

Office of International Education and Development

APPALACHIAN STATE UNIVERSITY

Appalachian Overseas Education Program (AOEP) 2013-2014 Proposal Form

Appalachian State University is committed to providing equal opportunity in education and employment to all applicants, students, and employees. The university does not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment, on the basis of race, color, national origin, religion, creed, sex, gender identity and expression, political affiliation, age, disability, veteran status, or sexual orientation. The university actively promotes diversity among students and employees.

Thank you for your continued interest in leading an Appalachian State University's study abroad program. The Office of International Education and Development (OIED) applauds your desire to contribute to the internationalization of the academic experience of Appalachian State University's students. Sections I and II of this proposal will require the approval of the Department Chair. The entire proposal will require the approval of the College Dean and/or the Dean of the Graduate School (if applicable). Please consult the online *AOEP Guide for Proposal Writing* for additional information.

First-time program leaders (whether leading a new program or a repeat program) are required to contact Meg Kennedy or Nathalie Turner to arrange for a mandatory pre-proposal consultation with OIED to prevent delays in the approval process. The same applies to repeat program leaders developing a new program.

Please submit your proposal electronically to Nathalie Turner at turnernm@appstate.edu, and provide a hard copy to OIED once you have obtained the approving signatures of your Department Chair, the approval of the Compliance Officer (if applicable), and the College Dean. The proposal will be reviewed by the Appalachian Overseas Education Programs Committee before obtaining final approval by the Associate Vice Chancellor for OIED.

The committee approval process takes about 5-6 weeks. Proposals submitted after the deadline may not be reviewed and approved in a timely fashion, which will delay program advertising and recruitment. This could prevent your program from being introduced to the campus community at the OIED international fair in November and through the general OIED advertising campaign.

Should you have any problems working with this document, please contact Nathalie at 828-262-8034.

GENERAL INFORMATION				
Is this a REPEAT program proposal or a NEW program proposal? <input type="checkbox"/> Repeat <input checked="" type="checkbox"/> New				
Program Name	International Service-Learning - Guatemala A Glimpse of Culture and Issues			
Personnel	PROGRAM LEADER		ASSOCIATE (if applicable)	
Names	Last: Ramirez	First: Laurie	Last: Mashburn	First: Heather Jo
Unit	Department: Curriculum & In	College: Education	Department: Student Program	College: Student Devel
Phone Numbers	Office: 828-262-8008	Home: 828-898-9528	Office: 828-262-2545	Home: 706-289-7595
Emails	ramirezla@appstate.edu		mashburnhj@appstate.edu	
Office Locations	Curriculum and Instruction		Plemmons Student Union	
Proposed Destination(s)	Country / Countries: Guatemala		City / Cities: El Quimal	
Program Session	Spring Break			
Duration / Dates	Weeks: 1 If more, specify:		Approximate dates: 03/08/2014-03/15/2014	

I. PROGRAMMATIC FOCUS (Academic course content to be approved by the Department Chair)

A. PROGRAM DESCRIPTION

A succinct description of the program which should include academic goals and objectives, integration of site to learning objectives, and your personal reasons for directing the program. Explain the course content for each proposed course and rationale for linking course content to the site abroad.

During this 7 day, one credit service learning experience, 15 participants will be traveling to the Mayan village of El Quimal in the mountains of Guatemala to serve, interact with, and learn from the local people present in the area. Students will be immersed in the way of life through daily interaction and service with the people in El Quimal. Students will be interacting with children at a local primary school, building classrooms and assisting with any needs in the areas of cleaning, organization, and light maintenance projects. Social justice issues facing this community will be explored and studied as students seek to understand the difficult relations between Guatemalans and the Mayan villagers. Our pre-travel classes will also include lessons on the geographical and cultural landscape of Guatemala as we seek to understand the community of El Quimal in the context of Guatemala as a whole. Students will attend a period of reflection each night to compare knowledge and experiences gained through each day's work. These discussions will be facilitated by peer leaders and the Faculty Learning Partner, who will be present with students at all times.

B. COURSE INFORMATION

Are you planning to enroll students at a host foreign institution on site? Yes No

If yes, please provide name of the host institution(s):

Does the host institution have an agreement with Appalachian State University? Yes No

Are you planning to collaborate with a host foreign institution on site (no enrollment)? Yes No

If yes, please provide name of the host institution(s):

Does the host institution have an agreement with Appalachian State University? Yes No

1. Proposed course(s) to be taught:

<u>U/G* Course Title</u>	<u>Course Number</u>	<u>Credit Hours</u>	<u>Instructor(s)</u>
*Please specify U for "Undergraduate course" or G for "Graduate course" ¹			
International Service Learning- Language and Culture in Guatemala	CI 3535	1.0	Dr. Laurie Ramirez

¹ Please note that if you are planning to teach an undergraduate level course but are open to the possibility of teaching the course at the graduate level (if you recruit students at that level), please include the graduate syllabus as an attachment to this proposal for approval by the Graduate School as part of the program approval process.

General Education Credit: If you would like for your program course(s) to carry General Education credit, please contact Dr. Paulette Marty, Director of General Education, preferably before you fill out this program proposal form. For more information on how to apply for General Education credit, please visit: <http://generaleducation.appstate.edu/general-education-study-abroad>

Please note that you need to submit forms to your department for review by General Education. If passed, your department should submit the forms to General Education no later than November 15 of the year prior to when you plan to take your program abroad (e.g. by November 15, 2012 if you plan to offer a program in summer 2013).

Program leaders are required to consult with their department chair prior to filling out the course(s) information above to ensure that the course information submitted on this proposal (course titles and numbers) is accurate.

Program leaders are responsible for ensuring that their department includes the AOEP course information when building departmental course schedules.

For Repeat Program Proposals only:

The courses offered were approved in previous proposal documents: Yes No

The 2013-14 program offers new courses approved by the Department Chair: Yes No

2. Are there course prerequisites to be met to participate in the program? Yes No
If yes, please list the course prerequisites:

Is there a language requirement for this program? Yes No
If yes, what language?

If no, please describe how students will handle basic language needs in country*:

*Examples include: a brief language course at the beginning of the program; the primary language in the country is English; a guide/logistical support will accompany the group to facilitate communication; faculty proficiency in the foreign language, etc....

A faculty member (tbd) will be invited to the pre-departure meetings to give brief language lessons. Students will also be provided documents with common Spanish phrases before departure. Several contacts on-site in Guatemala, including the site director, speak English.

