

REQUEST FOR NEW COURSE

1. General Information.				
a.	Submitted by the College of: Undergraduate Education	Today's Date:	10/14/2011	
b.	Department/Division: Honors Program			
c.	Contact person name: Frank Ettensohn	Email: fettens@uky.edu	Phone:	257-1401
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ : _____
2. Designation and Description of Proposed Course.				
a.	Prefix and Number:	HON 352		
b.	Full Title:	Study and Travel Abroad (Subtitle required)		
c.	Transcript Title (if full title is more than 40 characters):	Study and Travel Abroad		
d.	To be Cross-Listed ² with (Prefix and Number):	_____		
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	<u>1 or 2</u> Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	1 or 2 Other – Please explain:	Travel abroad experiences. Students will meet during the semester to prepare for travel
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	3		
h.	Is this course repeatable for additional credit?			YES <input checked="" type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours:	_____	
	If YES:	Will this course allow multiple registrations during the same semester?		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
i.	Course Description for Bulletin:	An experiential, travel-abroad course that requires pre-travel class preparation followed by travel abroad that will provide students with multi-cultural exposure, leadership, and a new frame of reference for understanding the world and their role in it.		
j.	Prerequisites, if any:	Sophomore status and any two of the following: HON 151, 152, 251, 251, or departmental Honors course, section or option in the Inquiry areas, or permission of the Honors Program.		
k.	Will this course also be offered through Distance Learning?			YES ⁴ <input type="checkbox"/> NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any: <input checked="" type="checkbox"/> Community-Based Experience <input checked="" type="checkbox"/> Service Learning <input type="checkbox"/> Both			

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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3.	Will this course be taught off campus?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
4.	Frequency of Course Offering.			
a.	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input checked="" type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
6.	What enrollment (per section per semester) may reasonably be expected?	15-20		
7.	Anticipated Student Demand.			
a.	Will this course serve students primarily within the degree program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain: For Honors students only			
8.	Check the category most applicable to this course:			
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
9.	Course Relationship to Program(s).			
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program: _____			
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input checked="" type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES ⁵ , list affected programs: Satisfies Honors Requirements for Honors Experience in Education Abroad			
10.	Information to be Placed on Syllabus.			
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.			

⁵ In order to change a program, a program change form must also be submitted.

REQUEST FOR NEW COURSE

Signature Routing Log

General Information:

Course Prefix and Number: HON 352

Proposal Contact Person Name: Frank Ettensohn Phone: 257-1401 Email: fettens@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Honors Faculty of Record	Feb. 6, 2012	Frank Ettensohn / 7-1401 / fettens@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	Feb. 7, 2012		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

GENERIC SYLLABUS AND GUIDELINES FOR HON 352 COURSE DESIGNERS

HON 352-XXX: STUDY AND TRAVEL ABROAD SUBTITLE: TBA ROOM + MEETING TIMES TBA INSTRUCTOR: XXX

Email: XXX@uky.edu

Instructor Office: XXX

Instructor Office Phone: 257-XXXX

Office Hours: XXX or by appointment

Honors Program Main Office: 1153 Patterson OT (mailboxes are located in the HP main office)

Honors Program Office Phone: 257-3111

COURSE DESCRIPTION:

An experiential, travel-abroad course that requires pre-travel class preparation followed by travel abroad that will provide students with multi-cultural exposure, leadership, and a new frame of reference for understanding the world and their role in it.

