REQUEST FOR NEW COURSE

1. General Information.
   a. Submitted by the College of: Undergraduate Education  
      Today’s Date: 12/22/09
   b. Department/Division: Honors Program
   c. Contact person name: Frank Ettensohn  
      Email: fettens@uky.edu  
      Phone: 257-1401
   d. Requested Effective Date: ☑ Semester following approval  
      OR ☐ Specific Term/Year  
      ☐

2. Designation and Description of Proposed Course.
   a. Prefix and Number: HON 352
   b. Full Title: Study and Travel Abroad or Service Learning/Outreach (Subtitle required)
   c. Transcript Title (if full title is more than 40 characters): Study Abroad/Service Learning/Outreach
   d. To be Cross-Listed with (Prefix and Number): 
   e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.

   ☑ Lecture  ☐ Laboratory  ☐ Recitation  ☐ Discussion  ☐ Indep. Study
   ☐ Clinical  15 Colloquium  ☐ Practicum  ☐ Research  ☐ Residency
   ☐ Seminar  ☐ Studio  336 Other — Please explain: Travel and/or service

   f. Identify a grading system: ☑ Letter (A, B, C, etc.)  
      ☐ Pass/Fail
   g. Number of credits: 3
   h. Is this course repeatable for additional credit?  
      YES ☐  NO ☑
      If YES: Maximum number of credit hours: __________
      If YES: Will this course allow multiple registrations during the same semester?  
      YES ☐  NO ☑

   i. Course Description for Bulletin: A experiential, travel/service-learning course that requires pre-travel/service class preparation followed by travel abroad or service 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: HON 151, 152, 251, 251
   k. Will this course also be offered through Distance Learning?  
      YES ☑  NO ☑

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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)
REQUEST FOR NEW COURSE

1. Supplementary teaching component, if any: ☑ Community-Based Experience ☑ Service Learning ☑ Both

3. Will this course be taught off campus? ☑ YES ☐ NO

4. Frequency of Course Offering.
   a. Course will be offered (check all that apply): ☐ Fall ☑ Spring ☑ Summer
   b. Will the course be offered every year? ☑ YES ☐ NO
      If NO, explain: _______

5. Are facilities and personnel necessary for the proposed new course available? ☑ YES ☐ NO
   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 ☐ NO
   b. Will it be of interest to a significant number of students outside the degree program? ☑ YES ☐ NO
      If YES, explain: For Honors students only

8. Check the category most applicable to this course:
   ☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere
   ☑ Relatively New – Now Being Widely Established
   ☐ 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 ☐ NO
      If YES, name the proposed new program: _______
   b. Will this course be a new requirement\(^5\) for ANY program? ☑ YES ☐ NO
      If YES\(^5\), list affected programs: Honors Program

10. Information to be Placed on Syllabus.
    a. Is the course 400G or 500? ☐ YES ☑ NO
       If YES, the differentiation for undergraduate and graduate students must be included 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. ☑ 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.

\(^4\) You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
\(^5\) 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:

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
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### External-to-College Approvals:

| Council                     | Date Approved | Signature | Approval of Revision  
<table>
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<tr>
<td>Undergraduate Council</td>
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<td>Graduate Council</td>
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<td>Health Care Colleges Council</td>
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<td>Senate Council Approval</td>
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<td>University Senate Approval</td>
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### Comments:

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6 Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.
COMMON LEARNING OUTCOMES FOR YEAR 3 AND CAPSTONE PROJECT: INTERACTING

- Launch the Honors student into the more challenging role of a public intellectual whose main activity is to interact with his or her academic, local, and global communities.
- Focus on understanding the complexities of citizenship (local/global; private/public) and on fostering the process of making informed choices as an engaged citizen living in a richly diverse, globally-interconnected, and multilingual world.
- Advance leadership skills through peer-mentoring duties; opportunities for professionalization; and opportunities for service-learning, outreach, and international travel.
- Promote student products at this level as major projects created by the Honors student who has accomplished year-one and year-two courses, and who has mastered the skills of basic college-level research, college-level writing, and oral presentation. Therefore, student portfolios must contain records of both written and oral deliveries of projects (for example, the written works themselves + the digital media employed, the creative portfolio + the flyer of its public reading, or other possible combinations of written and oral presentation methods). Note too that formal written projects go through a process of draft-and-revision.
- Earns the student the designation “with Honors in the Honors Interdisciplinary Studies Program” at graduation.