3. Are any of the following components associated with this program?

Research Yes No

If yes, please describe this component:

Community service Yes No

If yes, please describe this component:

Each day the group will interact with the community and meet any needs they have in the general areas of cleaning, light project maintenance, and maintenance in public, recreational, and educational spaces. We will be volunteering at local schools and teaching basic English lessons. Students will carry out these direct service activities and participate in community development initiatives for the community.

Service learning Yes No

If yes, please describe this component:

The goals and activities of this course are linked academically through classroom discussion and hands-on involvement with direct service. Through the pre-travel classes, group participation, during program discussions and reflections, and enriching cultural activities, this course will engage and educate students about the people, cultures, and issues of the Guatemalan cultures.

Would you like for the course(s) linked to your program to be recognized as ACT-sponsored? Yes* No

*NOTE: If you would like for your program course to be considered/approved as an ACT sponsored service-learning course, please submit your syllabus for review by **June 15th** (1st cycle of approvals) or **November 1st** (2nd cycle of approvals) to <http://act.appstate.edu/register-your-course>. If you have questions about criteria for Appalachian service-learning courses and/or the syllabus review process, please contact Dr. Clark Maddux at madduxhc@appstate.edu.

**Please note that the syllabus review process takes about 2 weeks.*

4. Evaluation by participants:

Student program evaluation is mandatory. OIED will provide you with the program evaluation forms prior to departure.

Failure to have student evaluations turned in to OIED upon the return of the program may jeopardize the approval of your program in the future.

II. PROPOSAL'S IMPACT ON DEVELOPING STUDENTS' GLOBAL COMPETENCES

(to be approved by Department Chair)

A. ACTIVITIES

To the extent possible, provide details about your proposed program of activities at the site; opportunities for language and/or cross-cultural immersion; side excursions related to the course; visits to relevant in-country institutions and organizations; utilization of in-country resources to arrange guest speakers, site visits, and other such activities.

In this I-ASE program, students will be traveling to Guatemala to work with Service for Peace in El Quimal, Guatemala. Students will complete service projects and volunteer work based around the needs of the community. Areas of service will include basic maintenance in public, recreational, and educational spaces as well as teaching basic English classes in schools. In addition to these direct service activities, participants will

interact with local people that concern themselves with the social justice issues that face El Quimal and the Mayan people. Students will be immersed into the culture of the area as we engage with the people, participate in cultural activities, and enjoy meals with the locals.

B. GLOBAL LEARNING OUTCOMES

Please describe the global learning outcomes for your program below:

KNOWLEDGE:

- Knowledge of our own culture and cultural identity.
- Knowledge of the differences in our identity in comparison to the identity of other participants in our group as well as the people of El Quimal through historical reference and daily reflection.
- Knowledge of the complex issue of poverty with respect to increased globalization.
- Knowledge of Guatemala as a whole - customs, history, economics, geography, religious background, and political framework.
- Knowledge of basic Spanish and indigenous languages the Mayan community use to communicate.
- Knowledge of issues both social and economic and the people of El Quimal and Guatemalan citizens as a whole face.

ATTITUDE:

- Openness to new customs, foods, and ways of life.
- Flexibility towards changing variables or delays in areas of service, communication, and travel arrangements.
- Heart and mind open to serve in ways that may differ from expectations.
- Ability to adapt to different environments; try new things.
- Self awareness about one's own culture.
- Sensitivity and respect for different cultures and ways of life.

SKILLS:

- Critical thinking as views may be challenged or questioned during experiences and group reflection.
- Endurance and resilience in what can be long days of work in an unfamiliar environment.
- Initiative in service and pre-trip research to prepare for I-ASE experience.
- Good communication skills; ability to interact with people who may speak a different language or hold opposite world-views.

C. ASSESSMENT OF GLOBAL LEARNING OUTCOMES

Please describe your evaluation methods to measure global learning outcomes below:

- **Journals in which students can record personal thoughts and experiences in order to return to them later for reflection.**
- **Essays in which students can publicly express observations and attitudes.**

Please be mindful that each evaluation method will call for documentation demonstrating your assessment of student global learning outcomes. Such products will need to be kept in your files and be provided upon request.

D. SYLLABUS

Please copy and paste your syllabus (syllabi) as Attachment #2 at the end of this form. AOEPs integrate traditional classroom learning with experiential learning and site visits. The syllabus should demonstrate how the location and resources abroad will be used to achieve this goal. Please include the academic as well as the international components in the outline and assessment of the course. The syllabus should include the following information (please consult the [AOEP Guide for Proposal Writing](#) for additional information):

- a. Detailed course description.
- b. Contact hours (including pre-departure, during the program, and post-program if applicable).
A 3 credit hour program requires 45 contact hrs (1cr =15 cont.hrs) & a 6 credit hr program requires 90 contact hrs.
Please note that time spent traveling on a bus may not be used for lectures/presentations and that time dedicated to cultural activities not directly linked to the academic goals of the course may not count as contact hours either.
- c. A list of required and recommended readings.
- d. Course evaluation methods and assessment of learning outcomes.
- e. Description of educational activities.
- f. Description of other culturally oriented activities.
- g. Description of the minimum number of outside work required for the class (including pre-departure, during the program, and post-program if applicable). Each course contact hour requires a minimum of 2 hours of preparation outside of class. So a **3 credit hour program requires at least 90 hours of out of class requirements** (3 credits x 15 contact hrs x 2 outside hrs) and a **6 credit hour program requires at least 180 hours**. Out of class requirements can be met, for example, by estimating a reasonable time it would take for students to read a number of textbook pages or articles, to prepare presentations to be given in the field, by requiring students to write a course journal, by having students study for and take a final exam, and/or by giving online class assignments.

III. PERSONNEL QUALIFICATIONS

A. PROGRAM LEADER QUALIFICATIONS (Please provide information ONLY if you are a new program leader)

Describe your personal international travel experience, in general, and specifically your international travel and teaching experience with student groups.

I am an Assistant Professor in the College of Education's Curriculum & Instruction Department. I teach courses specifically addressing diversity in education and my scholarship centers on preparing quality teachers for the diverse educational contexts of the 21st century. In my four years at Appalachian, I have had the wonderful opportunity to travel with IASE twice previously.

I have traveled extensively in the past 20 years and greatly enjoy travel, domestic and international, and embrace every opportunity to visit new places, meet new people, and learn about new cultures and ways of living. I have visited Mexico four times, the first of which was for a Spanish study abroad program between high school and her freshman year of college. I have also been to the UK three times, and recently traveled to Jamaica. I have visited Spain and France as well; taking 7 middle schoolers to study language and culture there for 10 days. I am excited about the opportunity to again be a part of the IASE experience and share my love and knowledge of travel with students.