COURSE OVERVIEW:

The purpose of traveling abroad in this course is to give you a new frame of reference for understanding the world and your role in it, and provide cultural exposure, as well as leadership and the realization of possible job opportunities. By travelling to _____, we hope that you will come to see the world from a completely different perspective than that which you now have. Being immersed in your own country, the U.S.A., tends to give you a one-sided view of our world. Traveling outside the country to _____ will show you how America affects and fits into all of humanity. Hopefully, it will also help to dispel myths and misconceptions as seen from the American point of view; perhaps after your experience, you will even be able to educate others around you about these perceptions. From the vantage point of someone else's culture you can truly see your own. By being exposed to so many diverse traditions you will understand the significance of keeping your own traditions alive. Depending on the place and time of the year and the duration of the trip, "issues like, but not limited to, environmental concerns (e.g., climate change, soil depletion, trans-boundary pollution), the built environment (e.g., architecture, urban planning, sustainable design), public health (e.g., sanitation, local-global disease transfer, nuclear and coal-fired energy risks), political and socio-economic structures and policies (e.g., social and political processes; diverse public policies; and social and governmental regulations) and the interaction of world cultures (including music, art, religions, literature and folklore) are among the topics that may be explored" on our trip to _____.

Cultural and global issues impact everyone, and it is increasing contingent on everyone who calls themselves "educated" to experience another culture besides their own. We believe that it is an important part of the growth that you experience in attending any college and Honors in particular. Finally, such an experience can be an important addition to your resume as America's workforce and workplace opportunities become more ethically and culturally diverse.

This course satisfies the objectives and outcomes delineated by the General Education: Citizenship/Global Dynamics, as well as those specific to the Honors Program, with its goal to providing its Honors students an integrative and interdisciplinary curriculum of core courses and where each course practices interdisciplinary approaches to teaching one's specialty or discipline.

Prereq: Sophomore status and any two of the following: HON 151, 152, 251, 251, or departmental Honors course, section or option in the Inquiry areas, or permission of the Honors Program.

LEARNING OUTCOMES:

- Expand academic, social, and cultural horizons of students by way of study abroad and/or service learning that introduce a rich historical and comparative understanding of U.S. and global cultures and the role that history, race, religion, ethnicity, gender and socioeconomic class play in shaping them.
- Understand the dynamic relationships between the physical environment (climate, geography, geology) and human factors in the development of any culture
- Demonstrate an awareness of the major elements of at least one non-US culture or society and its relationship to the 21st century context.
- Demonstrate an understanding of how local features of urban or rural communities, ethnicities, nations, and regions are commonly linked to global trends, tendencies, and characteristics that often mutually shape one another.
- Demonstrate the ability to analyze and compare considerations in the development of culture in _____ with those in your own country.
- Require students to design projects based on their travel or service-learning experience that engage with the community at large. These projects may come in the form of a photo or video essay, podcast, wiki, documentary film, or blog.

TEXTS:

Texts and readings to be selected by individual professors depending on the focus of the course.

COURSE REQUIREMENTS MAY INCLUDE:

- Class attendance and participation
- Reading primary source information
- Reading and writing abstracts
- Response papers; reviews of interpersonal interactions/simulations/role plays; and/or interpersonal and small group dynamics reflection papers;
- Service-learning opportunities
- Exams (optional)
-

BUT should include:

- Travel and/or service learning abroad
- At least one venue by which students can practice using effective forms of visual/digital media: slide presentations, poster presentations, web sites, individual or group presentations, and the like;
- At least one major assignment produced from multiple drafts and at least one draft of which the professor has reviewed.

INFORMATION TO INCLUDE:

1. Assessment/Grading: Percentages to be determined by professor/instructor. Recommended grading scale for Honors classes: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59-0 = E,
2. Brief descriptions of course requirements and how they will be graded,

3. Instructor course policies on:
 - Attendance and absences
 - Civility and conduct in the classroom and while travelling
 - Completion and submission of work at home and abroad
 - Academic Integrity, Plagiarism, & Cheating
 - Academic accommodations due to disability—here’s a standard description on this: “If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.”
 - If applicable, group work and collaboration
4. Tentative Class Schedule: Again, to be determined by individual instructors, but must include:
 - Dates for pre-travel classes and travel
 - Application deadlines for Study Abroad and related scholarships
 - Dates for evaluation sessions, provision of drafts and final version, etc.
 - Research, written, and oral components
5. Program fees and deadlines for payment
6. Room and Board information
7. Travel Medical Insurance
8. Study-Abroad contacts in US and abroad

The following syllabus is one example of how faculty might teach a study-and-travel-abroad course.