HON 351 PROSEMINAR—
SUBTITLE TBA (3 CREDIT HOURS OF CITIZENSHIP/GLOBAL DYNAMICS)

- Focus on special topics related to the base discipline of the faculty instructor. Past topics have ranged from a comparative study of religions to a study of Lincoln and Darwin.
- Engage student awareness of their civic role and place in the world, of the dynamic interaction between local (place and people) and global processes (international and transnational).
- Foster understanding and appreciation of global/cultural diversity and the impact of globalization processes. This new knowledge and attitude also will lead to the student’s heightened awareness of her/his own culture and society.

HON 352: STUDY-AND-TRAVEL ABROAD OR SERVICE LEARNING/OUTREACH COMPONENT

- Expand academic, social, and cultural horizons of students by way of venues that introduce a rich historical and comparative understanding of U.S. and global cultures and the role that race, ethnicity, gender, and socioeconomic class play in shaping them.
- Require students to design projects that engage with the community at large. These projects may come in the form of a photo or video essay, podcast, documentary film, or blog.
- Faculty and a group of students may petition to link their HON 351 Proseminar course with a study-and-travel component or service learning/outreach experience.
GENERAL SYLLABUS AND GUIDELINES FOR HON 352 COURSE DESIGNERS

HON 352-XXX: STUDY AND TRAVEL ABROAD OR SERVICE LEARNING
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:

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 increasingly 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: Successful completion of Year-One and Year-Two HON courses.
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.

NOTE ALSO:

Along with HON 395 (Honors Thesis/Capstone Project), HON 351 and HON 352 work to fulfill outcomes for Composition and Communication II, which provide students practice in composing and communicating ideas using speech, writing, and visuals in an active learning environment. In conjunction with fulfilling outcomes for Composition and Communication I (by way of Year-One courses) and the Graduation Writing Requirement (by Year-Two courses), the fulfillment of the outcomes for Composition and Communication II (by Year-Three courses) will have developed the Honors student’s proficiency in oral, written, and visual communication so that s/he will be able to apply these skills to other disciplines and to contexts beyond the university.

THE LEARNING OUTCOMES SPECIFIC TO COMPOSITION AND COMMUNICATION II ARE FOR STUDENTS TO:

- Compose in writing and deliver orally with visuals (in a face-to-face or digital environment) at least one major project grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion. (The development of one or more major research projects is the course’s primary educational focus);
- Conduct significant research on a subject, using the resources of the UK Libraries;
- Employ advanced strategies for developing ideas and analyzing arguments, with greater emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis.
- Refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style.
- Critique the work of peers and professionals.
- Revise their written and oral presentations, in collaboration with peers, instructor, librarians, and pertinent members of the public.
- Employ and evaluate interpersonal and small group communication skills.

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.
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.”
4. If applicable, group work and collaboration
5. 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
6. Program fees and deadlines for payment
7. Room and Board information
8. Travel Medical Insurance
9. 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
SUBTITLE: 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: TBD
Frank Ettenson, Earth & Environmental Sciences, 314A Slone Bldg.
fettens@email.uky.edu; phone: 257-1401; office hours: TBD

Course Description: 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 our own culture and society. These aspects will also 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, Otovalo, Cotocachi, Santo Domingo, and Baños and witness how it has influenced indigenous peoples like the Quechua, Tsáchilas, Kichwa, and Schwias as they try to maintain their own cultures amidst a growing western influence that is engulfing Ecuador and other countries. Perhaps recognition of these kinds of influences will aid students in recognizing any similar influences 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 it 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 one.

Eligibility: The program is intended for Honors Program students who have completed the third course in the new Honors Interdisciplinary Studies Program: Exploring, Expressing, Interacting. Participants must attend a weekly pre-travel seminar during Spring, 2010 (Meetings: Wednesdays, 5-5:50, Room TBA), followed by a two-week trip to Ecuador from May 11-26, 2010.
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; and to use observations from this analysis and comparison to understand better your own culture and society.

Learning Outcomes:
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.
4. Demonstrate a general understanding of the environmental or ecological problems facing Ecuador as a result of colonialism, global warming, the “invasion” of western culture, and resource exploitation.
5. Demonstrate a general understanding of the development and importance of eco-tourism.
6. Demonstrate the ability to analyze and compare considerations in the development of culture in Ecuador with those in your own country.

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 references); a daily journal on the trip; and a section on final reflections. 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://adventureecuador8.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.vwikispaces.com/
Laura Gerner—http://lauratravelsin ecuador.wikispaces.com/
Whitney Reeder—http://wrrecuador.wikispaces.com/
Brett Wolff—http://brettinecuador.wikispaces.com/

Grading Scale:

A—90-100 points
B—80-89 points, and so forth.

