Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Human Sciences
   Department: College of Human Sciences

2. Course Prefix and Number: HUSC 5940
   3. Effective Term: Spring 2014

4. Course Title: Study and Travel in Human Sciences
   Abbreviated Title: Study Travel

5. Requested Action:
   - ○ Renumber a Course
   - ○ Add a Course
   - ○ Revise a Course

6. Course Credit:
<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours</td>
<td>15/cr</td>
<td>Lecture/Study Travel</td>
<td>term 1-12</td>
<td>20</td>
</tr>
</tbody>
</table>

7. Grading Type:
   - ○ Regular (ABCDF)
   - ○ Satisfactory/Unsatisfactory (S/U)
   - ○ Audit

8. Prerequisites/Corequisites:
   Use “P:” to indicate a prerequisite, “C:” to indicate a corequisite, and “P/C:” to indicate a prerequisite with concurrency.
   P: Junior or senior standing
   P: Application required; additional requirements may apply.

9. Restrictions: List specific restriction in space above.
   - ☑ College
   - ☐ Major
   - ☑ Standing
   - ☐ Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Provide students with opportunities to reach beyond the classroom to study topics relevant to human sciences and quality of life. A) Faculty Led Program; B) Internship Abroad; C) Other.

11. May Count Either: [ ] or [ ] (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    ○ Applicable
    ☑ Not Applicable
14. Justification:

First, many of the experiences that fall under this course number require more than 6 credit hours (90 contact hours). We are expanding the number of credit hours to better match student effort with credit hours earned. Second, we are dividing the course into three sections so that we can better track students’ placement types.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

No additional resources are needed.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

General learning outcomes remain the same.

After taking this course, students should have a(n):
1. deeper understanding of quality of life issues.
2. increased ability to function effectively in a professional setting.
3. increased understanding of the history and importance of the place they have visited.
4. increased awareness of how one's area of study functions in the context of related disciplines.
5. increased recognition of how the above goals (and related skills) are necessary to a quality 21st century education.

Because study and travel experiences will vary, one example of a 12 credit hour study/travel experience is provided below.

After taking this course, students should:
1. Understand the problems and cultural differences inherent in South African society;
2. Understand and be able to evaluate the general principles guiding community development work;
3. Be able to explain the differences between community development work and humanitarian assistance/aid;
4. Show understanding of the different phases of community development work;
5. Work effectively in a community development team;
6. Identify local community development organizations;
7. Have insight and knowledge into how local community development organizations practice;
8. Be able to analyze their own role in a community development project.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Below is one example of a course that would fit under this course number. Specifically, this is a 12 credit hours Auburn faculty-led courses (180 contact hours) held over a nine-week summer session in Port Alfred South Africa in conjunction with Stenden University. The focus is Community Development and follows a detailed 9 week course module developed by Stenden University and taught by an Auburn faculty member (working with a Stenden faculty member) using case-based learning. Students will have 2 hours of class time per week (18 hours), an hour (minimum) of small group meetings with faculty per week (9 hours) and 24 hours per week (over 7 weeks) of supervised field work in local townships for a total of 195 hours.. These township placements will be in a child care center, a youth development program, an aging center, or another related program.

Week 1: Orientation to problem-based learning.

Week 2: Growth and development in South Africa; Case 1 discussion;
Individual project paper; Field work.

Week 3: Traditional and modern Xhosa culture; Case 2 discussion; Group project presentation; Field work.

Week 4: Community development in South Africa; Case 3 discussion; Field work.

Week 5: Community development in South Africa (continued); Case 3 discussion; Group project paper; field work.

Week 6: Introduction to volunteerism; Case 4 discussion; Group volunteerism policy paper; Field work.

Week 7: Theory and practice in humanitarian assistance; Case 5 discussion; Group theoretical model implementation paper; Field work.

Week 8: Humanitarian aid and flood response; Case 6 discussion; Disaster response plan paper; Field work.

Week 9: Integration of the semester and and wrap up.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Class attendance and participation (18 points) - Each student is required to attend each class and to participate fully in all class activities. Students will be graded on the following scale: (0) Absent or does not add to the learning process of the group; (1) is prepared sufficiently and contributes to reaching class objectives. (2) Is prepared well, raises the level of the class and makes a real difference to the group.

Case Discussion (35 points) - For each of the 6 cases presented during the semester, students will meet with the instructor in small project groups to discuss readings and answer question sets. Students will be graded by their peers AND by the instructor using a detailed behavioral version of the scale above (can be provided on request). In this case students can be given a score of 0-1 for absent or does not contribute to the group learning process; 2-3 for student has prepared for the meeting and contributes the quality of the group process; and 4-5 for student has added significantly to the outcome of the group process. The instructors grade will carry the same weight as the combined set of peer evaluations and will be averaged with the peer evaluations to determine points received for a maximum total of 35 points.

Case Papers and Presentations (30 points)- For each of the 6 case studies, an outcome case paper or presentation will be assigned. Specific instructions and questions to address in the paper or presentation will be provided by the instructor. The grading rubric will include the following categories—layout and structure, content, introduction/conclusions. Points will be assigned using a detailed behavioral scale ranging from 0-10 in each category for a total of 30 points (detailed scale can be provided upon request).

Field Work (42 points) - Over a period of 7 weeks, students will spend 24 hours per week in assigned placements in the local townships. During those placements, students will be supervised by faculty and will receive points for attendance using the same scale as for class attendance, for a
total of 14 points. The remainder of the points (28) will be assigned at the end of the semester for the professional contributions the student has made in his/her placement. A site supervisor’s evaluation (using a detailed scale) will be used to determine the number of points assigned.

TOTAL POINTS: 125

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Attendance at all class meetings is requirement unless a University-approved excuse is provided. If you miss a class, you are still responsible for all information presented during that class.

113-125 points = A
100-112 = B
98- 99 = C
75-87 = D
<75 = F

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: n/a

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 128B Haley Center, 844-2068 (V/TT).