



Program Title	
Department	
Program Location(s)	
Program Term	Summer 2027
Course(s)	Subject(s) and number(s)
Program Director(s)	
E-mail(s)	

Catalog Course Description(s)

Course catalog descriptions for all courses associated with the program. Include prerequisites and course repeat policy.

Program Description and Objectives

Provide an overview of the program. Your description should connect the location to your course content and learning outcomes, while giving students a sense of what they will do and learn. It should answer the following questions:

- **Why this location?** Highlight a distinctive feature of the city or region that directly relates to your course content—something that makes the setting essential to the learning experience.

Example: "Coursework will take place largely in the tropics of Costa Rica, a Caribbean country in Central America that has many unique habitats resulting in tremendous biodiversity of Flora and Fauna. Costa Rica provides an ideal field laboratory for students to examine and experience biological and cultural diversity in a variety of habitats from tropical rainforests, cloud forests, to coral reefs. Emphasis will be placed on the application of forest ecology concepts to environmental education/sustainability and human use and management of natural resources in the tropics." *Environmental Studies & Conservation in Costa Rica* - Dr. Sarah Haines

- **What will students learn?** Clearly link the location to your academic focus and intended outcomes, specifying the knowledge, skills, or perspectives students will gain.

Example: "In this program students will study the ethical dilemma of rising sea level and its related challenges by examining the Dutch political framework and its economic system relative to that of the U.S. to gain insight into sustainable practices adopted by Dutch businesses. In addition, students will be introduced to strategic and innovative initiatives supported by the Dutch government to facilitate small and large businesses to create profits while balancing the interests of its people and ecological environment. Students will gain first-hand knowledge into the history of how water and wind resources have been harnessed over the years to keep their land dry and protect the natural environment. Finally, students will learn about the role of leadership in stakeholder management to support multi-sector partnership efforts in addressing climate change that will shape the world in the future." *Business Ethics and Sustainability in Amsterdam* - Dr. Nhung Hendy

- **What will students do?** Include a few concrete examples of activities or assignments—such as site visits, interviews, cultural excursions, or applied projects - that illustrate how students will engage with the local context and apply course concepts in real-world settings.

Example: "To understand the supply chain of coffee, we will visit the largest coffee cooperative in Peru, COCLA, in Quillabamba, Cusco. There, students will also be able to pilot their surveys, created in the classroom, with coffee farmers. Moreover, on our way to Quillabamba, we will visit the Sacred Valley and Machu Picchu to understand one of the most important complementary economic activities for rural households in Cusco: tourism. We will also visit coffee shops in Cusco and Lima and talk to their owners

about their decision to buy coffee from COCLA or other sources. During our visit to Lima, local professors will provide several seminars on the challenges farmers face in developing countries." *Survey Design and the Economics of Coffee in Peru* - Dr. Chris M. Boyd Leon

Course Learning Outcomes

- List discipline- and course-specific learning outcomes. Add additional numbering as needed.
- List graduate course learning outcomes for co-listed undergraduate courses.
- List core learning outcomes, if applicable.
- Study Abroad/Away learning outcomes will be included in the template and locked. Adapted from the "Intercultural Knowledge & Competence VALUE Rubric" by the Association of American Colleges and Universities, 2009, <https://www.aacu.org/value-rubrics>. This derivative work is licensed under CC BY-NC-SA 4.0.

1. **Cultural awareness** – Student identifies own cultural rules and biases and understands the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs, and practices.
2. **Empathy** – Student recognizes different components of other cultural perspectives, including verbal and nonverbal communication, and strives to negotiate a shared understanding based on those differences.
3. **Openness** – Student asks key questions about other cultures and is open to initiate and develop meaningful interactions with culturally different others.

Resources and activities aligned to the Intercultural Knowledge & Competence LOs are available in the Intercultural Learning Hub toolbox at hubicl.org/toolbox.

Required/Recommended Course Materials

List all required materials, including textbooks, technology, and other resources students will need to access during the course.

Course Assessments and Requirements

List all assignments and indicate their alignment to specific learning outcomes (discipline, core, and study abroad/away), and their weight in grade distribution. If the course is offered for both undergraduate and graduate credits, the statement of course assessments and requirements must make it clear what amount and type of additional work is required of graduate students.

** Suggested assignments aligned to the Study Abroad/Away learning outcomes:

- Reflective journals on cultural observations, challenges, and personal growth
- Cultural comparison essays focusing on values, communications styles, or social norms
- Intercultural interviews with local residents about traditions and worldviews
- Digital storytelling with short videos or multimedia presentations about an intercultural experience
- Participation in local events and report on cultural significance and personal reactions

Grade Calculation

Indicate how the final grade will be determined. If the course is offered for both undergraduate and graduate credits, the grading policy must clearly differentiate between undergraduate and graduate final grade schemes and calculations. Assignments aligned to the Study Abroad/Away learning outcomes may use the milestone levels in the Intercultural Knowledge and Competence VALUE rubric as the base for single-point grading (below/meeting/exceeding expectations). Examples of single-point graded assignments are provided below the rubric.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. [2008]. Transformative training: Designing programs for culture learning. In M. A. Moodian [Ed.], *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations* [pp. 95-110]. Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others).	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group[s]) (e.g., uncomfortable with identifying possible cultural differences with others).
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect or explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others but is unaware of own judgment.