HON 352: STUDY AND TRAVEL ABROAD (Physical and Cultural Dynamics in Ecuador)

Instructors: Larry Grabau, Plant & Soil Sciences, N122F Ag. Science Ctr. North
lgrabau@email.uky.edu; phone: 257-1885; office hours:

Frank Ettensohn, Earth & Environmental Sciences, 314A Slone Bldg.
fettens@uky.edu; phone: 257-1401; office hours:

Course Description:

An experiential, travel-abroad course that requires pre-travel class preparation followed by travel abroad that will provide students with multi-cultural exposure, leadership, and a new frame of reference for understanding the world and their role in it.

Course Overview: The dynamics of any society always reflect the interaction of human and physical factors. Human factors include aspects of people's economic, cultural, social, political, and religious lives, and they are integrally related to the physical factors in which people find themselves, including geology, physiography (lay of the land), soil fertility, and climate. Most of the physical factors were once thought to be immutable, but almost on a daily basis, we are now learning how human activities can even change some of these physical factors. These interactions go on around us all the time, but in our own setting these interactions are all such a part of us and so imbued within us from birth that we rarely acknowledge or fully seek to understand them. The advantage of visiting a foreign society, however, is that most things are new and different, and this novelty more easily invites analysis and comparison. Hence, our purpose in visiting Ecuador is to experience a foreign culture, to begin the process of large-scale cultural analysis and comparison, to understand how attitudes in the U.S. influence our perception of this culture and their perception of us, and through these experiences to develop an increased awareness of global diversity and of our own culture and society. These aspects will also be viewed in terms of the impacts of a unique geological and physical setting and the unique colonial and religious setting. In particular, Ecuador sits on an active continental margin along which plates are colliding, volcanism is rampant, earthquakes are common, and high mountains split the country into very different climatic belts, all of which influence how people live, work and interact. Similarly Ecuador has a unique colonial and religious history, and the fashion in which the Spanish colonists and their imported religion interacted with and influenced the indigenous peoples is still an ongoing influence in everyday Ecuadorian society. In the process, you will examine the underlying Spanish and Catholic influence in cities like Quito, Otavalo, Cotacachi, Santo Domingo, and Baños and witness how it has influenced indigenous peoples like the Quechuas, Tsafchilas, Kwichuas, and Schiars as they try to maintain their own cultures amidst a growing western influence that is engulfing Ecuador and other countries. In addition, we will explore the issues of diversity and equality among descendants of the Spanish colonists, their slaves, and the many indigenous peoples of Ecuador. Perhaps recognition of these kinds of influences will aid students in recognizing any similar influences and problems in their own culture. Finally, we will examine the influence of globalization on everyday Ecuadorian life. Each of you, as a visitor to Ecuador, is a part of this

process, and it is important to recognize how the influence of foreigners like yourselves, the dollar, and the needs of first-world countries like our own contribute to or detract from the life of Ecuadorians.

All along, however, you should never lose sight of the fact that this is all happening in the context of the almost continual environmental catastrophes that accompany the volcanism, seismicity, and large-scale land movements that continually reshape Ecuador's landscapes and its peoples' lives. Think about what our country might be like if we had to deal with such crises on a nearly everyday basis. Perhaps more importantly, when you are thinking about our country, think about the impacts of the ongoing invasion of Ecuador by western culture and globalism — in part, represented by you. In the end, perhaps this is a catastrophe far greater than any of the natural ones.

Eligibility: The program is intended for Honors Program students who have completed the second course in the new Honors Academy. Participants must attend a weekly pre-travel seminar during Spring, 2012 (Meetings: Wednesdays, 5-5:50, Room TBA), followed by a two-week trip to Ecuador from May 15-30, 2012.

Course Goals: To experience a non-western culture and examine that culture for evidence of influence by physical, historical, and human factors; to understand better the effects of our culture and globalism on this non-western culture; to understand the effects and interactions among the social groupings, languages and religions that form the Ecuadorian social milieu; and to use observations from this analysis and comparison to understand better your own culture and society.