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 11-26, 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 13: Scoping out this experience; how to write abstracts
Jan 20: Education abroad procedures
Jan 27: Traveling Safely
Feb 3: Plate tectonics in Ecuador: forearc basin, volcanic arc, foreland basin
Feb 10: Geography and climate in Ecuador
Feb 17: Pre-colonial history of Ecuador
Feb 24: The Church and the Colonial history of Ecuador
Mar 3: Post-colonial history of Ecuador
Mar 10: Ecuadorian economics: the Sucre vs the Dollar and dollarization
Mar 17: Spring break
Mar 24: Cultures of the Ecuadorian Costa
Mar 31: Cultures of the Ecuadorian Sierra
Apr 7: Cultures of the Ecuadorian Oriente
Apr 15: Learning objective and the learning portfolio
Apr 21: Team cook-out at Grabaus
Apr 28: No class—dead week
May 11: Final exam begins

Aug 20: 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 Ettenson at fettens@uky.edu, 859-257-1401 (office).

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Lodging</th>
<th>Activities</th>
<th>Travel</th>
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<tbody>
<tr>
<td>May 11</td>
<td>Tuesday</td>
<td>Hotel Embassy, Quito</td>
<td>Arrival in Ecuador; on-site orientation meeting</td>
<td>On your own by air</td>
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<tr>
<td>May 12</td>
<td>Wednesday</td>
<td>Hotel Embassy, Quito</td>
<td>Old Town, Mitad #1, dinner at La Vista Hermosa</td>
<td>Manuel’s bus</td>
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<tr>
<td>May 13</td>
<td>Thursday</td>
<td>Hotel Embassy, Quito</td>
<td>Hospital Voz Andes, Water Project, dinner Mariscal</td>
<td>M’s bus; camionetas; foot.</td>
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<td>May 14</td>
<td>Friday</td>
<td>Homestays, Cotacachi</td>
<td>Visit Mitad #2, Otavalo, Lago Cuicocha</td>
<td>M’s bus; foot.</td>
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<tr>
<td>May 15</td>
<td>Saturday</td>
<td>Homestays, Cotacachi</td>
<td>Green minga, horseback</td>
<td>M’s bus; horseback.</td>
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<tr>
<td>May 16</td>
<td>Sunday</td>
<td>Hostel(s), Mindo</td>
<td>Ziplines, cable car, whitewater</td>
<td>M’s bus; tarabita; zips; tubes</td>
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<tr>
<td>May 17</td>
<td>Monday</td>
<td>Hotel Geneva, Santo Domingo</td>
<td>Visit cacao project en route to SD</td>
<td>Manuel’s bus; foot</td>
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<tr>
<td>May 18</td>
<td>Tuesday</td>
<td>Hosteria Canoa</td>
<td>Visit to Tsa'chila community; travel to Pacific</td>
<td>Manuel’s bus; dancing</td>
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<td>May 19</td>
<td>Wednesday</td>
<td>Treehouses, Rio Muchacho</td>
<td>Pacific beach swim, lunch in Bahia, trek to RM</td>
<td>M’s bus, ferry, pick-ups.</td>
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<td>May 20</td>
<td>Thursday</td>
<td>Treehouse, Rio Muchacho</td>
<td>Organic food, school visit, hiking, crafts</td>
<td>Foot</td>
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<td>May 21</td>
<td>Friday</td>
<td>Hotel Embassy, Quito</td>
<td>Travel back to Quito; turn in clothes for washing.</td>
<td>Manuel’s bus.</td>
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<td>May 22</td>
<td>Saturday</td>
<td>Hosteria Baños</td>
<td>Travel to Baños; hiking; enjoying the town</td>
<td>Manuel’s bus, foot</td>
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<tr>
<td>May 23</td>
<td>Sunday</td>
<td>Hosteria Turingia</td>
<td>Hot springs, Pailon del Diablo, Shell Hospital</td>
<td>Manuel’s bus</td>
</tr>
<tr>
<td>May 24</td>
<td>Monday</td>
<td>Hosteria Turingia</td>
<td>Rain forest day! Hiking, canoeing, village</td>
<td>M’s bus; dug-outs</td>
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<tr>
<td>May 25</td>
<td>Tuesday</td>
<td>Hotel Embassy, Quito</td>
<td>Visit Salascas; packing; closing dinner</td>
<td>M’s bus; tarabita.</td>
</tr>
<tr>
<td>May 26</td>
<td>Wednesday</td>
<td>Home in U.S.</td>
<td>Travel back to U.S.</td>
<td>On your own by air</td>
</tr>
</tbody>
</table>

*Note: once in Ecuador, the team will have a dedicated cell phone for team purposes, including notification of safe arrival on May 11, 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 2010 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:**  
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Education Abroad at UK Director
Janet Roccanova, Ph.D.
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2010 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.