

Country of Travel:  
Program Leader(s):

Evaluator:  
Date:

**Evaluation Rubric for Short-term Study Abroad**

CRITERIA	NON-PERFORMANCE 0 pt.	BASIC 1 pt.	PROFICIENT 2 pts.	EVALUATOR'S COMMENTS
<b>Part 1: Program Leader Details</b>				
<b>Section 1: Program leader has experience with international travel and/or Study Abroad.</b>	Program leader does not have any experience with international travel and/or Study Abroad.	Program leader has some experience with international travel and/or Study Abroad.	Program leader has extensive experience with international travel and/or Study Abroad.	
<b>Section 2: Co-program leader has experience with international travel and/or Study Abroad.</b>	Co-program leader does not have any experience with international travel and/or Study Abroad or NO co-leader is listed.	Co-program leader has some experience with international travel and/or Study Abroad.	Co-program leader has extensive experience with international travel and/or Study Abroad.	
<b>Part 2: Program Provider &amp; Course Selection</b>				
<b>Section 1: Provides detailed information for the program provider, which could include either a third-party provider or a college/university partnership.</b>	Does not identify a provider or college/university partner.	Is missing some details for the program provider or college/university partner.	Provides thorough details for the program provider or college/university partner.	
<b>Section 2 (d): Identifies appropriate course and global learning outcomes that are supported by the destination and the learning activities.</b>	Does not include course and global learning outcomes and/or outcomes are not sufficiently supported by the destination and the learning activities.	Course and global learning outcomes are included but it is not always clear how they are supported by the destination and the learning activities.	Identifies appropriate course and global learning outcomes that are supported by the destination and the learning activities.	

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<b>Section 2 (h): Explains the significance of the program with clarity and comprehensiveness.</b>	The program overview is missing important details that students should be informed of.	Explains the significance of the program but does not do so with clarity and/or comprehensiveness.	Explains the significance of the program with clarity and comprehensiveness.	
<b>Part 3: International Service Learning (OPTIONAL – Only use this section if course is SLS 2940 Service Learning)</b>				
<b>Section 1 (a-b): Program leader completed professional development coursework for Service Learning and has experience with teaching Service Learning courses.</b> <i>NOTE: LCTS7220 is required to teach SLS2940 and LCTS3213 is required to teach an integrated Service Learning course.</i>	Program leader has not completed professional development coursework and does not have any experience with teaching Service Learning courses.	Program leader has not completed professional development coursework <u>or</u> does not have any experience with teaching Service Learning courses.	Program leader has completed the appropriate professional development coursework and has experience teaching Service Learning courses.	
<b>Section 1 (c-g): Provided a detailed overview of the service project that includes an overarching theme and a community partner in the country to travel.</b>	Project overview is not articulated clearly, there is no theme for the project, and no community partner has been identified. More than 25% of the service hours are not completed abroad.	Provided a good overview of the project and theme. Identified a community partner in the country of travel but has not obtained consent to coordinate service projects with their organization. At least 80% of the service hours are completed abroad.	Provided an excellent overview of the project and theme. Identified a community partner in the country of travel and has obtained consent to coordinate service projects with their organization. At least 90% of the service hours are completed abroad.	
<b>Section 2 (a-c): Ensures there is explicit attention to ethics through program design and pedagogy, incorporates student and partner feedback, and cultivates long-term relationships through the SL experience.</b>	Two or more of the following rows are missing pertinent details: program design and pedagogy, student and partner feedback, and long-term relationships. It's not evident how immediate actions and sustainable solutions/partnerships will be achieved.	One of the following rows is missing pertinent details: program design and pedagogy, student and partner feedback, and long-term relationships. Some details could be included to discuss how the project will address immediate actions and sustainable solutions/partnerships.	Each of the following rows include pertinent details: program design and pedagogy, student and partner feedback, and long-term relationships. It's evident how the service project could be sustained over-time and incorporates both student and partner feedback.	