I traveled to the Dominican Republic in March of 2011 and March of 2012 for the International Alternative Service Experiences. I traveled with 14 students each time and had a wonderful shared experience there. I was so happy to have an opportunity to revisit the country, the culture, and the language in March 2012.

Describe your travel experience in the proposed program location(s).

N/A

If you have not traveled to the proposed host country, how do you plan to acquire information and ideas to maximize the potential for preparing the course material in the foreign country?

My experience with IASE in the past and my frequent travel experiences provide me with much knowledge I can share with this year's students. I plan to continue working on my mastery of Spanish and to read books about the political and socio-cultural history of Guatemala to further my understanding of the community in which we will be immersed. I will connect with last year's learning partner to learn about the site and community.

B. ASSOCIATE QUALIFICATIONS (if applicable and ONLY if you are a new associate)

Rebecca Burwell, a student peer leader, has led two ASE programs one domestic and the other to Puerto Rico. In her domestic trip to Jubilee Partners in Athens, Georgia she worked with refugees from Burma teaching english. In her program to Puerto Rico she was responsible for planning flight details, pre-trip classes, reflections, and providing educational materials to prepare the students for cultural immersion. She has extensive student leadership and communication experience serving as a Co-Chair of the impACT team, a group of student leaders who plan campus-wide service events through Appalachian and the Community Together (ACT). Rebecca Burwell has also led a club called ACT OUT, that plans and participates in service events. She has been on the committee for MLK Challenge as Day-Of Coordinator for two years, served as the Community Partner Liaison for Don't Throw it Away and the BIG Sale, and has been the Red Cross Liaison and the Education Coordinator for the 2013 Homecoming Blood Drive.

Lindsey Miller, another student peer leader, has participated in an IASE Guatemala program as well as a domestic ASE program. In the spring of 2012, Lindsey traveled to an Exotic Feline Rescue Center where she provided manual service in a group setting. Lindsey has a multitude of service and travel experience, internationally and domestically, through the school and the local church. Through being an Appalachian Student Ambassador, she has indepth knowledge and experience in working with peers, leadership, and planning. Lindsey has recently acquired the executive position of Tour Coordinator where she organizes and executes the dozens of tours that go out of Appalachian State University every week.

C. LOCAL ARRANGEMENTS COORDINATOR or COMPANY QUALIFICATIONS (if applicable & ONLY if new)

Service for Peace (SFP) is an international non-profit that focuses on the engagement of volunteers through service of all types to further develop the global communities they inhabit. SFP involves volunteers in ongoing community development programs throughout the world. SFP programs are designed to further the growth and development of individuals and communities through the shared experience of voluntary service.

With the support of Service For Peace, communities throughout the world will be models of community driven development, with people of all backgrounds working together to fulfill a common vision of well being. SFP also offers character education and leadership training for their volunteers. They provide skill-based education helping volunteers develop civic mindedness and a personal sense of responsibility, personal character development, conflict resolution skills, and tools to help them make a contribution to the community and society. SFP also trains young leaders in project development, volunteer management and capacity building through interactive, peer-led hands-on educational programs.

Service for Peace believes in building lasting relationships with organizations of all kinds, including the newly created partner Appalachian State University. SFP links service to education by involving secondary schools and institutions of higher education to create lasting community change and provide opportunities for intensive commitments to service that foster civic responsibility. To strengthen grass root coalitions SFP provides technical support and outcome-based evaluation measuring positive community change and helping to build capacity and sustainability. SFP continues to reach underserved populations by forming partnerships with agencies that serve such groups.

The unique ability of SFP is helping diverse groups cross barriers of race, religion, creed, or national origin. SFP helps communities organize meaningful service learning programs that promote local interests and build a culture of service. SFP ensures the most efficient and effective use of volunteers through preliminary community surveys determining and prioritizing compelling community needs. One of the most significant impacts of the Service for Peace programs is that volunteers leave with a genuine understanding of the importance of discarding the traditional view of developing nation residents as victims. Volunteers are transformed by a number of things during SFP programs, but repeatedly reflect that their interactions with community partners completely change their understanding of international aid, identity, and purpose.

Service for Peace also makes an additional effort to make programing service as effective and efficient as possible for volunteers. SFP assists in the arrangement of transportation, lodging, meal planning, and service planning for the entirety of the trip. Giving volunteers a safe environment to provide their services is important to SFP, and they take a professional responsibility, and make a personal effort to provide accordingly.

IV. PROGRAM VIABILITY

A. ENROLLMENT INFORMATION

Number of students: 14	Optimum: 14	Minimum: 14	Maximum: 14
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B. LOGISTICAL ARRANGEMENTS

Will you use a vendor or company to facilitate in-country logistics? Yes No
 If yes, please provide name of company*: **Service for Peace**
 * Please note that all contracts with vendors need to be reviewed, signed, and approved by the university.

Hotel(s): **Volunteer Lodging - provided by Service for Peace**

Student Residence Halls:

Home Stay Family Arrangements:
Please specify family selection criteria and who made the arrangements:

Classroom arrangements: **N/A**

C. PROGRAM LOCATION SAFETY ASSESSMENT

I have checked the U.S. Department of State’s website section “International Travel” for security/safety concerns regarding the proposed destination(s) at the web address <http://travel.state.gov>. Yes No

Is any program location under a State Department issued Travel Warning? Yes No

Below is a list of items to address and questions that need to be answered in your safety assessment. In addition to the safety concerns addressed below, we ask that you address any additional concerns related to your specific program location and how you are planning to communicate all safety concerns to the program participants.