Learning Outcomes:

Students will:

1. Demonstrate an understanding of the plate-tectonic framework of Ecuador and how it shapes the land, climate, and people's lives in Ecuador; be able to compare it with the general situation in the United States.
2. Demonstrate an understanding of the influence of climate and geography in the lives of those indigenous peoples visited.
3. Demonstrate a general understanding of the pre-colonial, colonial, and post-colonial history of Ecuador; what have been the conflicts between colonists and Ecuador's indigenous peoples; how have these surfaced as issues of diversity and equality?.
4. Demonstrate a general understanding of the environmental or ecological problems facing Ecuador as a result of colonialism, religion, global warming, the "invasion" of western culture, and resource exploitation. It is important for each of us to realize that we unwittingly play a part in these problems.
5. Demonstrate a general understanding of the development and importance of eco-tourism.

Required Reading: *Food, Gender, and Poverty in the Ecuadorian Andes* by Mary J. Weismantel (1988) (will be provided) and weekly, seminar, handout articles.

Course Grading: Your evaluation will be based on:

- a) Your attendance and active participation in the weekly, spring seminar (20 points)
- b) Well-written article **abstracts** for each week (20 points)
- c) Your active, conscientious participation in the trip itself (20 points)
- d) Your well-crafted **learning portfolio** for the course (40 points)

Explanations: An **abstract** is short, one- or two-paragraph (~250-word) summary of an article's content. Syntax and grammar count! For this course, a **learning portfolio** is an eight-part document presented as a "Wiki" on wikispaces.com. It includes an Introduction (about you and why you are here); pre-trip learning objectives (and what you actually did learn); a food journal (what new and different foods did you try); a travelogue (where you went and when; pictures are a plus!); a creative project (an original project that reflects your participation in the trip—may be a creative article, a poem, artwork, music, etc.); a research paper on some topic that interested you from the trip (three-page, double-spaced, 12-pt. minimum with literary and web-based references); a daily journal on the trip; and a section on final reflections that might include topics such as religion, diversity, equality, machismo culture, resources, as well as globalization and westernization. Expectations for the learning portfolio are available at any of the following 2008 website examples, which are provided below. Any written work or wikis that you turn in or develop from this course should be free of grammatical errors and typos.

2008 Traveler's Wikis—

Jo Oldiges—<http://joinecuador.wikispaces.com>
Natalie Cooke—<http://adventureecuadoro8.wikispaces.com>
Chelsea Darnell—<http://chelsea-ecuador2008.wikispaces.com>
Lily Lim—<http://exploreecuadorwithlily.wikispaces.com/>
Elyse Tinker—<http://elysetinker.wikispaces.com/>
Katie Fangman—<http://ecuador-by-katie.wikispaces.com/>
Sarah Shannon—<http://sarahecuador.vv.wikispaces.com/>
Laura Gerner—<http://laurastravelsinecuador.wikispaces.com/>
Megan Coffey—<http://ecuador2008.wikispaces.com>
Whitney Reeder—<http://wrrecuador.wikispaces.com/>
Brett Wolff—<http://brettinecuador.wikispaces.com/>

Grading Scale:

A—90-100 points
B—80-89 points.
C—70-79 points
D—60-69 points
E—90-100 points

Tentative Course Schedule: This three-credit course will include weekly seminars on Wednesdays from 5-6 in a room to be announced during the course of the Spring Semester, and the actual two-week trip itself from May 15-30, 2010. Except for some of the beginning and ending classes, the seminars will involve illustrated, student presentations about weekly topics and assigned articles. Every student will present on one topic based on an assigned article, but all students will be expected to turn in abstracts of the assigned article, at the beginning of the class in which the presentation is done. More information will be presented about abstract development. On the trip itself, every will be expected to keep a daily travelogue about places and location and journal that reflects cultural observations and reflections; daily journal topics may be assigned or students may do free-writes. After every day's trip in May, students and faculty will meet for a brief discussion session, which may serve as a basis for some of the journal writing.