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<b>Part 4: Travel Safety</b>				
<b>Section 1 (b): Will have an international calling plan with their mobile carrier.</b>	Does not have an international calling plan.	Does not have an international calling plan. Plans to use mobile applications that work with WIFI.	Will have an international calling plan with their mobile carrier.	
<b>Section 1 (c): Addresses student requirements for participating in structured free time activities.</b>	Does not clearly explain what requirements students will have when participating in free time activities and/or does not have a plan to communicate with students during and after structured free time activities.	Explains the requirements for structured free time activities but more guidelines/steps could be provided to ensure the safety of our travelers.	Requirements are comprehensive and there is a plan to communicate with students during pre-departure and in-country activities.	
<b>Section 2: Researches general risks associated with the destination and prepares to prevent and/or avoid risks.</b>	Does not include sufficient information about the risks that are specific to the destination of travel and/or is not proactive in preparing to prevent and/or avoid risks.	Discusses potential risks associated with the destination but does not prepare to prevent and/or avoid risks.	Researches potential risks associated with the destination and makes preparations to prevent and/or avoid risks.	
<b>Section 3: Evaluates the likelihood or probability of COVID-19 risks associated with the program of study.</b>	Is unable to complete portions of the COVID-19 Questionnaire because faculty are unsure of the program details (ex. types of accommodations) and should follow up with program provider for more information.	Completes the COVID-19 Questionnaire with some details on likelihood of risk.	Completes the COVID-19 Questionnaire thoroughly with extensive supporting detail on likelihood of risk.	

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<p><b>Sections 2 &amp; 3: Prioritizes areas of high and extreme risk and develops strategies to mitigate these risks.</b></p>	<p>Does not discuss plans to prioritize and develop strategies that address areas of risk identified in Sections 2 and 3 of the proposal.</p>	<p>Priorities and strategies that address areas of risk could be strengthened with more details and/or research.</p>	<p>Priorities and strategies are comprehensive and pertinent to the areas with the most risk that were identified in Sections 2 and 3 of the proposal.</p>	
<p><b>Part 5: Program Itinerary</b></p>				
<p><b>Section 1: Clearly explains the assignments/activities taking place during the <u>pre-departure</u> meetings and includes an appropriate amount of academic engagement time. <i>NOTE: Financial aid requires 45 hours for each 1 credit hour.</i></b></p>	<p>Does not explain all the assignments/activities taking place during the pre-departure meetings and/or does not include an appropriate amount of academic engagement time.</p>	<p>Explains the assignments/activities taking place during the pre-departure meetings but the amount of academic engagement time may not be appropriate for the assignment/activities that are included.</p>	<p>Clearly explains the assignments/activities taking place during the pre-departure meetings and includes an appropriate amount of academic engagement time.</p>	
<p><b>Section 2: Clearly explains the assignments/activities taking place <u>in-country</u> and includes an appropriate amount of academic engagement time. <i>NOTE: Financial aid requires 45 hours for each 1 credit hour.</i></b></p>	<p>Does not explain all the assignments/activities taking place in-country and/or does not include an appropriate amount of academic engagement time.</p>	<p>Explains the assignments/activities taking place in-country but the amount of academic engagement time may not be appropriate for the assignment/activities that are included.</p>	<p>Clearly explains the assignments/activities taking place in-country and includes an appropriate amount of academic engagement time.</p>	
<p><b>Section 2: Provides a list of structured free time activities and allocates a reasonable amount of time for free time activities that does not exceed academic engagement hours.</b></p>	<p>Structured free time activities listed are not appropriate and either take up too much time or students are not provided enough free time.</p>	<p>Structured free time activities need more detail and/or more variety. Minor changes could be made to the time allotted for free time activities.</p>	<p>Structured free time activities are appropriate and varied for each city. An appropriate amount of time is allocated for these activities.</p>	

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<b>Section 3: Clearly explains the assignments/activities taking place during the re-entry meetings and includes an appropriate amount of academic engagement time. NOTE: Financial aid requires 45 hours for each 1 credit hour.</b>	Does not explain all the assignments/activities taking place during the re-entry meetings and/or does not include an appropriate amount of academic engagement time.	Explains the assignments/activities taking place during the re-entry meetings but the amount of academic engagement time may not be appropriate for the assignment/activities that are included.	Clearly explains the assignments/activities taking place during the re-entry meetings and includes an appropriate amount of academic engagement time.	
<b>Program Proposal Expense Worksheet</b>				
<b>Follows instructions and completes all components of the worksheet that apply to the program of study.</b>	Budget does not align with the program provider proposal attached to proposal and/or does not reflect the appropriate number of students for the 2023 cycle.	Budget aligns with program provider proposal but the program costs could inhibit student participation.	Completes all components of the worksheet that apply to the program of study and keeps the budget within a reasonable cost for students.	
<b>Total Points (each column):</b>	<b>0</b>	<b>Total Column Points:</b>	<b>Total Column Points:</b>	<b>TOTAL POINTS: (Out of possible 36)</b>
<b>Bonus Points (completed by SAGE Office):</b>				
<b>Total Points: (completed by SAGE Office):</b>				