- 1. Program’s Location(s), Housing, and Meals:**
- Please address any potential security/safety concerns about the countries / towns / general locations proposed for your program. **U.S. citizens are encouraged to exercise the same level of caution they would in the major cities and tourist areas throughout the world. Service for Peace has operated in Guatemala for a decade without incident. Our first and last nights in Guatemala will be spent in Guatemala City at a safe, gated church located on the outskirts of town. Our transportation from Guatemala City to San Martín is a hired bus that Service for Peace has used without incident for the past decade. All housing and transportation students will use has withstood the test of time and stands as legitimate and safe.**
 - Please address any potential safety concerns with the living arrangements and study locations. Also discuss any locations near the program site that are considered unsafe where students will not be allowed to go. **San Martín, where students will be housed for the week, is a small, peaceful mountain community that has no problems with crime. The specific private housing is secured by a locked gate.No areas near housing or service sites are described as unsafe.**
 - Please discuss any potential concerns related to the safety of group meals, individual meals, clean water, etc... **Meals and purified drinking water will be provided by Service for Peace. All meals are prepared by Service for Peace staff and have been for the past decade.**

2. Transportation:

- Air transportation:
 Airport of departure (City in the U.S.): Charlotte, NC
 Airport of final overseas destination: (City and Country): Guatemala City, Guatemala
 - Please include in-country connecting flights, if applicable:
 Airport of departure from the program site (City and Country): Guatemala City, Guatemala
 Airport of final U.S. destination (City in the U.S.): Charlotte, NC
- Arrival: When students arrive at the local or international airport, will they be transported as a group to the program site? If they travel independently, please address how you will plan their safe travel to the program site.
Students will be transported in a group via transportation arranged by Service for Peace.
- Program Travel: Please list the transportation planned for all in-country travel. Will students be using public transportation? How safe is the public transportation infrastructure? Will chartered buses be used, and how have you ensured high quality with regard to safety?
Students will be shuttled from hotel accommodations in San Martín to project site El Quimal each day via transportation arranged by Service for Peace.
- Driving: Do you plan for any Appalachian employees to drive? If so, who? You will need to check the driving requirements in country and request a prior approval through OIED by submitting a photocopy of the driving license(s) to be checked by the university police at least 3 months prior departure. Please note that Appalachian students are NOT allowed to drive for other students unless they are under contract with Appalachian State University and their driving records have been checked.
There are no plans for Appalachian employees to drive. The I-ASE program begins and ends at the airport.
- Road Travel: In some program sites, local travel conditions may warrant special consideration before planning to use in-country road travel. Please consult the U.S. Department of State's website for potential road travel safety issues at <http://travel.state.gov>. Should there be such concerns expressed by the U.S. Department of State, please explain below how you plan to address these issues.
Service for Peace will provide all in-country transportation including travel to and from the airport, the worksite, and the housing location.

3. Medical Issues:

Before addressing this section, we highly recommend that you contact the Travel Services Nurse at ASU Student Health Service and that you incorporate your findings below. Also, ASU Student Health is available to meet with your student group 8-12 weeks before departure to advise students on both the general and specific details of travel health to your region and the need to start early in the vaccination process.

- Site-related medical issues: Please specify any immunization requirements and health concerns related to your program site(s), and how you plan to address them. It is important to distinguish medical requirements from medical recommendations and to communicate that difference to the students. It is important to reflect in the program budget the cost for health preparation (line 10.7 on the budget sheet) and to communicate to the students in writing that this will be an out-of-pocket expense not included in the program cost. Please consult the U.S. Department of State's website for potential health issues at <http://travel.state.gov> as well as the website section "Travelers' Health" of the Centers for Disease Control and Prevention at <http://wwwnc.cdc.gov/travel/>.
There are no standing risks of disease in Guatemala, but having routine shots and vaccinations up to date is recommended.
- Student medical fitness: Are there any specific fitness requirements your students need to meet for successfully completing your program? If so, what measures have you taken to ensure that the students meet those requirements (screening procedures with Appalachian's infirmary, health forms, etc...)?
Students must be able to stand, walk, and work for 8 hours per day without reaching an overly-fatigued state. No screening other than personal inquiry will be necessary.
- Medical facilities: Please describe the types, location(s) and quality of medical facilities near your program site(s). Please note that once our office has enrolled all the program participants in the HTH Worldwide health insurance plan, you and the students will be able to locate English-speaking medical staff and facilities linked to the plan.
The full range of medical care is available in Guatemala City, but medical care outside the city is limited. Guatemala's public hospitals frequently experience serious shortages of basic medicines and equipment. Care in private hospitals is generally adequate for most common illnesses and injuries, and many of the medical specialists working in them are U.S.-trained and -certified.

In Guatemala City, the clinic is:

Edificio Centro Médico

11 Calle 2-37 Zona 1

Ciudad de Guatemala

Guatemala

The clinic in San Martín is:

Clínica del Dr. Miguel Ángel Carr

Barrio El Calvario

San Martín Jilotepeque, Chimaltenango

Guatemala

D. COMPLIANCE WITH HUMAN SUBJECT RESEARCH AND EXPORT CONTROLS REGULATIONS

All program leaders are required to comply with the human subject research and export controls regulations as described on the website of the Office of Research and Sponsored Programs and to be informed of the consequences of non-compliance with those regulations prior to submitting this proposal.

1. Does your project involve directly interacting with or collecting data about individuals for research purposes? Yes No
2. Will you transport any ASU owned equipment (laptops, GPS, etc.) abroad or receive items from abroad? Yes No
3. Will you enter into a contract with a non-US citizen/entity or provide technical data, technical assistance or funds to a non-U.S. individual/entity? Yes No
4. Will you require students to bring any items other than necessary personal effects (e.g. personal laptop)? Yes No

If you answer “Yes” to any of the above questions, you will need to consult the Research and Sponsored Programs website at <http://www.orsp.appstate.edu/compliance/index.php> and obtain below the signature of the University Research Compliance Officer to certify that your program is in compliance with federal regulations. If compliance cannot be certified at this time, you may want to consider alternative programmatic options in consultation with Meg or Nathalie.

Signature of the University Research Compliance Officer

Date

E. COMPLIANCE WITH HUMAN SUBJECT RESEARCH AND EXPORT CONTROLS REGULATIONS

All program leaders are required to comply with all University policies and procedures, including requirements for the review of human subject research, and compliance with export control regulations as described on the Office of Research Protection’s website at researchprotections.appstate.edu. Contact Julie Taubman, Director of Research Protections (828-262-7981, taubmanjl@appstate.edu), with any questions about human subject research and export controls.

V. PROGRAM DATES AND ITINERARY

A. PROGRAM ITINERARY, FLIGHT, AND CONTACT INFORMATION

As your itinerary may still be work in progress, a general outline will be sufficient at this time on the proposal form. However, it is important at this stage of program planning to define on the itinerary where and when the program will officially begin and end (e.g. at the NC airport, or at the foreign airport) so as to clearly disclose whether the students will be traveling as a group with the Program Leader. It is paramount that this information be communicated in all written documentation (including promotional materials) prior to the students signing up for the program. Furthermore, should some students deviate from the group at any time during the program, those students will need to sign indemnity agreements prior to departure. Also, should you need to make modifications to the program itinerary after submitting this outline (e.g., as a result of monitoring changing conditions in the host country), you will

need to submit in writing your modified itinerary to OIED for approval. A daily itinerary version will need to be handed to OIED together with contact information (phone and fax numbers, addresses, flight and other transportation information for all program participants) about three weeks prior to departure.