Wednesday Seminars: Goal—to help maximize our learning for our trip to Ecuador in May.

Jan 18: Scoping out this experience; how to write abstracts

Jan 25: Education abroad procedures

Feb 1: Traveling Safely

Feb 8: Plate tectonics in Ecuador: forearc basin, volcanic arc, foreland basin

Feb 15: Geography and climate in Ecuador

Feb 22: Pre-colonial history of Ecuador and its indigenous peoples

Feb 29: The Church and the Colonial history of Ecuador (equality and diversity)

Mar 7: Post-colonial history of Ecuador

Mar 14: Ecuadorian economics: the Sucre vs the Dollar and dollarization

Mar 21: Spring break

Mar 28: Cultures of the Ecuadorian Costa

Apr 4: Cultures of the Ecuadorian Sierra

Apr 11: Cultures of the Ecuadorian Oriente

Apr 18: Learning objectives and the learning portfolio

Apr 25: Team cook-out at Grabau's

Apr 30: Final exam week begins

Aug 19: Learning portfolios due

Preliminary Ecuador Schedule Overview: HON 352 (Physical and Cultural Dynamics in Ecuador)

[Please note that this schedule is subject to change prior to and even during our trip!]

You can reach Larry Grabau at lgrabau@email.uky.edu , lgrabau@msightbb.com , 859-533-6694 (cell), or 859-257-1885 (office) and Frank Etensohn at fettens@uky.edu, 859-257-1401 (office).

Date	Day	Lodging	Activities/Subjects	Travel
May 15	Tuesday	Hotel Embassy, Quito	Arrival in Ecuador; on-site orientation meeting	On your own by air
May 16	Wednesday	Hotel Embassy, Quito	Old Town, Mitad #1, dinner at La Vista Hermosa	Manuel's bus
May 17	Thursday	Hotel Embassy, Quito	Hospital Voz Andes	M's bus;

			(AIDS, culture and equality), Water Project, resources, dinner Mariscal	camionetas; foot.
May 18	Friday	Homestays with indigenous peoples, Cotocachi; the Church	Visit Mitad #2, Otavalo, Lago Cuicocha; equality and the Church; influence of globalization and westernization	M's bus; foot.
May 19	Saturday	Homestays with indigenous peoples, Cotocachi	Green minga, horseback; influence of globalization and westernization	M's bus; horseback.
May 20	Sunday	Hostel(s), Mindo	Ziplines, cable car, whitewater	M's bus; tarabita; zips; tubes
May 21	Monday	Hotel Geneva, Santo Domingo	Visit cacao project en route to SD	Manuel's bus; foot
May 22	Tuesday	Hosteria Canoa	Visit to Tsa'chila community (equality and indigenous peoples); travel to Pacific	Manuel's bus; dancing
May 23	Wednesday	Treehouses, Rio Muchacho	Pacific beach swim, lunch in Bahia, trek to RM	M's bus, ferry, pickups.
May 24	Thursday	Treehouse, Rio Muchacho	Organic food, school visit, sustainability in jungle living; hiking, crafts	Foot
May 25	Friday	Hotel Embassy, Quito	Travel back to Quito; turn in clothes for washing.	Manuel's bus.
May 26	Saturday	Hosteria Baños; the Church	Travel to Banos; equality and the Church; hiking; enjoying the town	Manuel's bus, foot
May 27	Sunday	Hosteria Turingia	Hot springs, Paillon del Diablo, Shell Hospital	Manuel's bus
May 28	Monday	Hosteria Turingia	Rain forest day! Hiking, canoeing, indigenous village; sustainability	M's bus; dug-outs
May 29	Tuesday	Hotel Embassy, Quito	Visit Salascas; packing; closing dinner	M's bus; tarabita.
May 30	Wednesday	Home in U.S.	Travel back to U.S.	On your own by air

