

## STUDENT LEARNING OUTCOMES

The foundation of every education abroad program is an **emphasis on student learning**. As opposed to *course objectives* which outline the subject matter that the faculty member intends to teach, a *student learning outcome* describes the abilities or knowledge the student should possess upon successful completion of the education abroad program, of which courses are one aspect of the total learning. All UK Sponsored programs must have clearly articulated *learning outcomes*, along with strategies for achieving and measuring those outcomes.

Please (a) provide **at least three specific learning outcomes** for the overall program, (b) describe your pedagogical approach(es) for each intended outcome, (c) describe how each learning outcome will be assessed, and (d) list any resources that may be needed for each learning outcome to succeed:

| <b>Intended Learning Outcome:<br/>What will students learn?</b>  | <b>Pedagogical Approaches:<br/>How will students learn?</b>  | <b>Method of Assessment:<br/>How will you know if the students learned?</b>   | <b>Resources Needed:<br/>What resources do you need to enhance the learning?</b> |
|--|--|---|--|
| <i>Example:</i><br>Students will learn to recognize the geological formations which exist across the varied topography of New Zealand. | <i>Example:</i><br>Lectures will be given on-site of the mountains visited to physically expose students to the sight, smell, and even taste of geological formations. | <i>Example:</i><br>Students will compose blog posts about pre-assigned formations and give an oral presentation of their knowledge on-site for a grade. | <i>Example:</i><br>Access to wireless internet for at least a few days.          |
| 1a.  | 1b.  | 1c.   | 1d.  |
| 2a.  | 2b.  | 2c.   | 2d.  |
| 3a.  | 3b.  | 3c.   | 3d.  |
| 4a.  | 4b.  | 4c.   | 4d.  |
| 5a.  | 5b.  | 5c.   | 5d.  |

## PROGRAM INFORMATION

Program Director name:

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Email:

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Name(s) of other participating UK faculty/staff:

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Destination city(s):

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Destination country(s):

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Proposed program title:

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Term & year:

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Travel dates:

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## COLLEGE/DEPARTMENT INFORMATION

Primary sponsoring college:

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Primary sponsoring department:

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Department chair:

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Curriculum Committee chair:

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Has the Curriculum Committee been informed?

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Secondary sponsoring college (if applicable):

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Secondary sponsoring department (if applicable):

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## ACADEMIC PROGRAM DEVELOPMENT

Experience type (study, intern., research, teaching, S-L):

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Total number of credits to be offered:

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Host institution (if applicable):

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**Participants' minimum class standing:**

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Participants' minimum GPA (must be  $\geq 2.0$ ):

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Is the program open to both grad. and undergraduates?

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Students' required major, dept., or college (if applicable):

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Language of instruction:

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Minimum level of foreign lang. proficiency (if applicable):

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Additional eligibility requirements (if applicable):

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Will non-student applicants be permitted to participate in the program? Who are the anticipated non-student participants?

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## PROGRAM DESCRIPTION AND HIGHLIGHTS

Please **provide an overview of the proposed program** (approximately 200 words), including what topics will be covered and how the program location enhances the course(s). This text will be used to promote the program to potential student participants on the UK Education Abroad website and promotional materials.

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Please list **three to five program highlights** about the program that will be of interest to potential student participants. This can include specific site visits, guest lectures, excursions, special activities, etc. These highlights may be used to promote the program on the UK Education Abroad website and promotional materials.

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

## ACADEMIC COURSE INFORMATION

In order for residential UK courses to be taught off campus, the academic content must be consonant with the original intent and learning outcomes of the course. In cases where the learning outcomes are substantially different, a "special topics" designation within the major must be used. When the learning outcomes remain consistent with an already approved UK course, the regular course number and title should be used. If available, please attach draft copy of the syllabus for each course to be taught abroad. Final syllabi will be requested closer to the program date of departure. **It is the responsibility of the home department to build the course(s) associated with the education abroad program in myUK.**

If the program is open to graduate students, please include both the undergraduate and graduate course information. It is acceptable to list the graduate credit as something that must be arranged individually.

