



TRAVEL STUDY PROGRAM

CD DOMAIN/GLOBAL COMPETENCY

The IPC is authorized to approve travel programs for CD domain (credit-bearing only). If you are seeking approval for the Cultural Dynamics (CD) domain, please

- address how the program **content** will address each of the specific domain goals
- List the specific **programmatic elements and activities** that will help students achieve the student learning outcome
- List the **assignment(s)** to be used with the common CD rubric for assessment of the goals. Note that each goal has to have assessment.

SLO #1:

Analyze the impact of globalization upon the culture as reflected in the intercultural dynamics with other contemporary societies.

How will this program help students analyze the impact of globalization on the host culture, particularly in relation to its interactions with other contemporary societies? What aspects of globalization will students encounter?

CONTENT

PROGRAMMATIC ELEMENTS/ACTIVITIES tied to SLO

ASSIGNMENT

SLO #2:

Demonstrate an understanding of various aspects of the selected cultural group, such as social and political institutions, arts, religion and beliefs, and social practices.

What specific aspects of culture (e.g. social and political institutions, arts, religion, beliefs, social practices) will students explore, and how will they engage with these elements firsthand?

CONTENT

PROGRAMMATIC ELEMENTS/ACTIVITIES tied to SLO

ASSIGNMENT

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SLO #3:

Utilize multiple disciplinary perspectives that demonstrate understanding of the complexity of human experience.

Which interdisciplinary approaches (e.g., historical, sociological, political, economic) will be incorporated to help students grasp the complexity of human experiences in the host country?

CONTENT

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PROGRAMMATIC ELEMENTS/ACTIVITIES tied to SLO

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ASSIGNMENT

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SLO #4:

Effectively communicate cultural insights and information gained as a result of the course.

What cultural knowledge and insights will students gain from this experience, and how will they effectively articulate and communicate what they have learned as part of this program?

CONTENT

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PROGRAMMATIC ELEMENTS/ACTIVITIES tied to SLO

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ASSIGNMENT

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GLOBAL COMPETENCY:

Maryville College is committed to “fostering global engagement and intercultural competencies among students, faculty, and staff and preparing our students for the economic and civic challenges of the world they will face after college.” All international travel experiences at Maryville College are expected to contribute to this goal of preparing students to be more globally competent. The expectation is that if you are taking students abroad, you will be intentional about building global competency in students. That can look different with different types of programs.

GL+ programs must meet the following guidelines. You will be asked below to explain how your program fits these criteria:

1. The program connects a student’s disciplinary concepts with global competency*
2. Students reflect critically on their global+ learning experience, through activities such as writing, discussion, presentation, or artistic endeavors, and are assessed based on their demonstration of learning and global competencies.
3. Program contains substantial content or pedagogies to achieve desired global competency and is required of all students. The content/coursework reflects the importance of GL+ in the course design.

**Global competence is the capacity to understand and appreciate local and global issues, diverse perspectives and world views and interact appropriately and effectively with people from different cultures and identities.*

Global Competency-Related Student Learning Outcomes at Maryville College are:

1. **Think globally:** have an increased knowledge of their relationship to the world; think about issues from a global perspective; gain an appreciation for other world cultures, viewpoints, and perspectives.
2. **Communicate effectively:** improve their foreign language skills and their ability to communicate with people across cultural and language divides.
3. **Contribute responsibly:** use their global knowledge to interact and build relationships with people from other cultures; demonstrate respect, open-mindedness, understanding and flexibility in behavior and thinking; help others to embrace multiple perspectives.

How does your program propose to achieve one or more of the above three criteria?

What specific program elements will contribute to achieving these student learning outcomes?

CONTENT

PROGRAMMATIC ELEMENTS/ACTIVITIES tied to SLO

ASSIGNMENT

SAMPLE GLOBAL COMPETENCY RESPONSE

1. Think globally:

The program introduces students to global issues and wicked problems through a study and research project focused on sustainable agriculture in rural Scotland. By conducting research in onsite rural agricultural communities in the Highlands and Islands of Scotland, students gain insights into global concerns such as food insecurity, environmental sustainability, and agricultural practices.

