

Guidelines for Global Engagement (Options 3)

Buffalo State Student Learning Outcomes: Demonstrate cognitive, affective, and behavioral skills and competencies that support effective and appropriate interaction in a variety of cultural contexts.

Option 3: Cultural Immersion through Study Abroad:

In order to be approved for Global Engagement status through Option 3, a course must clearly be led by Buffalo State College faculty, semester-long and situated in a country where English is not the primary language.

Course student learning outcomes must reflect the six performance indicators denoted in the [AAC&U Intercultural Knowledge and Competence Value Rubric](#). The AAC&U rubric must be among the official assessments, with Milestone 2 set as the minimal target.

Examples of additional assessments include but are not limited to:

- portfolios of written assignments
- reflective journal/personal weblog (blog)
- 10-page final paper

Logistics: Faculty-Led Study Abroad

- A semester before the course is to be taught, faculty submits syllabus and Intellectual Foundations Submission Narrative to Assistant Dean of Intellectual Foundation (ADIF)
- ADIF forwards materials to the Senate Intellectual Foundations and Global Engagement committees for review
- ADIF forwards course details to Audit
- If approved, a passing grade will satisfy 3 of the 6 required credits for Global Engagement.

Logistics: Independent Study Abroad

- Student contacts ADIF and instructor of record to express interest in receiving Global Engagement Option 3 credit
- ADIF and/or instructor of record will articulate the student learning outcomes to the student prior to the study abroad experience.
- At the end of the experience, student submits a portfolio with artifacts, including a 10-page reflective essay to the instructor of record.

Prompt:

A scholar defined Intercultural Knowledge and Competence as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." Keeping this in mind, write a 10 page essay that details your journey toward intercultural knowledge and competence in you study away experience. Be sure to include how you:

1. gained cultural self-awareness
 2. gained knowledge of cultural worldview frameworks
 3. empathized with your cultural informants
 4. learned, acquired and used both verbal and nonverbal communication skills
 5. displayed the attitudes of curiosity and openness with your host culture
- A passing grade will satisfy 3 of the 6 required credits for Global Engagement (note, student must achieve a minimum of milestone 2 on the final assessment)
 - ADIF submits Excel file of student's name, banner code, and satisfaction of Global Engagement to Audit, advisor, and associate dean.

Guidelines for Global Engagement (Options 4)

Buffalo State Student Learning Outcomes: Demonstrate cognitive, affective, and behavioral skills and competencies that support effective and appropriate interaction in a variety of cultural contexts.

Option 4: Global at Home and Abroad:

- A. An approved Global Engagement Buffalo State service-learning course dedicated to serving populations and/or communities where English is not the primary language. In order to be approved for this option, a course must satisfy [criteria advanced by the Volunteer and Service-Learning Center](#), plus the additional criteria described below.
- B. A local, regional, or international service experience with an organization dedicated to serving people in cultures where English is not the primary language of communication. Recognized experiences in this category can be part of an organized Buffalo State class or taken as an independent study/special project. Students are expected to provide documented evidence of a minimum of 100 hours of field work (contact), pre-service seminars/workshops focused on comprehending the cultural nuances of the population, and post-completion de-briefings. The final assessment of the student learning outcomes will include a 10-page reflective essay that targets achievement in intercultural competence. A course, within this option, would be routed the same as any independent study [(departmental prefix) 499], with the exception that it must meet all of the aforementioned and following criteria before it can be approved.

Course student learning outcomes for tracks 4.a and 4.b must also integrate the six performance indicators denoted in the [AAC&U Intercultural Knowledge and Competence Value Rubric](#). The AAC&U rubric must be among the official assessments, with Milestone 2 set as the minimal target.

Examples of additional assessments include but are not limited to:

- portfolios of written assignments
- reflective journal/personal weblog (blog)
- 10-page final paper**

Logistics: A: Approved Service-Learning Course

For Courses Seeking Global Engagement Designation

- A. All global engagement courses must first be designated as service-learning courses by going through the [service-learning course designation process](#). For courses already designated, and for those newly approved as service-learning, faculty can then request designation for global engagement in one of two ways:
 - For three year global engagement designation: follow guidelines found in [College Senate Curriculum Handbook](#). A designated course is only recognized for sections taught by the faculty member who applied for and received the designation, and is valid for a maximum of three years.
 - For temporary (i.e. one semester) global engagement designation:
 - A semester before the course is to be taught, faculty submits syllabus and Intellectual Foundations Submission Narrative to Assistant Dean of Intellectual Foundation (ADIF)
 - ADIF forwards materials to the Senate Intellectual Foundations and Global Engagement committees for review
 - The ADIF will forward the approved course information to Audit so that the course can be designated as a Global Engagement course
 - A passing grade in the course will satisfy 3 of the 6 required credits for Global Engagement.

Logistics: B: Independent Local, Regional, or International Service Experience

- Student contacts ADIF and/or Volunteer and Service-Learning Coordinator to express interest in receiving Global Engagement Option 4.b credit
- The supervising faculty member, identified by the student, VSLC, or ADIF, will work with VSLC to discuss preparation activities, semester activities, and journal assignments. See <http://vslc.buffalostate.edu/For-Faculty>
- The supervising faculty member will articulate the student learning outcomes to the student prior to the independent, local, regional, or international experience when creating a 495 or 499 course.

- During the semester:
 - The supervising faculty member and/or VSLC Coordinator will meet with students who choose option 4.b to determine best partner location for each individual student. Partner organizations may choose to interview students prior to acceptance of placement.
 - VSLC recommends that students complete 100 hours of direct service with chosen community organization. Exact responsibilities may be documented by student and community partner in a written agreement.
 - Faculty supervisor will meet bi-weekly with student. Topics for discussion will be outlined through the semester and may include:
 - Discussion of activities and service being provided.
 - Discussion of individuals students are working with. What languages are they hearing? What words or phrases are they learning? What conversations have they had with individuals?
 - What are the backgrounds of individuals? What countries of origin are clients and staff from?
 - What are the reasons individuals are coming to the organization for services? What supports are people looking for?
 - What are the positive experiences they have observed or discussed with individuals who are new to the United States? What challenges have they observed or discussed with individuals who are new to the United States?
 - VSLC recommends a total of seven journal assignments. Journal entry assignments may include:
 - Describe the countries and situations individuals have left, and the reasons these individuals have come to Buffalo or to the agency. What language and cultural differences exist between the individual's country of origin and where they are now.
 - Note some of the cultural behaviors and practices of clients that you have observed. Choose one of these and investigate its origin and background. Describe what you have learned.
 - Describe an interaction you had with a client or student this week. What does this interaction teach you about communication?
 - Describe how you communicate with individuals who do not speak English at your partner organization or school. How are you able to communicate a message when you do not share a common language?
 - What languages have you heard? Note at least 10 words you have learned in languages other than English and what these words mean.
 - Faculty supervisor or VSLC Coordinator will conduct at least one on-site visit to meet with student and community partner to discuss project activities and progress.
- The student submits the final 10-page reflective essay that is to be evaluated by the AAC&U Intercultural Knowledge and Competence Value Rubric to be submitted to the supervising instructor.
- A passing grade will satisfy 3 of the 6 required credits for Global Engagement Achievement (note, student must achieve a minimum of milestone 2 on the final assessment)
- ADIF submits Excel file of student's name, banner code, and satisfaction of Global Engagement to Audit, advisor, and associate dean.