First UK course number & title:

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Total credit hours:

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Pre-requisites (if any):

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Total contact hours of instruction:

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Language of instruction:

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Instructor of record for course catalog:

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Does this course fulfill degree or UK Core requirements? Please specify.

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Will any part of this course be taught on campus? If so, please specify dates for on-campus meetings.

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Second UK course number & title (if applicable):

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Total credit hours:

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Pre-requisites (if any):

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Total contact hours of instruction:

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Language of instruction:

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Instructor of record for course catalog:

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Does this course fulfill degree or UK Core requirements? Please specify.

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Will any part of this course be taught on campus? If so, please specify dates for on-campus meetings.

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Third UK course number & title (if applicable):

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Total credit hours:

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Pre-requisites (if any):

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Total contact hours of instruction:

---

Language of instruction:

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Instructor of record for course catalog:

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Does this course fulfill degree or UK Core requirements? Please specify.

---

Will any part of this course be taught on campus? If so, please specify dates for on-campus meetings.

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## GENERAL PROGRAM DEVELOPMENT

**Program Customization:** UK Education Abroad partners with a number of reputable organizations to provide customized support for faculty-directed programming. Customized programming can include planning and logistics, arrangements for housing and academic facilities, planned cultural excursions, coordination of guest speakers, on-site support for health and security, assistance with promotion and outreach, etc.

1. Would you like to receive more information on customized programming? \_\_\_\_\_
2. Is there a particular provider organization you would like to work with? \_\_\_\_\_
3. Are you independently working with any external agent to plan program logistics or host any excursions? If so, please provide the name, affiliation, and contact info for this agent. \_\_\_\_\_

**Budgeting:** As all expenses associated with this program must be covered by student fees and Education Abroad scholarships are limited, please indicate any sources of potential funding that may offset the overall program cost to students.

1. Type and amount of financial support from sponsoring college/department: \_\_\_\_\_
2. Type and amount of financial support from other sources (e.g., grant funding): \_\_\_\_\_
3. External financial aid/scholarship support for students: \_\_\_\_\_

### Student Accommodations:

1. Types of housing that will be utilized during program: \_\_\_\_\_
2. Which, if any, meal costs will be included in the program fee? \_\_\_\_\_
3. What methods of in-country transportation will be utilized? \_\_\_\_\_

### Promotion & Outreach:

1. Estimated number of participants: \_\_\_\_\_
2. Describe your outreach strategies to enroll traditionally underrepresented student populations (e.g., racial minorities, first generation, low SES, etc.) \_\_\_\_\_
3. Will the Program Director(s) recruit at other institutions? If so, list key institutions. \_\_\_\_\_

### Participant Selection & Acceptance:

1. Person responsible for approving student applications: \_\_\_\_\_
2. Approving person's myUK user ID (do not provide password): \_\_\_\_\_
3. What, if any, additional application materials do you require? \_\_\_\_\_

## HEALTH, SAFETY & SECURITY

All UK Education Abroad programs must adhere to best practices in health, safety and security. Additionally, UK Risk Management may be asked to review program structures to minimize institutional liability.

Per AR 4:9, **the University does not sponsor or approve international travel for educational purposes in a country for which a U.S. Department of State Travel Warning is in effect.** However, the University will consider exceptions based upon petitions submitted by each student, faculty, or staff employee proposing the travel, which will be reviewed by the Travel Warning Subcommittee of the Education Abroad Advisory Committee. The Subcommittee will then make a recommendation to the Associate Provost for Internationalization, who will consult with the college dean or designee before making a final decision.

Please review the following websites to identify any health and safety risks in the destination country(s):

- [Center for Disease Control](#)
- [Travel Warning and Consular Information](#)
- [Overseas Security Advisory Council \(OSAC\)](#)
- [UK Travel Medicine Clinic](#)
- [AXA Assistance](#)
- [Business Procedures - Motor vehicle Insurance](#)
- [Business Procedures - Use of Motor Vehicles](#)

Additionally, consider any health and safety risks associated with program activities, including, but not limited to, water activities or travel on water, strenuous physical activity, exposure to dangerous plants and animals, extreme environmental conditions (e.g., high altitude), farm visits or contact with animals, and home stays.