Day 1:**International arrivals**

2:00 Arrival at local church
3:00 Program Orientation/ Introduction
4:30 Free time/shower time
7:00 Welcome Dinner
8:00 Reflection

Day 2:

7:00 Breakfast
8:30 Departure for San Martín
11:00 Arrival at San Martín
11:00 Housecleaning/set up at hotel
12:00 Lunch
1:30 Afternoon outing in San Martín
4:00 Free time/shower time
7:00 Dinner
8:00 Reflection

Day 3:

7:00 Breakfast
8:00 Leave for El Quimal
8:30 Welcome at El Quimal
9:00 Begin work
12:00 Lunch
1:30 Work
4:00 Depart for San Martín
4:30 Free time/shower time
7:00 Dinner
8:00 Reflection

Day 4:

7:00 Breakfast
8:00 Leave for El Quimal
8:30 Begin work
12:00 Lunch
1:30 Work
4:00 Depart for San Martín
4:30 Free time/shower time
7:00 Dinner
8:00 Reflection

Day 5:

7:00 Breakfast
8:00 Leave for El Quimal
8:30 Begin work
12:00 Leave for pool
1:00 Lunch/afternoon at pool
4:00 Depart for San Martín
4:30 Free time/shower time
7:00 Dinner
8:00 Reflection

Day 6:

7:00 Breakfast
8:00 Leave for El Quimal

8:30 Arrive El Quimal
 9:00 Work
 12:00 Lunch
 1:30 Farewell ceremony
 4:00 Depart for San Martín
 4:30 Free time/shower time/clean up
 7:00 Dinner
 8:00 Reflection

Day 7: *This is scheduled as a “free day”, but can be converted into the final workday **Trip to Antigua is an optional activity at an additional cost

7:00 Breakfast
 8:30 Leave to Antigua
 10:30 Arrive Antigua
 12:00 Lunch
 1:00 Afternoon in Antigua
 3:00 Return to Guatemala City
 7:00 Farewell Dinner
 8:00 Final Reflection

Day 8:
 Goodbye and come back soon!

This is a tentative and general schedule, and items are subject to change. Built into the schedule are cultural activities, outings, and activities with the community of El Quimal. Workdays may include cultural and educational activities with kids and community members in El Quimal.

Service for Peace
 EL Quimal, Guatemala
 Website: <http://serviceforpeace.org/>

Contact:
 Janna Gullery: Regional Senior Program Coordinator

Address:
 Service for Peace
 SAN MARTIN JILOTEPEQUE:
 Centro de Salud Zona 1
 Barrio San Gaspar San Martin Jilotepeque
 Chimaltenango 011-502-744-8041

Telephone:
 347-737-5336
 Email: jgullery@serviceforpeace.org

Service for Peace: Guatemala
 Service For Peace involves volunteers in ongoing community development programs throughout the world. Our programs are designed to further the growth and development of individuals and communities through the shared experience of voluntary service.

Mission Statement:
 Establish a network of community service clubs nationwide, in order to implement social projects to strengthen universal primary education and community empowerment for local development
 Principles of the mission
 -Provide a community service to strengthen local development
 -To facilitate academic research projects that promote local development
 -Bridges and strengthen sustainable relationships among diverse groups of people
 -Reduce prejudice and discrimination.

- Help break the cycle of poverty.
- Encourage participants and partners to think globally and act locally.
- Promote peace with a global perspective.

Vision Statement for Service of Peace

Be a model organization that promotes social responsibility through community projects to strengthen ties between civil society, government and the private sector for local development.

Service For Peace facilitates sustainable development in 27 countries worldwide, strengthening community organization, leadership and local infrastructure.

B. UNOFFICIAL TRAVELERS

All unofficial travelers must pay airfare, any per capita costs for food, lodging, plus any programming costs incurred. A spouse or dependent of the Program Leader is considered an unofficial traveler affiliated with Appalachian. Anyone NOT affiliated with Appalachian must sign an Assumption of Risk and Indemnity Agreement before being allowed to participate.

Names of all unofficial travelers:	Affiliated with ASU:
	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No

VI. PROGRAM DESCRIPTION for PROMOTIONAL PURPOSES

Please submit all promotional materials (poster, brochure, online information, etc.) to Nathalie for review and approval PRIOR to being distributed upon the official approval of your program. Please stress the academic nature of the program. Program dates need to be clearly stated or labeled as ‘tentative’ if not confirmed. The sites of the official beginning and end of the program need to be clearly disclosed especially if students are traveling independently. Be mindful of the legal ramifications of all the information you will be sending out. When in doubt, do not hesitate to contact OIED for guidance. All information promoting your program that will not be published through the OIED’s green brochure or website will need to include the following disclaimer: *“Appalachian reserves the right to cancel or alter the program format or to change the costs in case of conditions beyond the university’s control”*.

Green Brochure: Please follow the format described in the *AOEP Guide for Proposal Writing* and provide below a SHORT program description to be included in the “green brochure” (please note the 750 characters limit with space).

I-ASE Guatemala. Try to imagine yourself immersed in the culture of Guatemala by witnessing first-hand the way of life for Guatemalan’s of all ages through hands on service. Come establish life-changing relationships with the Guatemalan Service for Peace leaders, warm-hearted children at the local school, and the other residents that eagerly welcome Appalachian into their country. While establishing these relationships, help build a classroom that you know will change their lives. Leave at the end of the week with an open heart and an open mind to the social injustices of Guatemala. For more information please contact Heather Jo Mashburn at mashburnhj@appstate.edu or 828-262-2545.

AOEP Website: Please follow the format described in the *AOEP Guide for Proposal Writing* and provide below a more detailed program description to be posted on the AOEP website. As we will be creating a page dedicated to your program, we welcome digital pictures. If you have pictures from past programs, including pictures showing student participants immersed in the local culture, actively engaged with the host community or working on course assignments, please email 4-6 pictures to Nathalie at the time you submit your proposal. If you are planning to build your own program website, please email Nathalie the web address so that we can

provide a link to your personal site.

