		EXEMPLARY	ADEQUATE	NEEDS IMPROVEMENT	MISSING
		(3 PTS)	(2 PTS)	(1 PT)	(0 PTS)
Student Experience					
Pace of Program	Throughout the duration of the program, students should be permitted time to reflect and experience the location around them. Activities should be planned in such a way to allow ample time for the activity and to minimize transit times.	The itinerary allows for experiential learning to occur through daily interactions and spends a minimum amount of time in transit to sites that offer the maximum learning potential.	The itinerary is moderately mobile, but the experiential learning aspects are important for course content and the time spent at each site is significant enough to outweigh travel time.	The amount of travel between locations and sites outweighs the experiential learning aspects obtained by their inclusion.	Not adequate or unable to gauge by information provided.
On-Site Activities	Activities should be chosen based on their academic relevance; however be sure to include popular and key sites, when appropriate, to ensure students have the opportunity to experience what the country is known for.	The majority of the program activities clearly relate to the academic focus while maintaining the balance of fun and adventure.	Program activities somewhat related to the academic focus, but are highly touristic in nature.	Program packs in too many purely touristic activities that minimally relate to the learning objectives for the course.	Not adequate or unable to gauge by information provided.
Location					
Leader Experience and Knowledge of Location	The location should be chosen based on a leader's direct knowledge and experience. In the event that the leader does not have direct experience, there should be a clear purpose for why this location was chosen above others in relation to leader's previous experience and knowledge.	The leader(s) and/or chaperone have direct experience and knowledge of the location, which clearly enhances the content of the course through their knowledge, skills, and abilities.	The leader(s) and chaperone do not have direct experience in the location, however the program collaborates with on-site experts to create a program that makes use of the faculty member's discipline-related knowledge.	This is the first time the leader(s) or chaperone have been to this location and on-site experts are providing the entire academic portion of the program.	Not adequate or unable to gauge by information provided.
Viable Location for Student Interest	Has the location been attempted in the past with success? How does the location appeal to KSU students (see survey DKS incoming)? It is great to push students out of their comfort zones, but students may opt for other destinations if other value is not clearly apparent or relevant to them.	The location has been attempted in the past with success and/or the location appeals to KSU students per the survey results.	The location has been attempted in the past with mixed success or it falls in the middle of the location spectrum on the DKS survey results.	This location has had little success in the past or tends to not meet the minimum number of participants regularly or the location falls on the bottom of the interest area in the DKS survey results.	Not adequate or unable to gauge by information provided.
Location, Timing, Target Audience and/or Content Overlaps with Other Proposals	We want to encourage a diversity of program options, otherwise programs will be competing with one another for participants. Programs will be reviewed for diversity in relation to the locations, timing, target audiences, and content. Suggestions will be made if programs could collaborate or adjust aspects in any of these areas.	The program does not overlap in a significant way with any other program being proposed this upcoming academic year.	If the course or location overlaps with another during the upcoming academic year, there is ample difference in the programs in other areas so they will not compete for participants.	There is significant overlap with another location or course to necessitate collaboration between the two, adjustment of the program, or alternating offerings annually.	Not adequate or unable to gauge by information provided.
Academics					
Learning Structure	Coursework is sequenced to support the learning outcomes of this course. This can include an introduction of content prior to departure, engagement of learning while abroad, and synthesis of what was learned upon return. Learning is reinforced throughout and reflection is encouraged in order for deeper learning to occur.	Learning occurs throughout the study abroad cycle (prior to departure, while abroad, and upon return) and content is sequenced to encourage greater learning.	Learning occurs throughout most of the study abroad cycle, but is missing either prior to departure or upon return.	There is not an adequate level of supported learning throughout the cycle, the program needs to reevaluate the sequencing, or there is a lack of assignments that encourage students to connect their learning through reflection.	Not adequate or unable to gauge by information provided.
Location Enhances Course Content (Curriculum Integration)	There is a clear link between the destination and achieving the course learning outcomes.	Clear association between the course content and the location of the program are articulated in the proposal.	Moderate association between the course content and the location of the program are articulated in the proposal.	The location does not adequately enrich the course content or relate in a significant way.	Not adequate or unable to gauge by information provided.

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		(3 PTS)	(2 PTS)	(1 PT)	(0 PTS)
Collaboration Across Disciplines	If the program is open to any major, then collaboration is encouraged. The proposal should indicate how the course would appeal to a variety of majors.	Course is cross-listed, led by people in more than one discipline, supported by people in other disciplines, or will be advertised as fulfilling requirements for more than one major/minor.	It has been indicated that the course will appeal to students in other majors and/or there is strong departmental support for the program to help ensure the program will meet enrollment.	There is little departmental support for the program indicated, nor active collaboration at this time.	Not adequate or unable to gauge by information provided.
Practical Considerations					
Cost Per Day	Inclusive of all costs: airfare (CLE or PITT), housing, site visits and activity fees, in-country transportation, meals (both group and the estimate for meals on their own), international health insurance, leader/chaperone costs, guest lecturers, and any other site-specific costs.	Cost is reasonable and appropriate for the student experience. Based on previous CAS program cost per day averages, programs should be less than $325/day.	Higher cost is justifiable due to it being a high cost country or the experiences being offered as part of the program. Based on previous CAS program cost per day averages, programs should be less than $375/day.	The cost is above $375/day and should be reviewed for more cost savings opportunities.	Not adequate or unable to gauge by information provided.
Promoting of Program	The program leader has plans in marketing the program and recruiting the required 10 students. The proposed plan is essential as the program leader is the most influential factor in whether or not students wish to participate in a program.	The plan to market the program extends throughout the entire recruitment period. This plan is tailored to recruit the target population and is flexible to changes pending on the needs of the program. The program leader has identified key stakeholders that would assist with promotion.	The promotional plan includes several methods to promote program (such as info sessions, classroom visits, or guest speakers) but needs development to have consistent promotional activities throughout the recruitment period.	Promotional plan does not extend full recruitment period and methods listed would reach a minimal number of students.	Not adequate or unable to gauge by information provided.

			Yes (2)	No (0)
General		Itinerary, Budget, and Activities submitted in appropriate format.		
Itinerary	The itinerary is the backbone of a program. Though your itinerary may change throughout the process (due to activity availability, natural disasters, etc.), the submitted document should be as detailed as possible, mapping out the daily overview of your program.	There are a minimum of three pre-departure meetings to prepare students for the travel and academic components of the program		
		Free time has been built into the program for students' reflection and exploration.		
		Meals included and not included in the program fee are clearly identified for each day in the program itinerary.		
		Transportation methods for each activity have been clearly identified for every day in the program itinerary.		
Budget	The budget is an essential component of a program proposal. Numbers provided should be the best estimation at the time of submission and will be compared to average cost for the area in question. Recommend to use budgetyourtrip.com when unsure.	Based on a minimum of 10 students		
		Includes faculty and chaperone cost		
		Includes administrative costs		
		Notes if vaccine(s) are required with estimated cost		
		Clearly states group meals cost vs. on own meal cost		
		If a 3rd party company is utilized, the quote is itemized to indicate what is included		
Health and Safety	The health and safety of a program should be evaluated before submitting a proposal. Each program will present its own unique challenges (state department warnings, visa restrictions, etc.) and as the program leader it is important to understand what potential health and safety concerns may arise.	Visa information		
		Medical risks		
		Vaccinations/medication which is strongly recommended/required for the country(ies)		
		Location of Consulate/Embassy(ies)		