Please identify and address how you will mitigate any location- or program-specific health and safety concerns:

## CLERY ACT COMPLIANCE: CAMPUS SECURITY AUTHORITY

The Clery Act requires that all faculty and staff program directors overseeing student groups abroad must be trained as Campus Security Authorities. Program Directors must complete this short online training through myUK. Questions about training should be directed to UK Crisis Management at [cmp@uky.edu](mailto:cmp@uky.edu) 859-257-9567.

## CURRICULUM APPROVAL

To ensure appropriate academic oversight, the University Senate requires that all UK courses taught as part of a credit-bearing, faculty-directed, education abroad program obtain college-level Curriculum Committee/Education Policy Committee approval. This requirement applies to all courses, even those that have already been approved by the University Senate to be taught domestically. The purpose of the approval is to ensure that UK courses taught abroad meet college-approved learning objectives and outcomes.

The [Curriculum Committee Approval for Education Abroad](#) form must be submitted to UK Education Abroad at least 2 months prior to program departure.

## BUILDING THE COURSE

It is the responsibility of the Program Director, in conjunction with the sponsoring department, to build the course associated with the new Education Abroad program. Each college or program has a designated staff member responsible for building UK courses. Please communicate with that person to ensure that the program's course was built according to the guidelines below:

### Stand Alone Education Abroad Programs

UK courses taught entirely abroad (non-embedded courses) should be built as "off-campus" with the international location indicated and a section number of 700-799. In accordance with established section number protocols across campus, the second digit of the section number will indicate the term the course is being offered.

Summer Session I = section number of 710

Winter = section number of 730

Summer Session II = section number of 720

Fall or Spring = section number of 701

Additionally, there should be a note attached to each course that is visible in the course catalog indicating that it is taught overseas. An example course note is: "This course is part of an Education Abroad program and is taught in India. Please contact Dr. ABC, abc@uky.edu or visit <http://www.uky.edu/international/educationabroad> for more information."

### Embedded Education Abroad Programs

A UK course taught as an embedded education abroad program (majority of instruction occurs in the US) should be built as a regular semester course. The course should NOT be built with the 700 section number. Additionally, there should be a note attached to each course that is visible in the course catalog indicating that a portion of the course is taught overseas. An example course note is: "This course is part of an Education Abroad program and has a REQUIRED international component. Please contact Dr. ABC, abc@uky.edu or visit <http://www.uky.edu/international/educationabroad> for more information."

## PROGRAM IMPLEMENTATION

Prior to teaching abroad, all Program Directors will be required to attend a pre-departure orientation conducted by UK Education Abroad on policies, procedures and best practices on leading an education abroad program.

The materials below will be required from each Program Director no later than 2-3 weeks prior to program departure. Each Program Director will be required to create a "UK Sponsored Program Director" application in the Education Abroad database. The materials will then be submitted electronically to that application. Details for creating the Program Director application will be provided.

### Signature Documents

The following documents must be digitally signed indicating awareness of UK Education Abroad policies and procedures.

- Participation Agreement
- Health & Emergency Statement
- Duties and Responsibilities
- Fiscal Responsibilities Agreement
- Clery Act- Campus Security Authority (CSA)
- Instructions for Building an Education Abroad Course
- Release, Indemnification, Waiver and Hold Harmless Agreement

### Application Questionnaires

Program Directors will also be asked to complete and submit the following questionnaires, providing more information about the final program arrangements as well as essential health and safety information.

- Course Syllabus
- Passport Information
- Program Itinerary
- Flight Itinerary
- Self-Disclosure Form
- On-Site Contact Information
- Site Information for Clery Act Compliance (2 parts)
- Travel Medical Insurance Extended Coverage

**CURRICULUM APPROVAL FOR EDUCATION ABROAD COURSES**  
 SUBMISSION REQUESTED 2-4 MONTHS PRIOR TO PROGRAM DEPARTURE.  
[www.uky.edu/educationabroad/faculty/program\\_development.html](http://www.uky.edu/educationabroad/faculty/program_development.html)

To ensure appropriate academic oversight, the University Senate requires that all UK courses taught as part of a credit-bearing, faculty-directed, education abroad program obtain college-level Curriculum Committee/Education Policy Committee approval. This requirement applies to all courses, even though the course has already been approved by the University Senate to be taught domestically. The purpose of the approval is to ensure that UK courses taught abroad meet college-approved learning objectives and outcomes.

