

Global Classroom Proposal Criteria and Guidelines

Format

Global Classroom experiences are faculty-led opportunities for students to take a set of globally focused courses as part of a cohort. These short-term programs, usually offered in Spring or Summer, include up to four courses connected by a shared discipline or geographic theme. Most Global Classrooms involve international travel, with coursework completed abroad, but programs may also be offered in virtual or hybrid formats to expand access to global learning.

- *Travel Program* – typically between 10 days and 8 weeks of learning while traveling internationally as a cohort. Could involve meetings on campus for pre-travel coursework.
- *Virtual Program* – Virtual programs may include optional on-campus components, but most learning occurs online, and all students should be able to participate equitably from any location. They also create opportunities for collaboration with partner institutions, organizations, and students based in the regions being studied.

Proposal

The Call for Proposals is sent to faculties in winter semester. Interested instructors are invited to connect with their department head with their idea and the Office of Signature Learning Experiences team. Our team will support providing information on how to run a Global Classroom, advice on new ideas and programming, or suggestions. We will also provide guidance on completing the budget template. You can also find information on our Global Classroom [Instructor Guide webpage](#).

Submissions to the Call for Proposals are made in June for programs running in the following calendar year. Once your proposal is completed, you will submit it to your appropriate departmental and faculty supervisors for signature and approval. We will not move forward any applications that have not received the required faculty signatures.

Once submitted, all proposals will be reviewed by the Global Classroom Advisory Committee. This Committee is composed of academics who have led Global Classrooms at UCalgary and administrators who are responsible for global programming. The Committee is Advisory to the Office of Signature Learning Experiences ensuring that the programming undertaken meets applicable University policies and procedures, is economically viable, and provides safe, high quality, experiential learning opportunities for students.

Important Reminders

1. Let your Department Head know as early as possible that you are planning a Global Classroom. In this way, they will be able to advise on courses and teaching loads early in the process, along with any Department or Faculty-specific requirements and timelines.
2. All proposals must also be submitted to the Dean, or Associate Dean, indicated on the Proposal Cover Sheet for approval and sign-off.
3. The budget format closely replicates the Income and Expense format that is used throughout the program implementation process. Please ensure that you are using the correct templates, which



are updated annually. Use of prior document versions will result in your proposal being returned for updates.

4. All Global Classroom program fees must be submitted to the University of Calgary Tuition and Fees Consultation Committee (TFCC) for review before we begin student recruitment.
5. Incomplete proposals will not be considered or will be returned for completion.

A few final thoughts on proposal preparation

Think of your proposal as a framework for your program! Your proposal is how we move forward in implementing your ideas. While it is possible and appropriate to respond to circumstances as they change, but this must be done in consideration of your original proposal and with the consent of your faculty and the Office of Signature Learning Experiences.

Helpful Resources for Proposal Preparation

- Office of Signature Learning Experiences
Rebecca Trautwein, Manager Education Abroad, rebecca.trautwein@ucalgary.ca
- Risk Assessment: International SOS: www.internationalsos.com (access code: 27AYCA093142).
You are encouraged to submit a request for a travel briefing based on your intended itinerary. This briefing can help support your completion of the Risk Management Section of the proposal. You will work closely with the Office of Signature Learning Experiences to manage the various risks associated with your program location and activities.

Sections in the Global Classroom Proposal

1. Proposal cover page

The cover page must be signed by your Department Head and the Faculty Level Approver (Dean/Associate Dean as designated on the Cover Page). This is important to ensure course approval has been made, along with review of the content and planned itinerary. Your faculty should have full disclosure of the proposed program.

Note: Faculties may have earlier internal deadlines to review all proposals prior to the Office of Signature Learning Experiences deadline. Ensure you communicate early your intent to submit.

If the Department Head or Dean/Associate Dean for your area have any questions or concerns regarding their approval and/or the role of the Academic Department in Global Classroom programming, please have them contact [Rebecca Trautwein](mailto:Rebecca.Trautwein@ucalgary.ca), Manager, Education Abroad.

2. Written Section

Program preamble/rationale

Outline the overall purpose of the program, including its inspiration, key destination themes, and the intended academic and experiential learning outcomes. It should also describe your experience in the proposed region and any additional context that will help the Global Classroom Advisory Committee—and eventually participants—understand the program's goals.

