

## UMBC UGC Instructions for New Course Request Form (revised 4/2016)

**Course number & title:** Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

**Date submitted:** The date that the form will be submitted to the UGC.

**Effective date:** The semester the new course is in effect, if approved.

**Contact information:** Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

**Course number:** For cross-listed courses, provide all the numbers for the new course.

**Transcript title:** Limited to 30 characters, including spaces.

**Recommended Course Preparation:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

**Prerequisite:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

**NOTE:** Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

**NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

**# of credits:** To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

**Maximum total credits:** This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

**Grading method(s):** Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

**Proposed catalog description:** Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

**Rationale:** Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

**Cross-listed courses:** Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

**Course Outline:** Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

*Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.*

## UMBC UGC New Course Request: GLBL 496: Global Experience Practicum

Date Submitted: 9/2/20

Proposed Effective Date: 1/21

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### COURSE INFORMATION:

Course Number(s)	GLBL 496
Formal Title	Global Experience Practicum
Transcript Title (≤30c)	Global Experience Practicum
Recommended Course Preparation	GLBL 100, GLBL 300
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	N/A
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	(3) This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

### PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course is taught through an experiential learning framework the goal of which is to enhance global competence skills and instill a spirit of civic engagement in Global Studies majors. The curriculum is aimed at enhancement of global competency skills and the provision of knowledge and experience in advocacy work in a global-local community setting.

### RATIONALE FOR NEW COURSE:

\*Please note: the word practicum is requested as part of the title because we wish to distinguish this course in our curriculum as a hands-on, experiential learning one that also includes a co-curricular, applied learning experience. Once in the course, students will be given instructions on how to coordinate with the Career Center or Shriver Center to enroll in such an experience (zero credit) in tandem with this course.

#### a) Why is there a need for this course at this time?

The Global Studies Program has to make a rapid change to our "Global Experience" requirement, which had been centered around a mandatory (with exceptions) study abroad program. We need an alternative for students that is here on campus, with co-curricular work in the Baltimore area. The course needs to be virtual-optional under circumstances such as the present one with COVID-19. The skills-based learning model will feature a number of intercultural training exercises and a mandatory (30 hours minimum total for the semester) applied learning position, to be arranged via a co-curricular experience through the Shriver Center (volunteer) or Career Center (internship)

#### b) How often is the course likely to be taught?

This course will be taught every spring semester and possibly during winter term if there is demand.

**c) How does this course fit into your department's curriculum?**

A study abroad experience is most valuable for the journey it takes a student on, in terms of self-discovery. A bit part of this for Global Studies students is to experience another place and another people and in living and learning there to acquire cultural competency skills. The applied learning component (in conjunction with Shriver and Career Center will add a new dimension to our course offerings in GLBL).

**d) What primary student population will the course serve?**

Our program has 140 undergraduate majors. A number of them will return to study abroad to satisfy the Global Experience requirement when it becomes feasible again to travel. But, we will always have students that, for a variety of reasons (including immigration status, financial situation, military service, etc.) will prefer an experience that does not require travel outside of the U.S.

**e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?**

The course is offered at the 496 level to separate it to the extent possible from our required sequence (100, 300, 400) and topical seminars (GLBL 410-486). This is our effort to set it apart. It will often, but not always be the last requirement met.

**f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).**

We are suggesting GLBL 100 (introduction to Global Studies) and GLBL 300 (Methods in Global Studies) be taken prior to this course. These are not hard prerequisites because a good number of our majors are transfer students and in order for them to finish in two years (if they so choose), they often need to be able to satisfy major requirements by taking more than one requirement simultaneously.

**g) Explain the reasoning behind the P/F or regular grading metric.**

The course will be graded on the regular scale. In order for this to be a commensurate experience to studying abroad (from which grades currently come back as UMBC grade), we need this to carry a grade as well.

**h) Provide a justification for the repeatability of the course.**

There is no opportunity to repeat this course for credit.

**ATTACH COURSE SYLLABUS (mandatory):**

**GLBL 496: Global Experience Practicum  
Spring 2021**

**Course Description**

This course is taught through an experiential learning framework the goal of which is to enhance global competence skills and instill a spirit of civic engagement in Global Studies majors. The curriculum is aimed at enhancement of global competency skills and the provision of knowledge and experience in advocacy work in a global-local community setting. The modules focus students on understanding their own identities in relation to the world around them, cultural awareness at a variety of levels, intercultural critical thinking skills, and highlight real world challenges and opportunities to advancing common global causes.

**Course Objectives**

By the end of this experience, students will acquire/further develop oral and written communication skills, critical analysis capabilities, reasoning skills, and information literacy. They will gain intercultural competence skills

including an awareness of how their own culture and identity is perceived in other parts of the global community. They will gain experience as participant-observers of transnational advocacy work in local communities.