COUNTRY: **Guatemala**

PROGRAM NAME: **I-ASE Guatemala**

PROPOSED TRAVEL DATES: **March 8th 2014- March 15th 2014**

PROGRAM COST: **1760**

PROGRAM COURSE(S) (course title(s), number(s) and number(s) of credits: **A Glimpse of Culture & Issues, CI 3535, 1 hrs.**

PROGRAM COURSE(S) PRE-REQUISITES (please mark N/A if not applicable): **N/A**

PROGRAM LEADER CONTACT INFORMATION

(Your name, department, email address and office phone number): **Heather Jo Mashburn, ACT, mashburnhj@appstate.edu, 828-262-2545**

DETAILED PROGRAM DESCRIPTION: **During this 7 day, one credit service learning experience, 15 participants will be traveling to the Mayan village of El Quimal in the mountains of Guatemala to serve, interact with, and learn from the local people present in the area. Students will be immersed in the way of life through daily interaction and service with the people in El Quimal. Students will be interacting with children at a local primary school and assisting with any needs in the areas of cleaning, organization, and light maintenance projects. Social justice issues facing this community will be explored and studied as students seek to understand the difficult relations between Guatemalans and the Mayan villagers. Our pre-travel classes will also include lessons on the geographical and cultural landscape of Guatemala as we seek to understand the community of El Quimal in the context of Guatemala as a whole. Students will attend a period of reflection each night to compare knowledge and experiences gained through each day's work. For more information please contact Heather Jo Mashburn at mashburnhj@appstate.edu or 828-262-2545**

PRE-TRAVEL CLASS MEETINGS: **4 pre-travel classes**

POST-TRAVEL CLASS MEETINGS: **1 post-travel class**

PROGRAM WEBSITE (if applicable): **act.appstate.edu/ase**

NOTE: We will also send you an invitation to promote your program at the Annual International Fair held in mid-November in the Plemmons Student Union.

VII. PROGRAM BUDGET

If it is your first time working on a program budget, we highly recommend that you consult with us for additional guidelines and information.

VIII. SALARY PARAMETERS

FOR SUMMER SESSION PROGRAMS	FOR FALL/SPRING PROGRAMS
<p><u>Please check below the box that corresponds to your proposal:</u></p> <p><input type="checkbox"/> New summer session program expected to generate the equivalent of approximately 12 student tuition payments.*</p> <p><input type="checkbox"/> Repeat summer session program expected to generate the equivalent of approximately 15 student tuition payments.*</p> <p>* If projected enrollment numbers are not met, Program Leaders are required to renegotiate their summer school salary with the Dean's office.</p> <p><input type="checkbox"/> Fee Generated program derived from an enrollment in Choose credit hours.</p>	<p>This program is offered during the Spring semester.</p> <p>It requires Choose faculty stipend(s) of \$1000.00 each.</p>

IX. APPROVALS

This proposal will be submitted for approval to the Associate Vice Chancellor for International Education and Development after having been reviewed by the Appalachian Overseas Education Programs Committee. If the form below does not meet your proposal's requirements (e.g. your program requires signatures from multiple chairs and/or deans, please contact Nathalie who will provide you with a customized page).

FOR THE PROGRAM LEADER	
If the program proposal is approved, I agree to abide by university policy and the regulations and procedures of the Office of International Education and Development (e.g. online AOEP Program Leader Handbook and the Appalachian International Crisis Management Protocols). Repeat programs are generally not reviewed by the Appalachian Overseas Education Programs Committee on an annual basis unless deemed appropriate under special circumstances.	
Name of Program Leader:	Dr. Laurie Ramirez
Signature of Program Leader:	
Date:	
FOR THE DEPARTMENT CHAIR	
I have checked and approved the academic and personnel sections of this proposal as outlined in sections I and II of this document. <input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments:	
Name of Department Chair:	Dr. Michael Jacobson
Signature of Department Chair:	
Date:	
FOR THE COLLEGE DEAN	
I have checked and approved the entire content of this proposal. <input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments:	
Name of College Dean:	Dr. Louis Gallien
Signature of College Dean:	
Date:	
FOR THE DEAN OF THE GRADUATE SCHOOL	
I have checked and approved the Graduate academic content of this proposal. <input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments:	
Name of the Dean:	
Signature of the Dean:	
Date:	
FOR THE APPALACHIAN OVERSEAS EDUCATION PROGRAMS COMMITTEE	
<input type="checkbox"/> Approved <input type="checkbox"/> Not approved Comments / Recommendations:	
Name of Committee Chair:	
Signature:	
Date:	
FOR THE ASSOCIATE VICE CHANCELLOR OF OIED	
I have reviewed the program proposal approved by the Committee and <input type="checkbox"/> Approve. <input type="checkbox"/> Do not approve. I request further information.	
Signature:	
Date:	

Attachment #1 – Your Program Budget-Your Program Budget must be based on minimum target enrollments:

APPALACHIAN STATE UNIVERSITY Office of International Education and Development BUDGET	PROGRAM NAME: iASE:Guatemala		
	Minimum:	Maximum:	Optimum:
Student Target Enrollments:	14	14	14
Budget Items:	Cost	Cost per student**	Explanation
I. Transportation to destination			
1.1. Program Leader transportation – Air**	630	45	
1.2. Associate transportation – Air**			
1.3. Student transportation - Air		630	
II. In-country transportation			
2.1. Program Group transportation – Bus			
2.2. Program Leader(s) transportation – City Public Transp.**	100	8	
2.3. Student transportation – City Public Transportation		100	
2.4. Program Leader(s) transportation – Rail**			
2.5. Student transportation - Rail			
2.6. Other (please specify)			
III. Lodging			
3.1. Program Leader – lodging**	300	22	
3.2. Associate – lodging**			
3.3. Student - lodging		300	
IV. Meals			
4.1. Program Leader - meals or per diem** up to \$38.75/day	200	15	
4.2. Associate - meals or per diem** up to \$38.75/day			
4.3. Student - meals(breakfast/lunch/dinner-please specify)		200	
V. Insurance			
5.1. Program Leader – insurance (Cost \$2.63/day)* **	22	2	(\$2.63 per day)
5.2. Associate –insurance (Cost \$2.63/day)* **			(\$2.63 per day)
5.3. Student – insurance (Cost \$1.32/day)*		11	(\$1.32 per day)
VI. Rentals			