Each Curriculum Committee may request additional materials be supplied along with this form, including but not limited to a syllabus and course description. The Curriculum Committee Approval for Education Abroad form must be submitted to UK Education Abroad at least 2 months prior to program departure.

**SUBMIT FORM TO:**

1. Sponsoring College Curriculum Committee or Education Policy Committee Chair
2. Attention: Dr. Anthony Ogden, Ph.D, Director, UK Education Abroad, 304 Bradley Hall, [a.ogden@uky.edu](mailto:a.ogden@uky.edu)

**CURRICULUM COMMITTEE APPROVAL**

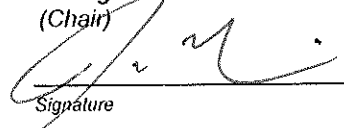
|   |  |
|---|--|
| Prefix, number and title course to be offered abroad:                           | EDU 300 "Education in Chinese Culture" |
| Total credit hours not including ISP 599:                                       | 3                                      |
| Total contact hours of instruction:   | 70                                     |
| Instructor of Record:   | Dr. Huajing Maske                      |
| Prefix, number and title of second course to be offered abroad (if applicable): |  |
| Total credit hours not including ISP 599:                                       |  |
| Total contact hours of instruction:   |  |
| Instructor of Record:   |  |

I certify that the course(s) listed above has been reviewed by the College's Curriculum or Educational Policy Committee. The course(s) is approved to be delivered abroad and is in compliance with UK's academic and administrative policies.

**UK Education Abroad Program Director**

\_\_\_\_\_  
 Signature Date \_\_\_\_\_  
 \_\_\_\_\_  
 Printed Name/Title  
 \_\_\_\_\_  
 College

**College Curriculum or Educational Policy Committee:  
 (Chair)**

  
 Signature Date 8-15-2016  
 Justin Nichols / Courses and Curricula Committee Chair  
 \_\_\_\_\_  
 Printed Name/Title  
 \_\_\_\_\_  
 College



**UK SPONSORED PROGRAM PROPOSAL – NEW PROGRAM**

Submission requested 9-12 months prior to program departure

UK Education Abroad asks faculty members who are organizing for their department a new credit-bearing, education abroad program to submit the following information for review. Proposals must be submitted with approval signatures from the organizing faculty member (Program Director), the chair of the sponsoring department, and the dean or designee of the sponsoring college. **If this is a recurring program, not a new program, please submit the recurring program form instead.**

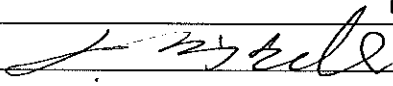
Proposals should be submitted to Dr. Anthony Ogden, director of UK Education Abroad, at [a.ogden@uky.edu](mailto:a.ogden@uky.edu). Dr. Ogden may be contacted for consultation via email or phone at 859-257-4067.

|                             |                        |
|-----------------------------|------------------------|
| <b>Department:</b>          | Curriculum Instruction |
| <b>College:</b>             | Education              |
| <b>Program Director(s):</b> | Dr. Huajing Maske      |

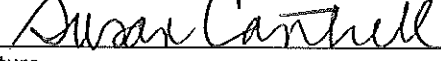
**ADMINISTRATIVE REGULATION 4:9 REQUIRED AUTHORIZED SIGNATURES**

We certify that the information we have submitted is accurate to the best of our knowledge. We also agree that this program is in compliance with UK's academic and administrative policies, including those concerning risk management and Clery Act Compliance. This Program Director understands that he/she must obtain college curriculum committee approval each time a course is delivered abroad in a new location per the Faculty Senate agreement. To that end, the Program Director must complete a Curriculum Committee Approval for Education Abroad form at least two months prior to program departure.


