



Proposal Title:  
Submitted By:  
Event Date:

## I. Please choose the desired initiative and student learning outcome level.

### A. Initiatives

#### Virtual Voyage

Using technology and social media to connect TCU classes and students with developing communities and leaders.

#### Global Innovators

Leaders from developing communities spend 1-2 weeks at TCU, engaging classes across disciplines. Includes a grant for 1 or more TCU academic departments to advance innovator's work and sustain the engagement.

#### Visiting Scholars

Distinguished scholars, writers, and practitioners with expertise in developing countries and communities visiting TCU for varying lengths of time.

#### Local-Global Leaders

People or institutions from the DFW area, as well as those international experts with strong ties to the DFW area, who do important international work and are willing to engage in curricular and co-curricular programs at TCU.

### B. The Global Citizenship Taxonomy\*: Student Learning Outcomes

**Outcome 1:** Students will identify global issues from perspectives of multiple disciplines and cultures.

**Outcome 2:** Students will discuss critical questions about the impact of global issues on domestic and global communities.

**Outcome 3:** Students will develop cultural empathy and intercultural competence.

**Outcome 4:** Students will make responsible decisions about global issues.

\*The Global Citizenship Taxonomy builds from the first outcome up through increasingly more complex cognitive abilities and actions. That is, the taxonomy begins at a lower cognitive level approach to global issues and moves up through the development of an active participant in the global community with the abilities and desire to make responsible decisions about global issues.

II. Please explain below how students will achieve the QEP Learning Outcomes in your initiative. You might describe specific writing assignments, for example, or include prompts from essay exams. Please note that the complexity of student work products and the level of engagement and experiences are expected to increase as students move from outcome 1 to outcome 4.

- Proposals for Learning Outcome 1 must describe what students will produce or the experience they will have that will be evaluated to determine how well students are able to identify global issues from perspectives of multiple disciplines and cultures.
- Proposals for Learning Outcome 2 must describe what students will produce and the experiences they will have that will be evaluated to determine how well students are able to discuss critical questions about the impact of global issues on domestic and global communities.
- Proposals for Learning Outcome 3 must describe what students will produce and the experiences they will have that will be evaluated to determine the degree to which students were able to develop cultural empathy and intercultural competence.
- Proposals for Learning Outcome 4 must describe what students will produce and the experiences they will have that will be evaluated to determine the degree to which students are able to make responsible decisions about global issues.

### III. Please provide the following information

#### A. For submissions for Visiting Scholars:

1. Describe the issue of global significance that will be addressed through this proposal.

2. Please provide detailed information about the proposed Visiting Scholar's qualifications.

3. Provide a detailed plan for the time the Visiting Scholar will spend within the TCU community.

4. Provide an estimate of the number of students that will be involved.

5. If post-QEP sustainability is a desired outcome, please feel free to submit supporting plans.

6. Provide an estimated budget of costs associate with the event, including publicity.

7. Although not required, indicate if you anticipate any other funding sources.

8. Programs receiving QEP funding must be assessed, so please provide an explanation of the assessment plan.

9. Up to 5 pages of additional material may be submitted in an appendix. Examples of appendices could be letters of support from a collaborative agency, future goals and connections that may be made through this program, etc.

### III. Please provide the following information

#### B. For submissions for Global Innovators:

1. Please provide detailed information about the proposed innovator's qualifications.

2. Describe the issue of global significance that will be addressed through this proposal.

3. Include a detailed and high-impact plan for the time the Innovator spends within the TCU community, specifically highlighting those occasions when the Innovator will engage students, both in the classroom and outside the classroom.

4. Describe a feasible project (not to exceed \$25,000) and how it has meaningful outcomes for the Innovator's community and sustains the engagement between TCU and the Global Innovator.

5. Define and explain the measurable (quantitative or qualitative) outcome(s). [See outcome taxonomy]

6. Programs receiving QEP funding must be assessed, so please provide an explanation of the assessment plan.

7. If post-QEP sustainability is a desired outcome, please feel free to submit supporting plans.

### III. Please provide the following information

C. For submissions for Local-Global Leaders:

1. Explain the qualifications and / or significance of the Local-Global Leader's work in the DFW area or the connection to TCU or the DFW area.

2. Describe the issue of global significance that will be addressed through this proposal.

3. Include a detailed outline of all of the activities that will take place during the local global leader's visit.

4. Discuss the anticipated impact the Local-Global Leader will have upon the TCU community.

5. Programs receiving QEP funding must be assessed, so please provide an explanation of the assessment plan.

6. If post-QEP sustainability is a desired outcome, please feel free to submit supporting plans.

7. Provide an estimated budget of costs associate with the event, including publicity.

### III. Please provide the following information

D. For submissions for Virtual Voyage:

1. Explain how access to person, community, or idea is limited by tangible geographic, political, or social matters

2. Explain how the project across borders will be mutually addressed and accomplished.

3. Explain what (infra)structures/technology are in place in host community and/or what is lacking.

4. Describe the issue of global significance that will be addressed through this proposal.

5. Discuss anticipated impact across institution and host community.

6. Define and explain the measurable (quantitative or qualitative) outcome(s). [See outcome taxonomy]

7. Programs receiving QEP funding must be assessed, so please provide an explanation of the assessment plan.

8. If post-QEP sustainability is a desired outcome, please feel free to submit supporting plans.