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Example: Travel Journal

"It is not necessary to repeat all the historical information learned on each topic, nor to list everything seen on a particular day. Rather, the journal should reflect what you found most interesting or exciting about that day's visits and your impressions of Italy's past and/or present. Document cultural differences and similarities that you observed, as well as interactions that you initiated or developed, and reflect on your own responses to them: in what ways is Italian culture different than your own? have cultural differences made you more aware of your own culture, of its strengths and limitations? what questions did/do you have about Italian culture and how did/will you seek out answers?". *Italian Language and Culture – Drs. Margherita Pampinella and Francesco Brenna*

Journal Entry 1 - MEETS EXPECTATIONS

Florence, Day 10

Visiting the Uffizi today helped me understand how central art is to Italian identity. I was especially interested in how many local visitors were there—not just tourists like us. It made me think about how, in my own culture, art museums often feel like optional outings, while here they seem more connected to everyday life and national pride.

I had a short conversation with a woman in line who noticed I was studying a map of the gallery. She explained, in a mix of English and Italian, that certain rooms were arranged to show how artistic styles developed over time. I appreciated her patience when I didn't understand everything she said right away. Her friendly tone and the way she relied on gestures helped me follow the conversation more easily. It reminded me that communication here often includes the whole body, not just words.

I realized that I usually expect people to stick to direct verbal explanations, so this interaction made me more aware of how culturally specific my own communication expectations are. I'm starting to see that my culture's

preference for efficiency sometimes means we rush through conversations instead of building small moments of connection.

One question I'm left with is how Italians themselves experience living among so many historic sites—do they ever feel overwhelmed by the tourism that comes with it? I'd like to ask a local guide or even a barista during one of our coffee stops to get a better sense of their perspective.

Journal Entry 2 – BELOW EXPECTATIONS

Florence, Day 10

Today we went to the Uffizi Gallery. It was pretty interesting, and I liked seeing the paintings. Italy has a lot of old buildings, which is cool, and people here seem to like art. It's different from home because we don't have as many old things.

I talked briefly to a worker who told us to be quiet. He had an accent, so it was a little hard to understand. I didn't really learn anything new from him, but it was fine. The museum was crowded, and people talked with their hands a lot.

I'm not sure what questions I have yet about Italy. I guess I'll figure things out as we go.

Journal Entry 3 – EXCEEDS EXPECTATIONS

Florence, Day 10

Today's visit to the Uffizi Gallery left me thinking not only about the Renaissance but also about how deeply Italy's past shapes its present. What struck me most was how effortlessly history blends into everyday life—Florentines walk past masterpieces and centuries-old architecture as casually as I walk past coffee shops at home. I realized how much my own culture tends to separate history into museums, whereas here it's woven into the environment. One interaction that stood out was with the gallery attendant who explained why visitors must remain quiet in certain rooms. He spoke softly and used expressive hand gestures, and I noticed that this combination of calm tone and animated movement is common in Italian communication. At first, I wasn't sure how to respond, since my own communication style is more reserved. But I mirrored some of his gestures and felt the conversation flow more naturally. It made me appreciate how gestures here are not just dramatic but also relational - they help convey warmth and clarity.

This experience made me more aware of my own cultural norms about personal space and emotional expression. At home, I tend to value efficiency and straightforwardness; here, conversations feel more relational and less rushed. I'm beginning to see that my culture's emphasis on speed can sometimes limit deeper connections. I still wonder: How do Italians view the balance between preserving history and living in a modern society? Over the next few days, I plan to ask local shopkeepers and guides how they feel about tourism, restoration projects, and daily life in such a historic city. I want to understand how they negotiate pride in their heritage with the practical demands of the present.

Course-Specific Policies

- Additional Student Academic Integrity Policy
- Late Work Policy
- Low Attendance Grade Impact

College/Department/Program-Specific Policies and Resources

If not applicable, delete heading.

Required University Policies

Included in template and locked.

Required Student Resources

Included in template and locked.

Course Outline

Include the program schedule providing information about logistics, daily activities, and assignments.

The following sections in the template will be locked and cannot be edited:

Required University Policies
Required Student Resources
Study Abroad/Away Attendance and Absence Policy
Study Abroad/Away Student Conduct and Accountability
Study Abroad/Away Program Non-Participants
Study Abroad/Away Accommodations for Students with Disabilities
Study Abroad/Away Withdrawal

References:

Association of American Colleges and Universities. 2009. "Intercultural Knowledge and Competence VALUE Rubric." <https://www.aacu.org/value/rubrics/value-rubrics-intercultural-knowledge-and-competence>

Guidelines for Best Practice for Course Syllabi (<https://www.towson.edu/provost/academicresources/>)