**Primary UK Program Director:**

|           |   |              |               |      |         |
|-----------|---|--------------|---------------|------|---------|
| Signature |  | Printed Name | Huajing Maske | Date | 4/19/16 |
| Comments: |   |              |               |      |         |

**Primary Sponsoring Department or Unit (Department Chair):**

|           |   |              |                |      |  |
|-----------|---|--------------|----------------|------|--|
| Signature |  | Printed Name | Susan Cantrell | Date |  |
| Comments: |   |              |                |      |  |

**Primary Sponsoring College (Dean or Associate Dean):**

|           |   |              |              |      |         |
|-----------|---|--------------|--------------|------|---------|
| Signature |  | Printed Name | Steve Parker | Date | 4/25/16 |
| Comments: |   |              |              |      |         |

**UK Education Abroad (Director or Assistant Director):**

|           |  |              |  |      |  |
|-----------|--|--------------|--|------|--|
| Signature |  | Printed Name |  | Date |  |
| Comments: |  |              |  |      |  |



- Qiang Zha, ed.  
2013 *Education in China*. Great Barrington: Berkshire Publishing Group LLC  
(ISBN: 978-1-933782-59-1)
- Yong Zhao  
2014 *Who is Afraid of the Big Bad Dragon? Why China Has the Best (and Worst) Education System in the World*. San Francisco, Jossey-Bass  
(ISBN: 978-1-118-48713-6 (cloth), ISBN: 978-1-118-58501-1(ebk)

**Learning Outcomes related to the Upper Tier Writing Option:**

- Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.
- Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area.
- Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.
- Write a capable, interesting essay about a complex issue (discipline-specific) for a general university audience.

| <b>Intended Learning Outcome</b>  | <b>Methods of Assessment</b>   | <b>Standards</b>                        |
|---|--|---|
| To promote skills of critical analysis by examining historical and contemporary debates about the nature of schooling and education in Chinese society.               | Students will be given assignment to read the materials and write about their reading prior to the trip to establish baseline for their writing  | KTS 1, 5                                |
| To develop the understanding of Chinese educational policies, structures and the impact Chinese philosophical thoughts on contemporary Chinese mindset for education. | During the trip, students will be asked design a map showing the intersections of USA/China schools to reflect the similarities and differences. Students also need to write a 4-5 page paper interpreting their map and explaining how their interpretations connect to assigned readings in this course. | KTS 1, 5, 6, 7, 8, 10;<br>NASPE 5, 7, 8 |
| To understand the social, economic, and political dimensions of schools that shape the possibilities of education   | During the trip, students will be responsible for keeping up a blog or travel journal that include the following areas:<br>1) Briefly describe one site visit that particularly interests you (one or two paragraphs only);<br>2) Write one observation in   | KTS 8, 9; NASPE 7, 8                    |

|   |   |   |
|---|---|---|
|   | <p>Chinese Educational system that you think American schools should adopt and one area that the Chinese schools should reform</p> <p>3) How does the trip shape or change your ideas about Chinese education or students coming from China</p> <p>4) What are some of the key ideas and concepts you take away from the trip?</p>  |   |
| <p>To develop an increased awareness of what it means to be a student and teacher in Chinese school cultures.</p> | <p>Students will be required to use historical background, interviews with Chinese teachers and students and participant-observation to analyze the educational dynamics in their field trip. This essay is an exploration of their field trip in relation to the concepts and perspectives addressed in this course. Students' analysis should integrate course readings and discussion. Either way, the final paper, 4 to 6 pages in length, should provide a clear, concise report of what the student has learned and how learning occurred, as well as include applicable course readings and additional literature.</p> | <p>KTS 1, 5, 6, 7, 8, 10;<br/>NASPE 5, 7, 8</p> |

**GWR Grading:**

To pass the course and fulfill the upper tier of the GWR, students must submit all formal writing assignments and earn a grade of C or better on each assignment. Any major assignment that receives a D or below must be revised to reflect competency and resubmitted. Students must schedule a conference with the instructor in such a case. Students may resubmit a revised assignments 1 time. If students fail to achieve a C grade on the final version of any major writing assignment, they will receive a failing grade for the course. Note that assignments or requirements other than the formal writing become a factor in the final determination of students course grade only if students have achieved a grade of C or higher on all formal writing assignments.

