (8) points on this rubric*