



# MOBT Global

Bridging Cultures Through Travel & Study Abroad

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This document is intended to support internal review and approval of a **faculty-led, dual-country study abroad program**. It is structured to function as a high-level program justification for Department Chairs, Deans, and Curriculum Committees.

To complete your submission:

## 1. **Customize Program Information**

Update all bracketed fields (e.g., **[Program Title]**, **[Country A/B]**, **[Discipline]**) to reflect your proposed program. Ensure consistency between the academic focus, learning objectives, and destination rationale.

## 2. **Include a Supporting Syllabus**

Attach a course syllabus that demonstrates:

- Clear academic rigor and credit alignment
- Intentional integration of both country experiences
- Assignments that reflect comparative and experiential learning

## 3. **Submit for Institutional Review**

This document may be used as your primary **program overview, cover narrative, or project description** within your institution's approval process. Submit it to the appropriate academic leadership (e.g., Department Chair, Dean, Curriculum Committee) in accordance with internal procedures.

## 4. **Coordinate External Program Support (if applicable)**

If required by your institution, submit a [Request for Proposal \(RFP\) through the MOBT Global website](#). This step helps formalize logistical planning, including travel coordination, risk management, and on-the-ground support, and may be included alongside your internal materials.



## Academic Rationale: Comparative Global Learning

Program Title: [Insert Title, e.g., Cross-Continental Perspectives: Spain & Morocco]

Proposed Term: [Insert Term, e.g., Summer 2027 / Spring Break 2028]

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### I. Executive Summary

This program proposes an immersive, dual-country study abroad experience designed to provide students with a rigorous comparative framework for understanding **[Insert Discipline, e.g., International Business / Religious Studies / Sociology]**. By navigating the distinct cultural, political, and economic landscapes of both **[Country A]** and **[Country B]**, students will move beyond localized observation toward a sophisticated global synthesis of **[Insert Key Theme]**.

### II. The Pedagogical Case for Comparison

Traditional single-site programs offer depth but often lack the "control group" necessary for high-level critical analysis. A dual-country model—specifically the route between **[Country A]** and **[Country B]**—functions as a living laboratory.

- **The Border as a Classroom:** The transition across the **[Insert Geographic Link, e.g., Strait of Gibraltar]** provides a tangible moment for students to reconcile the historical shared heritage of these regions with their modern geopolitical divergence.
- **Cognitive Flexibility:** Students must adapt to two different sets of social norms, currencies, and administrative systems within a single program. Research indicates this "cultural switching" significantly increases student adaptability and global problem-solving skills.

### III. Core Learning Objectives

Upon completion of this program, students will be able to:

1. **Analyze** the historical interdependencies between **[Country A]** and **[Country B]** and their impact on contemporary society.
2. **Evaluate** how different political or economic systems address shared regional challenges (e.g., migration, trade, or environmental sustainability).
3. **Demonstrate** intercultural resilience by successfully navigating diverse social environments and communication styles.
4. **Synthesize** complex global data into a comparative project that aligns with **[Department Name]** academic standards.



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### IV. Strategic Institutional Alignment

This program directly supports our university's commitment to:

- **Global Engagement:** Expanding student footprints into both the Global North and Global South.
- **Inclusive Excellence:** Reaching a broader demographic of students by offering a multi-faceted itinerary that appeals to diverse academic interests.
- **Career Readiness:** Equipping graduates with the "soft skills" of international navigation and comparative thinking—attributes highly sought after in the 2028 global job market.

### V. Enrollment & Marketability

Dual-destination programs historically see higher recruitment rates than single-site programs. By offering two countries in one program, we maximize the "value proposition" for students and parents. This model is particularly effective for students who are "globally curious" but may require the structured, expert-led environment provided by this faculty-led model.

### VI. Professional Implementation & Safety

To ensure academic focus, all logistics, multi-country risk management, and cross-border transit are managed by **MOBT Global**. This partnership allows the faculty leader to remain focused on the delivery of the curriculum while ensuring 24/7 on-the-ground support and compliance with university health and safety protocols.