

Clemson Abroad
Faculty-Directed Study Abroad Pre-Proposal

Faculty who wish to develop and lead a study abroad program must complete a proposal and receive approval through their respective departments, colleges, and the Office of Global Engagement (OGE). This process applies to all study abroad programs regardless of their length. For new programs, the first step is to submit your responses to this pre-proposal questionnaire. Pre-proposals are due 18 months in advance of the start date of the program, and are reviewed by the faculty leader's College Global Engagement Committee. If the pre-proposal is approved, proposals are then moved to a full proposal that incorporates more of the operational and logistics planning for the program.

The *ClemsonForward* plan prioritizes high-impact global engagement as a means of preparing students to succeed in life and career. In order to accomplish this, Clemson Abroad encourages faculty to utilize existing partnerships in their program design and to collaborate on interdisciplinary projects where appropriate. Clemson Abroad's Program Management Team, including a College Program Manager (see below), will work with faculty throughout the planning and development of their program, including advising on location, courses, budgets, vendors, etc.

College Global Engagement Program Managers		
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Pre-proposal _____

Please respond to the following questions related to the concept of your study abroad program. These responses will be reviewed by Clemson Abroad prior to finalizing and forwarding them to your College Global Engagement Committee for review and approval. Your responses are due to Clemson Abroad via email, abroad@clemson.edu by September 30th for fall/fall break programs and January 25th for spring/spreak break/summer programs, of the year prior to your proposed semester or summer (for example, programs proposing to run in summer 2022 are due January 25, 2021).

1. Please provide the general overview of the study abroad program including but not limited to the nature, purpose, and goals of the program, subjects to be offered, timeframe etc.
2. How does the proposed location support student learning? Include information on why this location was selected, for instance, does it support faculty and student research, is it a college or departmental partnership, etc.
3. What are the student learning outcomes? How are they being assessed?
 - a. Please review the Global Learning Competencies and identify one to three competencies and how they will be assessed.
4. Attach a topical outline including a proposed itinerary, activities and assignments.

Global Learning: Global learning is the education process (curricular, co-curricular, research, outreach, and learning) through which students acquire and apply global competency outcomes.

Global Competency Outcomes: Clemson University students will learn to apply knowledge, skills, and behaviors to their lives and careers in a global context

	Knowledge	Skills	Behaviors
Professional & Disciplinary Contexts	Seek information about and describe the global context of their chosen profession and discipline K1	Apply professional and disciplinary perspectives and techniques to critically examine and address both local and global challenges S1	Demonstrate an ongoing willingness to seek out international or intercultural opportunities and an ability to articulate how these experiences contribute to one's development B1
Ethics and Social Responsibility	Describe the ethical consequences of decision making and social interactions in diverse and global contexts K2	Evaluate the impact and ethical consequences of one's own and others' actions of the natural and human world S2	Take informed action to address ethical, social, and environmental challenges in local and global contexts B2
Communication, Connectivity & Global Diversity	Explain how local and global contexts and events in the past, present, and future are interrelated and mutually shape one another K3	Demonstrate effective and appropriate communication, interaction, and teamwork among different nationalities, language groups, and cultures S3	Apply an understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction and communication with peoples of other cultures B3

ClemsonForward calls for an infusion of Global Learning throughout the curriculum. A faculty task force has developed this competency matrix to guide departments and units as they consider how best to deliver global learning within their programs and curricula. Whether articulating current outcomes within existing classes, proposing new courses or introducing minor or majors, these outcomes are meant to assist in the articulation of your global learning outcomes and goals.