6.1. Equipment rental **			
6.2. Classroom rental **			
VII. Academic / Cultural Support			
7.1. Guest lectures/honoraria/teaching services by non-Appalachian personnel** ***			
7.2. Events – tickets / admissions	1500	100	cult. act - fac included
7.3. Textbooks	1500	100	serv. fee - fac included
7.4. Guides			
7.5. Local arrangements personnel **			
VIII. Fees			
8.1. OIED fee (\$50.00)		50	
IX. Other			
9.1. Publicity **			
9.2. Pre-departure telephone/fax/ postage/copies **			
9.3. On-site cell or satellite phone coverage where we can reach the program leader 24/7			
9.4. Other program expenses	2200	158	student leader stipend
9.5. Compensation for services provided by students ** ***			
9.6. Contingency Fund (5-10% currency fluctuation may require higher percentage)**		29	
<u>TOTAL PROGRAM COST TO BE INVOICED BY OIED</u>		1760	COST to be ADVERTISED
X. Other items, NOT to be invoiced by OIED			
10.1. Undergraduate tuition (in-state: \$132 cr/hr)*			
10.2. Graduate tuition (in-state: \$165 cr/hr)* * 2013 rates. 2014 rates to be posted in March.			
10.3. Spending money (estimate)		50	
10.4. Airfare (estimate) if not included in prog. cost			
10.5. Food (estimate) meals not included in prog.cost		40	
10.6. Visa cost			
10.7. Health-Wellness check			
10.8. Other			

<u>TOTAL PROGRAM COST PER STUDENT</u>		1850	
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* Rates are subject to change

** Please divide overhead like Program Leaders expenses or general group expenses by minimum target student enrollment.

*** Please refer to pages 23 and 25 of the AOEP Program Leader Handbook for compliance with university policy information.

Attachment #2 – Syllabus:

Special Topics Course – Curriculum & Instruction, CI 3535

International Service-Learning: A Glimpse of Culture & Issues

International Spring Break course/trip to strengthen communities in other countries.

Program Director: NEW PERSON, Assistant Director for Community Service

Faculty Learning Partner/Instructor: Laurie Ramirez

Studio course – 1 credit hour

- 30 hours on service site during Spring Break
- 15 hours of pre-trip classes, preparation meetings, and post-trip reflection/discussion sessions

Description of On-Site Service Activity:

During this 7 day, one credit service learning experience, 15 participants will be traveling to the Mayan village of El Quimal in the mountains of Guatemala to serve, interact with, and learn from the local people present in the area. Students will be immersed in the way of life through daily interaction and service with the people in El Quimal. Students will be interacting with children at a local primary school, building classrooms and assisting with any needs in the areas of cleaning, organization, and light maintenance projects. Social justice issues facing this community will be explored and studied as students seek to understand the difficult relations between Guatemalans and the Mayan villagers. Our pre-travel classes will also include lessons on the geographical and cultural landscape of Guatemala as we seek to understand the community of El Quimal in the context of Guatemala as a whole. Students will attend a period of reflection each night to compare knowledge and experiences gained through each day's work. These discussions will be facilitated by peer leaders and the Faculty Learning Partner, who will be present with students at all times.

Learning Objectives:

The goals of this service-learning course are to begin to understand the complex social or environmental issues facing people around the world, and – equally important – to explore a personal commitment to service. After completing this course, students will have:

- Explored their values, cultural identities, and sense of self-purpose through social awareness activities, reflection journals, and class discussions. Via these learning tools, students will be able to provide specific examples of how their values and cultural identities play into the assumptions/stereotypes that they hold, and how their values/cultural identities/social privilege will affect their role as a server (and/or future advocate) for the issues/populations discussed in

this course. In their final assessment, students will provide personal stories that illuminate how and why their sense of self-purpose has been altered (or not) by the issues and challenges that they faced during this course.

- Participated in an intensive, hands-on, service-learning “immersion” experience, and related this experience to the issues studied in class. Students will work side-by-side with the instructor during each service-learning experience, thus the instructor will be able to assess each student’s level of participation. Also, through reflection discussions following each day of service, students will articulate the connections between the coursework and their service experience by sharing personal “encounter” stories.
- Learned about the basic social issues that affect that particular country through speakers, service experiences, writing, and group discussions. In their reaction papers, students will be able to demonstrate their understanding of each issue studied in class by using examples from at least three perspectives (disciplinary, political, or ethnic/cultural) that provide context for the root cause of each issue.

Assessment of Students: This course will be offered on a Satisfactory/Unsatisfactory basis.

- Reaction Papers – 2 reaction papers/journals will be assigned throughout the course.
- Article sharing-- students will research and share a relevant article on the country they are traveling to or a relevant social issue they might encounter there.
- Presentation – 1 ten-minute presentation, assigned in teams of two, to help educate peers on various facets of the respective country
- Reflection Discussions – Required, daily reflection opportunities will allow students to learn from each other.
- Final Reflection Paper – A guided reflection paper will serve as the final assessment for the course, covering interdisciplinary topics such as culture, historical influences, socioeconomic stratification, along with the individual’s personal experience in the context of the group and the service work.

Course Materials:

- Guest lecturers: Relevant guest lecturers from around campus with particular expertise in the political, economic, or cultural lens of the country being visited.
- Weil, M. Reisch, M., & Ohmer, M. L. (2013). *The handbook of community practices*. Thousand Oaks, Calif: SAGE Publications.
- Malkin, E. (2013). Genocide trial of Guatemalan ex-dictator may have to restart. Mexico City, Mexico: NY Times.
- Menchu, R., & Burgos-Debray, E. (2010). *I, Rigoberta Menchu: An Indian woman in Guatemala*. London: Verso.
- Arthur, P. (2011). *Identities in transition: Challenges for transitional justice in divided societies*. Cambridge: Cambridge University Press.

Policies:

- Student Conduct Code Overseas: Please refer to the entire section 8 of the Participant Agreement included in the student application packet for information related to standards of conduct while traveling with the program, including sub-section 8.e. stating “If I am excluded from the program, I consent to being sent home at my own expense with no refund of

tuition, fees or expenses [...]. If I am excluded from the program, I understand that I may receive failing grades for the study abroad credit.” and section 8.f. stating “I also recognize that if my behavior is determined to be detrimental to or incompatible with the interest, harmony and welfare of the University, or program or program participants, my acceptance of responsibility, my waiver of process and my consent of being sent home also apply if I engage in such detrimental or incompatible behavior.”

- Accommodations for Students with Disabilities: Please refer to section 6 of the Participant Agreement included in the student application packet for information related to health and medical issues, including sub-section 6.i. stating “I have been advised Appalachian State University and its Office of International Education and Development (“OIED”) are committed to full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 with respect to those statutes’ protections of the rights of students with disabilities. I understand that, in order to receive accommodations and/or disability-related services while I am abroad, I must complete the normal registration process with ASU’s Office of Disability Services (“ODS”). I have been advised that I should discuss with the ODS what accommodations may be appropriate while I am abroad, and that I should request that an official letter listing recommended accommodations and/or services be prepared for me. I understand that, if I have a disability that requires accommodation in order to participate in the program, I must register with Appalachian Office of Disability services and work with that office to determine whether a reasonable accommodation in the host country is feasible. I also understand that the University is not obligated to attend to my medical or medication needs.

