

## Rubric for Approving Proposed Faculty-led Study Abroad Programs

This approval rubric will be used by the Education Abroad Committee for all submitted faculty-led proposals beginning with the fall 2022 proposal submission cycle.

<i>Which of the following criteria are addressed by this SA trip?</i>	<b>Poor (Novice Understanding)</b>	<b>Average (Tourist Level Depth of Understanding)</b>	<b>Good (Traveler Level Understanding)</b>	<b>Excellent (Near Native Level Understanding)</b>
<b>CRITERIA</b> <i>(Select the appropriate rating)</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Understands the significance and importance of academic exposure to a different culture and society</b>	Minimal or no enumeration of ways to measure the significance of being exposed to a different culture and society.	Somewhat or loosely enumerates ways to measure the significance of being exposed to a different culture and society.  Discusses but lacks sufficient explanation.	Clearly enumerates ways to measure the significance of being exposed to a different culture and society.  Explicitly connects the measurements to the benefits of exposure with full clarity.	Synthesizes connections into the way of living and future carrier and personality development.
<b>Achieves a deeper understanding of the politics, economy, history, language and culture of the host country, linking the history and experiences of Black people in this region and across the Diaspora</b>	Minimal or no demonstration of ways to understand the PEHLC of the host county (e.g., no reference of history, political, or socio-economic structure of the host country).	Somewhat or loosely demonstrates ways to understand the PEHLC of the host county.  Discussion was articulate; however, it lacks sufficient depth and additional explanation is needed.	Clearly and effectively demonstrates ways to understand the PEHLC of the host country and explains linking of the history and experiences of Black people in this region.  The understanding and linking method are fully explained.	In-depth demonstration of ways to understand the PEHLC of the host county and linking of the history and experiences of Black people in this region.  Students are provided resources to know about the PHECL of the country  Interacting with the Black people in the region provides insight into their life.
<b>Enhances awareness and sensitivity in explaining the cultural and social similarities and differences between the U.S. and other countries</b>	Minimal or no analysis of enhancing awareness towards cultural differences.	Somewhat or loosely analyzes awareness towards cultural and social differences between the US and other countries	Specifically addresses the sensitivity issue and lays down methods to enhance the awareness in cultural and social differences between the two countries.	In-depth analysis of the steps followed during the trip and use them to apply in enhancing awareness of cultural differences within the U.S. as well.

	The discussion in the proposal lacks conceptual clarity.	The proposal lacks sufficient depth and additional explanation is needed.	Clearly specifies the steps to be followed to enhance the awareness and sensitivity of cultural and social differences between the U.S. and the host country.	
<b>Develop life-long learning skills (such as time-management, service-learning, critical thinking, sociocultural awareness and adaptability etc.)</b>	Minimal or no discussion of how this program will help develop life-long learning skills.  The discussion in the proposal lacks clarity.	Somewhat or loosely discusses about the program's contribution towards developing life-long learning skills.  The proposal needs additional explanation.	Specifically addresses the contribution of the program towards developing life-long learning skills such as time-management, service-learning, critical thinking, sociocultural awareness and adaptability, language, and social skills.	In-depth analysis of how this program can help develop life-long learning skills and apply them in future carrier and personal development.  Explicitly provides resources sharing experiences of others on how they developed life-long learning skills by participating in similar programs.
<b>Contributions of acquired skills and knowledge towards future academic/career development</b>	Minimal or no discussion of how the acquired skills through this program will contribute towards future academic/career development.  The discussion in the proposal lacks clarity.	Somewhat or loosely discusses how the acquired skills through this program will contribute towards future academic/career development.  The proposal needs additional explanation.	Specifically addresses the contribution of the acquired skills through this program towards future academic/career development.  The proposal exemplifies the skill applications in academic/career development. and	In-depth analysis of the contributions of the acquired skills in shaping future academic/career development by sharing experiences of others on how their acquired skills and knowledge contributed towards academic/career development.
<b>Considerations for student well-being and on-site support</b>	Students would be at an increased health/safety risk at this location. Conflict with Morehouse academic calendar.  No demonstrated support or commitment from local partners.	Students could be at an increased health/safety risk at this location. No conflict with Morehouse academic calendar.  Some support or commitment from local partners, but proposal needs additional explanation.	Limited or no health and safety risks for students at this location. No conflict with Morehouse academic calendar.  Demonstrated commitment from local partners. Clear itinerary with detailed budget. Proposed program length and costs are reasonable.	No health and safety risks for students at this location. No conflict with Morehouse academic calendar.  Demonstrated commitment from local partners. Clear itinerary with detailed budget. Proposed program length and costs are reasonable. Detailed exit plan.

For any Study Abroad program to be approved, the minimum of 4 out of 6 criteria should be 'Good' or above. In other words, the minimum score for approval, using this rubric should be 14  $\{(3 \times 4) + 1 + 1\}$  points out of the maximum of 24 points. The maximum score is when a proposal earns 4 in all criteria giving a total of  $6 \times 4 = 24$  points.