**Faculty-Led Classrooms Abroad Program Proposal Rubric – out of 30 points**

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|  |  | **Exemplary**  **(3 Points)** | **Adequate**  **(2 points)** | **Needs Improvement**  **(1 point)** | **Missing**  **(o points)** | **Score** | **Comments** |
| **Faculty experience and/or knowledge of location** | The faculty should have direct knowledge and/or experience in the chosen location. | Faculty have direct experience and knowledge of the location, which clearly enhances the content of the course. | Faculty does not have direct experience in the location however the program collaborates with on-site experts. | This is the first time the faculty have been to this location and on-site experts are only for logistical and translation assistance. | Not adequate or unable to gauge by information provided. |  |  |
| **Prior faculty involvement in projects leading students; demonstrated leadership with students** | The lead faculty should have some demonstrated experience leading student projects at home or abroad. | Faculty have direct experience leading student projects. | Faculty does not have direct experience leading student projects; however, faculty has identified other areas of demonstrated leading young people. | Faculty does not have direct experience leading students from DC or elsewhere. | Not adequate or unable to gauge by information provided. |  |  |
| **Link to program/course learning outcomes** | Location enhances overall theme and learning objectives. | Clear association between the overall theme and learning objectives and the location of the program. | Moderate association between the overall theme and learning objectives and the location of the program. | The location does not adequately enrich the overall theme and learning objectives. | Not adequate or unable to gauge by information provided. |  |  |
| **On-site cultural and immersive experiences & activities** | Design the program with structured onsite immersive and cultural experiences and activities. | Clearly structured to include immersive and cultural experiences with locals and/or time for self-exploration. | Program structure includes adequate levels of immersive and cultural experiences or independent exploration. | Program structure includes limited levels of immersive and cultural experiences or independent exploration. | Program structure does not include immersive and cultural experiences. |  |  |
| **Link to Essential Employability Skills Outcomes**  **(EESO)** | Proposal describes the link between the FLCA and specific EES outcomes | Clear association between EESO and the identified learning outcomes | Moderate association between EESO and the identified learning outcomes | Vague association between EESO and the identified learning outcomes | Not adequate or unable to gauge by information provided. |  |  |
| **Collaboration with partner institutions** | Proposal demonstrates how the partner will enhance academic learning for students and add value to the local cultural experience. | Clear link between partner and learning activities; evidence of partner’s involvement in local culture experiences | Moderate link between partner and learning activities; some evidence of partner’s involvement in local culture experiences | Vague link between partner and learning activities; little evidence of partner’s involvement in local culture experiences | Not adequate or unable to gauge by information provided. |  |  |
| **Post-travel sharing of FLCA experience** | Proposal describes how faculty will ensure the FLCA is shared with the wider campus community | Clearly indicates how the FLCA experience will be shared to benefit other students/faculty | Moderately indicates how the FLCA experience will be shared to benefit other students/faculty | No indication indicates of how the FLCA experience will be shared to benefit other students/faculty | Not adequate or unable to gauge by information provided. |  |  |
| **Risk Management** | Risks and mitigation strategies should be defined. | Risks and mitigation strategies are clearly articulated | Risks and mitigation  strategies are somewhat articulated. | Risk and mitigation strategies are not clear. | Not adequate or unable to gauge by information provided. |  |  |
| **Itinerary** | Detailed itinerary is provided that details specific daily activities of students while abroad | Itinerary is detailed and provides specific detail about daily activities | Itinerary provides moderate detail about daily activities | Itinerary provides vague detail about daily activities | Not adequate or unable to gauge by information provided. |  |  |
| **Budget** | Lower costs equals more access but value for location and time matters as well. | Budget is realistic and cost sensitive. | Budget is realistic but costs are high. | Budget is not reflective of realistic costs. | Not adequate or unable to gauge by information provided. |  |  |
| **Grand total – out of 30 points** | | | | | |  |  |