- Through cross-cultural interaction and exposure to diverse **cultural experiences in Gaelic-speaking communities**, students develop an appreciation for other world cultures and viewpoints.
- **Guest lectures and visits to institutions such as the University of West Scotland and the Social Enterprise Network** in Glasgow provide opportunities for students to learn about a specific current global issue, connect their experiences with global issues and perspectives, fostering a global mindset.

2. Communicate effectively:

The program enhances students' communication skills by immersing them in environments where they must communicate across cultural and language divides. Exposure to different communication styles and cultural norms during visits to major cities like Glasgow and Inverness further enhances students' communication abilities and intercultural competence.

- For example, students **conduct interviews with the local population and engage with Gaelic-speaking communities**, improving their ability to communicate effectively in diverse settings.

3. Contribute responsibly:

The program emphasizes respect, open-mindedness, and understanding in behavior and thinking, fostering a mindset of contributing responsibly to global challenges. Students demonstrate responsible global citizenship by respecting and immersing themselves in the local culture

- Students will attend cultural immersion events, including a **church service**, and practice appropriate cultural behaviors.

Through their research on sustainable agriculture and engagement with local practitioners, students contribute to global efforts to address issues such as food security and environmental sustainability.

- For example, **visits to the Crofting Foundation and discussions** on securing a healthy food supply highlight the importance of responsible agricultural practices.

You may also want to consider some of the below ideas.

- Ability-learning(openness to new and different ideas, values and norms; cultural self- awareness, curiosity and discovery (tolerating ambiguity); emotional resilience in handling challenging intercultural situations, intercultural communication, interest in attaining fluency in another language).
- Attitude/awareness-learning (awareness of international and global issues; interest in learning about different cultures and the people that make up those cultures; appreciation of other cultures; increased effort in maintaining relationships with people different from oneself; positive regard for other cultures, understanding the benefits/costs of globalization; increased interest in travel).

- General awareness & functional knowledge of other cultures (knowledge of how to travel, knowledge of conversion rates, navigation skills, exploration of similarities and differences between countries).

SAMPLE SUSTAINED CULTURAL IMMERSION IDEAS

1. Community Engagement & Interaction

- **Homestays or Meals with Local Families** – Even if a full homestay isn't possible, arranging dinners or home visits can foster deeper connections.
- **Service-Learning or Volunteer Projects** – Partner with local NGOs, schools, or community groups for a meaningful short-term project.
- **Peer-to-Peer Exchanges** – Arrange meetups with local university students or young professionals for guided discussions or joint activities.

2. Hands-On Cultural Activities

- **Cooking Workshops with Local Chefs** – Learn to make traditional dishes while understanding their cultural significance.
- **Artisan or Craft Workshops** – Participate in pottery-making, textile weaving, or traditional crafts with local artisans.
- **Music and Dance Sessions** – Join a traditional music or dance class with local performers.
- **Ethnographic Assignments** – Have students conduct mini-interviews, write field notes, or analyze a cultural practice.

3. Guided Local Experiences

- **Thematic Walking Tours by Locals** – Instead of generic tours, focus on themes like street art, social movements, or indigenous heritage.
- **Market or Neighborhood Immersions** – Give students a budget to shop for a meal in a local market and engage with vendors.
- **Attend Cultural or Religious Events** – Plan the trip around a festival, ceremony, or cultural celebration.

4. Site Visits with Expert-Led Discussions

- **Meet with Local Business Owners or Entrepreneurs** – Understand economic and social challenges through firsthand accounts.
- **Visits to Historical & Cultural Landmarks with Local Guides** – Choose guides who provide personal or community perspectives.
- **Government or NGO Briefings** – Meet with representatives working on relevant social or environmental issues.