**Assignments:**

**Writing Practice:** This is a practice writing to show the instructor the level of your writing. After reading the assigned chapters of "Education in China", write a 2 - page summary of Confucian thoughts on education.

**Socio-Cultural School Map -- Mid-term paper due on June 11.**

Chinese schools and American schools share similar ideals in education, while at the same time, because of historical, cultural and political differences, the educational systems are drastically different. For this assignment you need to design a map showing the intersections of USA/China schools to reflect the similarities and differences. You also need to write a 4-5 page paper interpreting your map and explaining how your interpretations connect to assigned readings in this course.

**Reactive Essays: Blog or travel journal**

During the travel portion of the course, students will be responsible for keeping up a blog or travel journal at least four times focusing on the four topics below:

- 1) Briefly describe one site visit that particularly interests you (one or two paragraphs only);
- 2) Write one observation in Chinese Educational system that you think American schools should adopt and one area that the Chinese schools should reform
- 3) How does the trip shape or change your ideas about Chinese education or students coming from China
- 4) What are some of the key ideas and concepts you take away from the trip?

**Field-Based Inquiry Project**

A field experience placement of 15 hours is required for all EDU 300 students. Using historical background, interviews with Chinese teachers and students and participant-observation, you need to analyze the educational dynamics in your field trip. This essay is an exploration of your field trip in relation to the concepts and perspectives addressed in this course. Your analysis should integrate course readings and discussion. Either way, the final paper, 4 to 6 pages in length, should provide a clear, concise report of what the student has learned and how learning occurred, as well as include applicable course readings and additional literature.

**Course Grading :** The final grades will be determined by the sum of the scores from Six components. These components will be weighed according to the following system:

| Grading                     | Percent | Points | Due date                       |
|-----------------------------|---------|--------|--------------------------------|
| Practice Writing            | 5%      | 5      | 12:00am<br>5/16                |
| Mid-term paper              | 25%     | 25     | 12:00am,<br>6/11               |
| Reactive Essay              | 20%     | 20     | 12:00am,<br>6/8,10,<br>13 & 17 |
| Field Based Inquiry Project | 20%     | 20     | 12:00am,<br>6/22               |
| Final Exam                  | 25%     | 25     | 5:00pm,<br>6/14                |
| Class Attendance            | 5%      | 5      |                                |

|       |      |     |  |
|-------|------|-----|--|
| Total | 100% | 100 |  |
|-------|------|-----|--|

### Grading Scale

90 - 100% = A  
80-89% = B  
70-79% = C  
etc..

### Final Exam Information

Final exam will be given on the last day of the trip, on June 14. All papers should be submitted one week after the trip, the deadline for the paper submission is June 22.

Final exam will consist of essay questions drawn from the class lectures and assigned readings from the books.

**Mid-term: the mid-term paper is due on June 11.**

Mid-term grades will be posted in myUK by June 13.

### Tentative Course Schedule

Classes are divided into two parts:

**A: Classes will meet on campus 2 times x 3 hours as prerequisite of the course**

1. Sat., May 7: 11:00-2:00      The Early Times  
- the Bud of Chinese Educational System via Archeology

The Foundation of Chinese Education  
- Confucian Thought on Education

Reading: Zha, "Education in China", Chapters 1-3

2. Sat. May 21: 12:00- 3:00      Trip Orientation

**B. Classes will take place in China. Total class hours 64 hours. The trip schedule is as follows:**

#### **Day 1: June 4 (Saturday)**

Depart U.S. for China Airline: Delta

#### **Day 2: June 5 (Sunday)**

Arrive at Shanghai Airport

#### **Day 3: June 6 (Monday)**

**Morning:** Shanghai Museum to view the ancient artifacts of oracle bones bronzes and Chinese painting to understand the earliest views on education, via these art works

**Afternoon:** Eastern Pearl Tower, have a bird's eye view of Shanghai to understand its contemporary scope and pulse

**Evening:** The Bund: Huangpu River Cruise

**Day 4: June 7 (Tuesday)**

**Morning:** Shanghai Education Commission: talk on Education in Metropolitan Shanghai

**Afternoon:** Daning International Elementary School; campus tour, class observations and discussions with faculty on elementary education: achievement and challenges