- Academic Integrity Code:

I. Introduction

Appalachian State University’s Academic Integrity Code is designed to create an atmosphere of trust, respect, fairness, honesty, and responsibility. The Academic Integrity Code outlines “user-friendly” procedures and mechanisms for resolving alleged violations of academic integrity. The Academic Integrity Code is the result of cooperation among Appalachian’s faculty, students, and administrators, and promotes a campus dialogue about academic integrity. All members of the Appalachian State University community are responsible for promoting an ethical learning environment.

II. The Academic Integrity Code

Students attending Appalachian State University agree to abide by the following Code:

- o Students will not lie, cheat, or steal to gain academic advantage.
- o Students will oppose every instance of academic dishonesty.

Students shall agree to abide by the Academic Integrity Code when submitting the admission application.

- Attendance Policy:

Student Absences From Class

General Attendance Policy

It is the policy of Appalachian State University that class attendance is an important part of a student’s educational experience. Students are expected to attend every meeting of their classes and are responsible for class attendance. Since attendance policies vary from professor to professor, students should refer to the course syllabus for detailed information. Regardless of what reasons there may be for absence, students are accountable for all academic activities, and faculty may require special work or tests to make up for the missed class or classes.

In addition, faculty members are required to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays. All ASU students are allowed a minimum of two absences per year for religious observances. Up to two absences for such observances will be excused, without penalty to the student, provided that the student has informed the instructor in the manner specified in the syllabus. Notice must be given by the student to the

instructor before the absence occurs and no later than three weeks after the start of the semester in which the absence(s) will occur. Arrangements will be made to make up work missed by these religious observances, without penalty to the student. For the purposes of this policy, ASU defines the term “religious observance” to include religious holidays, holy days, or similar observances associated with a student’s faith that require absence from class.

Faculty, at their discretion, may include class attendance as a criterion in determining a student’s final grade in the course. On the first day of class, faculty must inform students of their class attendance policy and the effect of that policy on their final grade; both policies must be clearly stated in the class syllabus.

A student who does not attend a class during one of its first two meetings may, at the discretion of the academic department, lose her or his seat in that class. Further, if a class meets only one time per week—e.g., a laboratory or an evening class—the student must attend the FIRST meeting of that class or risk losing her or his seat.

A syllabus is to be prepared for each course and distributed at the first of the semester. The syllabus should include the following: an explanation of course goals and objectives, the name of the text and any other materials required of each student, the instructor’s office hours, an explanation of how the grade is to be determined, and an explanation of any additional reading, papers, projects and examination which the instructor expects to give or assign.

Syllabi for courses taught in the present and previous semester should be on file in the departmental offices and should be made available to students who request them. These syllabi would indicate the structure of courses as they are being or have been taught.

If a student does not regularly attend an audited course, the instructor may request an administrative withdrawal grade to be assigned. The instructor should provide documentation to the Registrar’s Office with the recommendation.

The Student Health Services DOES NOT write medical excuses for students who miss a class for illness or injury. However, faculty may call Student Health Services at (828) 262-3100 to verify the day and time the student was seen. The nature of the student’s illness or problem will not be divulged unless the student has signed the appropriate release of medical information.

Classes prior to a university break or a state holiday end with the student’s last meeting time for the day preceding the break or holiday.

Attendance Policy Relating to Participation in University-Sponsored Activities

As an integral part of the academic program at Appalachian State University, the University sponsors and otherwise supports co-curricular programs, athletic programs, and other out-of-class activities such as field trips. Participation in such activities occasionally requires a student to miss one or more class meetings.

A student who expects to miss one or more class meetings because of participation in a University-sponsored activity has several responsibilities: the student (in person) will notify the instructor in advance of any absence; the student is expected to complete all work missed by making up the work in advance or by completing any compensatory assignment that may be required by the instructor; the student is expected to maintain satisfactory progress in the course; and the student (otherwise) is expected to maintain satisfactory attendance in the class if so required. In the event that a student anticipates that participation in a University-sponsored activity will require missing more than 10% of the class meetings, the student is required to discuss this matter with her or his instructor at the beginning of the semester and may be advised to drop the course.

If the above responsibilities are met, it is expected that the instructor will excuse the absence and permit the student to make up missed work in whatever manner the instructor deems appropriate.

Emergency Absences.

When a student is out of town and unable to return to campus due to hospitalization, death in the family, or other extenuating circumstances, the student or the student's parents may contact the Office of Student Development to request that professors be notified as to the reason for the absence. This notification is conveyed to the appropriate departmental office as a matter of information only and does not serve as an official excuse for class absence. Only individual faculty members make this determination, and documentation may be requested by the faculty members. The Office of Student Development does not provide this service when notification is received after the absence has occurred. Also, if a student is in town, that student is responsible for notifying the individual faculty members that she/he will be missing class.

- **Statement on Student Engagement with Courses:** In its mission statement, Appalachian State University aims at "providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers" as well as "maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students." Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

Sample Course Timeline: (actual class times will be determined in January)

January 27, 2013 (Sunday) 4:00-6:00pm

- Guest facilitator for social awareness activity
- Overview of Syllabus
- Presentations Assigned

February 3, 2013 (Sunday) 6:00-8:00pm

- Guest lecturer for information on the country's relationship with the USA
- 2 presentations from peers
- Assign first reaction paper
- Review materials from host site

February 10, 2013 (Sunday) 4:00-6:00pm

- Alternative Spring Break kick-off meeting
- Large group ASB context
- 3 presentations from peers
- Team builders/Group commitments

February 24, 2013 (Sunday) 4:00-6:00pm

- Guest lecturer for information related to the type of service you will be doing
- 2 presentations from peers
- 1st reaction paper due; Assign second reaction paper

March 9-16, 2013 (Saturday-Sunday)

- Service on site – see itinerary below
- Second reaction paper due mid-week

March 24, 2013 (Sunday) 6:00-8:00pm

- Final ASB meeting; large group context
- Final group reflection and evaluation
- Final Reflection paper due

10 hours total + 5 one-hour reflections on site = 15 class hours

Basic Itinerary:

El Quimal, Guatemala

March 9th – Fly to destination; travel to work site

March 10-15th – Service-learning work with host site

March 15th – Cultural Outing

March 16th – Return back to USA

8 hours average per work day x 4 days = 32 studio hours