Educational value

For travel programs, explain why going to the destination is essential for achieving the learning outcomes, how the location supports academic and experiential goals, whether the program offers enough credits to be worthwhile, whether the subject matter appeals to students across majors, and whether the itinerary allows sufficient time for academic work rather than excessive transit.

For virtual programs, outline the central global learning objectives, opportunities for interdisciplinary engagement, the virtual tools you will use, and any institutions or organizations you plan to collaborate with.

Financial viability

Global Classroom budgets must be affordable for students and financially sustainable for the program. Review projected participant costs and consider whether the total price is accessible, whether instructor expenses exceed expected tuition revenue, and whether a program assistant would provide benefit and is affordable. Plan for how any tuition shortfall will be covered if enrollment is low. Meeting with the Office of Signature Learning Experiences team before submitting your proposal is strongly recommended to ensure the budget is accurate and feasible.

Degree of safety

This section should clearly outline the program's safety and risk considerations so the proposal can be properly reviewed. You will also need to complete the Field Safety Standards with support from the Office of Signature Learning Experiences team, and incomplete safety information may delay review. If the program includes travel, *include a map showing all locations in your itinerary.*

Review the University's Risk Management [guidance and country risk ratings](#). If any destination is rated high risk, explain why it is necessary and why no safer alternative is suitable. Programs cannot travel to destinations rated extreme risk.

When preparing this section, address key factors such as environmental or geographic risks, relevant health or medical concerns, required immunizations or medications, political stability, personal security risks and mitigation plans, site accessibility, and the likelihood and manageability of injuries or illness. Identify any additional risks that could affect the program.

Note: charter vehicles carrying 13 or more passengers require specific insurance, and instructors who plan to drive must complete Driver Vehicle Safety requirements.

For additional information on potential risks to assist when preparing this section, please refer to the Government of Canada's [Country Reports](#).

[International SOS](#): (access code: 27AYCA093142) - *You are encouraged to submit a request for a travel briefing based on your intended itinerary.*

Alternate itinerary

An alternate itinerary should be proposed in case the primary destination becomes unstable. If no alternative is possible, state that clearly. Including an alternate plan does not guarantee approval; if it must be used, you will later need to submit a full itinerary and updated budget for review by OSLE, Risk

Management, and the Advisory Committee. At this stage, only list the key substitute destinations rather than a detailed schedule.

Program Evaluation and Outcomes

All proposals must include a clear plan for evaluating program effectiveness. This ensures that Global Classroom experiences continue to provide high-quality experiential learning, align with institutional commitments, and support continuous improvement. Outcomes should be measurable, achievable, and directly connected to the itinerary or virtual design.

Evaluation Components

Learning Outcomes Assessment — Describe how academic outcomes will be measured (e.g., reflective journals, presentations, partner feedback). Consider the nature of your out of the classroom program and how best to assess learning while in-field.

Intercultural Capacity Development — Identify tools for assessing growth in intercultural awareness (e.g., pre/post assessments, guided reflection). Please assess the cultural exposure that participants will receive on this trip and to what degree it will contribute to their global learning experience and the development of intercultural capacity.

Experiential Learning — Your proposal should outline how participants in this Global Classroom program will learn by “doing, being, connecting and reflecting”¹. We encourage you to review UCalgary’s new [EL Framework \(2025\)](#), especially the A.I.R. Framework for high-quality experiential learning (p4) to describe your program. How will this program engage students with Authentic Experience? Demonstrate the Intentional Design of your Global Classroom program (connection between your learning outcomes, the learning activities, locations and nature of activities, and student assessments). And finally, include your plan for supporting students to reflect critically on their learning through experience.

Student Experience and Satisfaction — Explain how student feedback will be gathered to assess accessibility, inclusivity, and overall experience. Considering this, what will you do to ensure your program encourages inclusive participation? What in-country social and/or political structures may impact the students’ experience of Equity Diversity Inclusion and Accessibility? What aspects of your destination and/or program activities may pose barriers to students with accessibility concerns? And what mitigation measures (pre-departure, in field and post-program) will you take to ensure equity, diversity, inclusion and accessibility are addressed?

Partner and Stakeholder Feedback — Describe how international or virtual partners will contribute to program evaluation and how will they be able to provide feedback?