***Note:** once in Ecuador, the team will have a dedicated cell phone for team purposes, including notification of safe arrival on May 13, and upon any significant change of plans throughout the trip. Please note that cell-phone coverage is something less than transcendent in rural Ecuador!
Note: internet service is available at Hotel Embassy, and may be available briefly elsewhere.*

Application Procedures: Go to the EA website (<http://abroad.ad.uky.edu/>), create your profile, and then search for the UK Honors Program trip to Ecuador. Application materials and a \$50 application fee are due March 1. A \$500 non-refundable deposit is due April 1. Other documents will be due to the Education Abroad at UK office during the Spring semester. Students will be registered by Education Abroad at UK in the 2012 Summer I term for ISP 599 (1 credit hour pass/fail course) and HON 399, which will generate a bill through Student Billings for the remainder of the program fee less the \$500 deposit. These fees will be due in full by the normal Summer I fee payment deadline (about May 20) and normal late payment penalties will apply.

Financial Aid: Students who qualify for financial aid should see their UK financial aid adviser as soon as possible to apply for assistance. Limited financial aid may also be available through the Honors Program; applications are available in the Honors office. Education Abroad at UK Scholarships are also available. The deadline for receipt of all Education Abroad at UK Scholarship application materials for summer programs is **March 1**. Please see the Web site for application forms and instructions. *This deadline is firm, so students are advised to begin gathering and requesting these materials at least one month in advance.*

March 1: application and \$50 fee due

April 1: \$500 deposit due

Applications will be accepted until the program is full

Ecuador Study Director:

Larry Grabau, Ph.D.

859-257-1885 lgrabau@email.uky.edu

Education Abroad at UK Director

Anthony Ogden, Ph.D.

859-859.323.2136, a.ogden@uky.edu

2012 Program Fee:

Resident Undergraduate: **\$2000 - \$2300**

Resident Graduate: **\$2100 - \$2400**

Non-Resident: **\$2300 - \$2500**

Fee Includes:

Tuition for 3 UK GPA credits

ISP 599 (1 credit hour) and administrative fees

All lodging, ground transportation, tours, and program expenses for 14 days. (Some meals also included.)

Travel Medical Insurance

Items NOT included in the Program Fee:

\$50 Education Abroad at UK application fee

Round-trip Airfare (~ \$750 - \$900)

Meals (~\$200.00)

Other possible expenses:

Passport (\$100)

Immunizations (~\$100)

Personal spending money (\$150 min. recommended)

Academic Credits: The courses connected to this Education Abroad at UK Program are taught by UK faculty. Thus, 3 UK GPA credits will be awarded to participants for the successful completion of all required program activities and assignments, including the mandatory spring semester meetings and activities. Grades will be determined by the program director/faculty, and the course and grade will be entered on the student's UK transcript after the timely submission of all required assignments.

Room and Board: Students and faculty will reside at selected hotels, hostels and host homes to be visited. Some meals will be provided during the group's stay in Ecuador.

Travel Medical Insurance: All participants will be enrolled in HTH Travel Medical Insurance (HealthSelect Overseas Platinum) for the length of the program. Participants may purchase extended coverage if they are planning to be abroad for longer than the program dates. Contact Education Abroad at UK for details. (A brochure with the schedule of benefits will be given to participants).

Course Policies:

On Absences and Arriving Late to Seminar: Seminar starts on time. Come to class, come on time, and come prepared. Participants in the course are expected to stay throughout the entire session. For rules about how tardiness and absences affect grades, please refer to the rule on *students accumulating excused absences in excess of one-fifth of class contact hour and the requirement to petition for a "W" in the course should this occur*. See Sections 5.2.4.1 and 5.2.4.2 under Student Rights and Responsibilities/Academic Standards for university policy on absences. Disruptive behavior or any kind of illegal activity while in Ecuador will be grounds for returning the student immediately to the U.S

On Plagiarism: All presentations, abstracts, wikis, and learning profiles should be the student's own work, although it is very appropriate to use the work of others in building your own arguments, as long as that work is properly cited or otherwise acknowledged. See sections 6.3.0 to 6.3.2 for university policy on these issues.