UWP 3030 CYCLING INFRASTRUCTURE IN THE NETHERLANDS
Short Term Study Abroad Program Pre-Summer 2017 (~May 21-June 5)

Zwolle, Netherlands
Application Deadline: Feb 1, 2017

UWP Study 3030: Cycling Infrastructure in the Netherlands (3 credits) satisfies:
* International Education General Education
* Technical Elective in Civil and Environmental Engineering at UW-Platteville
* Can be taken by students from other schools. Help coordinating course transfers is available.

Note to May UW-Platteville graduating seniors: You may take this course for technical elective and international education credits, but you will need to push your graduation date to August of 2017. Arrangements can be made to walk in the May 2017 ceremony.

Eligibility Requirements
- Minimum 2.5 cumulative GPA
- Sophomore standing and above
- Attend all mandatory pre-departure meetings (off campus students will be accommodated)
- Have completed CEE 200J: Introduction to Infrastructure or get instructor approval

Program Highlights
- Cycling infrastructure site visits throughout the Netherlands with a focus on the city of Zwolle, awarded the Best Cycling City in the Netherlands in 2014
- Activities, presentations, and discussions with international faculty and students at Windesheim University in the mobility program
- Service learning projects with international mobility students
- Zwolle, Amsterdam, Van Gogh bike path, and Hovenring site visits
- Experience using the Netherlands rail system and its important connections to local cycling

FOR MORE INFORMATION CONTACT:

Dr. Kristina Fields
Civil & Environmental Engineering
Ottensman Hall 130
fieldskr@uwplatt.edu
608-342-1533

Alyssa Shaff
Education Abroad Program Coordinator
shaffa@uwplatt.edu
608-342-6151
Academic Focus

This 16 day bicycling international short-term faculty-led course is designed for civil and environmental engineering students interested in experiencing and dissecting the components of the world-famous Netherlands cycling infrastructure. During the programs, students will investigate the physical infrastructure as well as the historical, social, cultural, safety, and economic aspects of the culture. Students will also explore travel behavior, inter-modal connections, and the health and environmental impacts that allow the bicycle to be an essential part of Dutch living.

Additionally students will interact with Windesheim University of Applied Sciences mobility and traffic engineering faculty and students. Students will work in multi-disciplinary teams with on-site visits, group discussions, projects, and social interactions. These teams will complete a service learning project for an international partner.

By bicycle, students will visit bicycle-friendly cities within the Netherlands. The program will involve 15 consecutive days of riding, so students must be able to bike for approximately 5-15 miles a day. The pace of the rides will be leisurely, and there will be multiple breaks for lunch and exploring infrastructure. Students accepted into the program are required to participate in the cycling pre-trip during the spring term, during which time they will be introduced to safe bicycle riding and the basic etiquette of riding with a group (accommodations will be provided for off-campus students). One need not be an athlete to complete these rides. These rides have been designed so that students of average fitness can easily manage them.

Estimated Program Fee

$4,200*

Tri-State Initiative (+$40) / Other Non-WI Residents (+$100)

*Price will likely decrease due to grants

Included in this fee:

Round trip airfare on group flight departing from Chicago
3 credits UW-Platteville tuition
Course textbooks
Airport transfers and ground transportation in the Netherlands
Accommodations and all breakfasts
Bicycle rental
Entrance to course related excursions and site visits
International travel insurance through CISI

Not included in this fee:

Transportation to and from Chicago for group flight
Passport fee ($135) - if applicable
All lunches and dinners while abroad (estimated $45/day)
Personal expenses (recreation, tips, laundry, toiletries, etc.)
Personal travel in free time

Program Schedule

First Payment of $1400 due by February 13, 2017
Second payment of $1400 due by March 6, 2017
Final payment of $1400 due by April 3, 2017

All payments, including application fee, and deposit are subject to the UW-Platteville Education Abroad Application and Confirmation Policies - STPL Programs provided as part of the program application.

Financial Aid & Scholarships

Financial aid applies to education abroad programs. Consult with your Financial Aid Counselor for details.

Apply for the UW-Platteville International Study Scholarship on the Education Abroad website. Awards will be dispersed into student’s PASS accounts approximately two weeks before program departure.

Course Expectations

Program participants are required to attend 3 pre-departure meetings (off-campus students will be accommodated) that require students to get to know each other and learn the basics of Dutch language and culture. While in the Netherlands, students will visit and dissect cycling infrastructure and interact with students and faculty at Windesheim University. Upon returning home, will turn in the program journal and student learning project.

How to Apply

Applications will be open in mid-August. Complete online application and submit all required supplemental materials to the Education Abroad Office by the application deadline. Applications will not be reviewed until all application materials are received.

Online application and detailed instructions available at: http://www.uwplatt.edu/education-abroad/apply.
GLOBAL LEARNING VALUE RUBRIC
for more information, please contact value@aacc.org

Definition

Global learning is a critical analysis of and engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Framing Language

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems, and that higher education has a vital role in expanding knowledge of human and natural experience and in fostering individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single level across the times, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Global Self-Awareness: in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

Perspective-Taking: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Cultural Diversity: the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be mixed and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

Personal and Social Responsibility: the ability to recognize one's responsibilities to society—locally, nationally, and globally—and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

Global Systems: the complex and overlapping worldwide systems, including natural systems (iso systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and are often affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

Knowledge Application: in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., context) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.
GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@asecu.org

Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and their implications for people's lives and the earth's sustainability. Through global learning, students should: 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how these actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Capstone 4</th>
<th>Milestone 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Self-Awareness</td>
<td>Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.</td>
<td>Evaluates the global impact of one's own and others' specific local actions on the natural and human world.</td>
</tr>
<tr>
<td>Perspective Taking</td>
<td>Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e., cultural, disciplinary, and ethical).</td>
<td>Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>Adopts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.</td>
<td>Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interaction with other cultures.</td>
</tr>
<tr>
<td>Personal and Social Responsibility</td>
<td>Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.</td>
<td>Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.</td>
</tr>
<tr>
<td>Understanding Global Systems</td>
<td>Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.</td>
<td>Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.</td>
</tr>
<tr>
<td>Applying Knowledge to Contemporary Global Contexts</td>
<td>Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.</td>
<td>Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).</td>
</tr>
</tbody>
</table>