¹ Stowe, L., Flanagan, K., Martineau, C., Kaipainen, E., & Kenny, N. (2024). Revisioning the UCalgary Experiential Learning Framework. University of Calgary, Taylor Institute for Teaching and Learning. https://teaching-learning.ucalgary.ca/sites/default/files/teams/1/Resources/Experiential%20Learning/2025-UCalgaryELFramework_FINAL.pdf

Instructor Reflection and Reporting — Provide a plan for documenting successes, challenges, and recommendations for future iterations.

Connections to Institutional Strategies (Ahead of Tomorrow, Academic Innovation Plan, Sustainability Strategy, Indigenous Strategy, Mental Health Strategy etc.) — As the Office of Signature Learning Experience programming works in alignment within the University of Calgary goals and commitments, please evaluate which connections your program will be making to our current institutional strategies and plans. This section helps develop connection to other units' work on campus and ensures effective collaboration. Programs are strongly encouraged to have connections to the Indigenous, Sustainability, Academic, and/or Research Strategies. Please indicate in what way your program connects to any and/or all the above.

Potential popularity

Global Classroom experiences must attract enough students to cover all instructional costs, so strong participant interest is essential. Consider why the program will appeal to students, how broad or narrow the target audience is, whether any courses require prerequisites, and whether the subject matter is accessible to students from different majors. Reflect on whether the program offers unique opportunities not available on campus, whether the trip length is appropriate, and whether the destination is compelling.

Transdisciplinary Appeal

Will the program attract students from across the University campus and/or other universities and colleges?

3. Budget

Global Classroom budgets must be fully cost-recovered through tuition, so estimates for enrollment and expenses need to be as accurate as possible. Tuition revenue covers all instructional costs, and budgets will continue to adjust as registrations and currency rates change. Meeting with the Office of Signature Learning Experiences team before submitting your proposal is strongly recommended.

Budget preparation

Start with instructional expenses to determine how many students are needed to recover costs based on the number of courses offered. Include instructor remuneration (per TUCFA guidelines), program assistant costs (required for Faculty of Arts programs, recommended for all programs), and other instructional expenses such as excursions, accommodations, meals, and gratuities. All programs must start and end in Calgary and include pre-arranged student accommodations.

Budget summary

Once instructional costs are set, determine the optimal and maximum number of students, the number of course registrations required, and any additional confirmed revenue. Tuition rates should be updated if your faculty uses a different rate. The program must show a positive net total.

- Student travel expenses
- Break down per-student costs into:
- Program fees paid by the university or instructor (e.g., accommodations, group meals).

- Travel agent costs such as flights, insurance, and visas.
- Tuition paid to Enrolment Services.
- Student-managed expenses for personal costs during the program.
- A \$250 contingency fee must be collected from each participant and refunded if unused.

Currency considerations

Consider current exchange rates when preparing estimates. Rates will be reviewed and adjusted before program implementation.

Additional comments for the proposal

This section includes any additional comments that do not logically fit into other sections. It must also include the rationale as requested on the budget forms for special items or requests to complete your application.

4. Additional Proposal Documents

Course Information Table – all proposals require a completed course information table. Please indicate the minimum number of instructional hours required for the course offered. You can find these [requirements here](#). For questions regarding course information or choices, please connect with your Department Head.

Course dates

The earliest that a Spring program can depart is May 1, 2027. For the purposes of planning, official on campus semester dates are:

- Spring 2027: May 1 – June 15, 2027
- Summer 2027: June 28 – August 11, 2027

Calendar Course Descriptions

Attach copies of the calendar course description(s) for all the courses that will be part of the program. If available, you can also provide the course outlines for the program. These will be posted on the Global Classroom website so that students can evaluate the academic portion of the program as part of their informed consent for participation in your program.

Detailed Itinerary or Detailed Schedule

For travel programs: the itinerary should provide as much detail as possible in the early stages of planning. This should include a day-by-day listing of the names of cities and towns, historical sites and/or local monuments that you plan to visit as well as a description of any planned special events such as cultural performances, dinners, etc.

For virtual programs: the schedule should provide as much detail as possible as well, including a list of synchronously scheduled course activities as well as asynchronous course requirements.

In both cases, please indicate the connection to academic content for each of the days, including the minimum number of instructional contact hours. Each course is required to meet a minimum number of hours as per GFC regulations. Information on the hours required per course can be [found here](#).



Wherever possible, please indicate suggested methods of transportation including international and internal flights, train, bus, or local transportation that will be used during the various legs of travel.

Finally, indicate any pre or post travel commitments including pre departure classes and post travel expectations. These comments may be added to the itinerary or to the Additional Comments section.