**Day 5: June 8 (Wednesday): 8 hours- Blog/travel journal No. 1 due**

**Morning:** Fly to Xi'an

**Afternoon:** 500-year-old City Wall, Muslim Street

**Evening:** **Lecture on The Civil Examination System and its Impact in Chinese Education throughout history and contemporary China**

Discussion with Gaoxin School students on National Entrance Exams and SAT

**Day 6: June 9 (Thursday): 8 hours**

**Morning:** Rural school visit outside Xi'an to gain a fuller picture of the education in rural China.

**Lecture by School teacher on Education Policy in rural areas**

Lunch with local farming family

**Afternoon:** Gaoxin #1 High School: campus tour, class observations and discussions with Chinese students and teachers. After the discussion, students will have opportunity to interview the Chinese teachers and students

**Day 7: June 10 (Friday): 8 hours: Blog/travel journal No. 2 due**

**Morning:** Banpo Neolithic Village – Neolithic culture

**Afternoon:** Terra Cotta Warriors and Horses – Qin and Han Dynasty history and culture – Legalism and its impact on education and Confucian school of thoughts

**Dinner:** Dumplings

**Day 8: June 11 (Saturday): 2 hours** Mid-term paper due: Socio-Cultural School Map. By now students have completed the school/education portion of the course and have conducted interviews with Chinese students and teachers, students will be well equipped to write the comparison paper to map out the differences and similarities of the two school systems.

Leave at 12pm & Fly to Beijing

Check in: *Best Western Premier Royal Phoenix Beijing*

**Address:** No.17 Qianliang Hutong, Dongcheng, Beijing, China

**Phone:** +86 10 5764 2999

**Afternoon:** Lecture on Chinese Characters at Beijing Language and Culture

University

**Day 9: June 12 (Sunday): 8 hours**

**Morning:** The Great Wall at Mutianyu,

**Afternoon:** The Olympic Village

**Evening:** Chinese Acrobatics Show

**Day 10: June 13 (Monday): 6 hours—Blog/travel journal No. 3 due**

**Morning:** Tiananmen Square & Palace Museum – History and Culture of Ming and Qing Dynasty

**Afternoon:** Temple of Heaven to study Chinese architecture and have interaction with Chinese people in the Red Bridge Market to experience the daily contemporary life in China

**Dinner:** Chinese noodles

**Day 11: June 14 (Tuesday): 7 hours**

**Morning:** Beijing No. 4 Middle School: campus tour, class observations and discussions with Chinese students and teachers - 2<sup>nd</sup> chance to interview Chinese teachers and students

**Afternoon:** Hanban/Confucius Institute Headquarters' Chinese Culture Experience Center to have an overview of Chinese culture and art

**5:00pm: Final Exam**

**Day 12: June 15 (Tuesday)**

Fly back to U.S.

**June 17:** Blog/Travel Journal No. 4 due at mid night.

**June 22:** Field Based Inquiry Project due at mid night.

**Attendance Policy.**

Students are expected to attend all sessions on the trip. Punctuality for classes and for getting on the bus is mandatory.

**Excused Absences (boilerplate):**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).



Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences (boilerplate)**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Time Zone observed:** Because most of this course takes place in China, while in China, the China time zone (12 hours ahead of U.S. Eastern Time zone) is observed. Class meeting time and any time that is on the trip itinerary and class schedule is referred to China Time. China has only one time zone, which means when it is 8:00am in Shanghai, it is also 8:00am in Beijing and Xi’an.

**Academic Integrity:**

Part II of *Student Rights and Responsibilities* (available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain. (Section 6.3.1). The minimum penalty for an academic offense, such as cheating or plagiarism, is an E in the course (Section 6.4.1).

**Writing Initiative Contact:**

Questions about the W option should be referred to the Director of the UK Writing Initiative, Professor Janet Carey Eldred, [eldred@uky.edu](mailto:eldred@uky.edu).

**Accommodations due to disability (boilerplate):**

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](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.