### **Course Materials**

This will be a hybrid learning experience with training materials available in digital form on Blackboard paired with applied learning opportunities within communities in the UMBC area or if needed, through virtual advocacy.

### **Format and Expectations**

A variety of learning modes are utilized in this course, including readings, reflective journals, group work, and an applied learning experience. This course adopts an active learning format in which the instructor and students work together as a community of learners to explore the key concepts in the course curriculum, including concepts of identity and culture, intercultural competence skills, global value structures, and transnational advocacy.

Students are expected to attend every class session and come prepared with the readings and other preparation assignments completed. Students must also work with the Career Center or the Shriver Center on an applied learning placement for the second part of the course. Each member of the class will be required to complete 30 hours of advocacy work via an internship or a volunteer position.

Students are expected to actively participate in discussions of materials and in the creation of a series of assignments that will form a learning practicum portfolio at semester's end. Assignments will allow for the charting of development in critical-thinking skills, self-reflection, and examination of global cultural values that transcend borders.

### **Course Assessment and Requirements**

The course is organized into two modules, one on intercultural understanding (skill training) and one on transnational advocacy (understanding + service learning). Each module will be two weeks in length and move through an assignment cycle of: preparation, active participation, applied exercises and critical reflection.

#### **ASSESSMENT:**

The final course grade will be based on the following components:

Module Prep Assignments: 25%

Active participation in class/discussions: 20%

Exercises: 30%

Critical Reflections: 10%

Final Competency Assessment/Final Portfolio: 15%

Passing Grade for the co-curricular experience\*

Grading will be conducted on a 10-point scale:

<b>A</b>	10–9.0	superior achievement
<b>B</b>	8.9–8.0	good performance
<b>C</b>	7.9–7.0	adequate performance
<b>D</b>	6.9–6.0	minimal acceptable achievement
<b>F</b>	5.9–0.0	failure

Note: Assignments will be given in GLBL 086 that require reflection on the applied learning component of the course. \*The co-curricular applied learning practicum administered through the Career Center (PRAC 98 or 99) or Shriver Center (PRAC 96) is Pass/Fail for completion. If a student does not pass, the grade in GLBL 086 will go down one letter grade from the letter earned for the graded coursework at the end of the semester.

## REQUIREMENTS

**Reading:** All of the assigned readings for this course will be available through links on the course Blackboard site or course reserve through the Library. Please see the schedule below and complete readings prior to the first meeting on each topic area.

**Prep Assignments:** Common readings or their equivalent will provide the foundation for discussions and group work during each topical component of the course. Students will establish their understanding of the readings and other preparatory materials through a short initial assignment (to be submitted via Bb).

**In-class Participation/Discussions:** Presence in class (whether virtual or face-to-face) is a crucial first step to a deeper understanding of the material. Please contact the instructor if a class is missed so that you can be informed of steps needed to compensate. Class sessions will be built around large and small-group discussion of the topical material.

**Exercises/Projects:** The intercultural skills building component of this course relies heavily on exercises and projects that allow for simulated intercultural experiences.

### Service-learning practicum:

Moving from simulated to actual intercultural contact, students in the class will participate in a 30-hour applied learning experience. Placement guidance will be provided from the Career Center or the Shriver Center for a global-local oriented position as an intern or a volunteer. Among the possible placement areas are: immigration and refugee affairs, environmental protection, and human rights protection. Critical reflections on your experience as it is unfolding will form the basis of assessment for this co-curricular component.

## **TOPICS, SCHEDULE, READINGS**

Textbook: Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2015). *Intercultural Communication: A Reader* (Fourteenth Edition). Cengage Learning.

Additional readings and materials: links provided on Blackboard

### **Topic 1: Dimensions of Culture and Cultural Values**

#### **Reading:**

Textbook – Chapter 2 – Cultural Identity: Issues of Belonging

Connerley, M. L. & Pedersen, P. B. (2005). Cultural frameworks and their importance for leaders. In *Leadership in a diverse and multicultural environment: Developing awareness, knowledge, and skills* (pp. 39-54). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781483328966.n3 [Connerley - Cultural Frameworks.pdf](#)

#### **Prep Assignment:**

What are the different dimensions of culture? What cultural values are familiar and which are not familiar? How does culture play into identity and community?

#### **Exercises/Projects:**

-Presentation of your cultural self

-Understanding your own identity and using mindfulness

-Museum visit, assignment: explore a virtual exhibit from another culture and provide a written analysis of how it embodies that culture from the frameworks we explored and prepare a presentation for class

#### **Critical Reflection Prompt:**

We need to acknowledge that we are experiencing a very interesting, new, disruptive global situation. Please discuss the impact this situation is having on your life. Is there anything positive in this situation? What is the negative impact? What factors of identity and culture can you identify in your own personal situation? What kind of support can we provide to assist you in this course during this situation?

### **Topic 2: Cultural Comparisons and Living in Different Cultures**

**Reading:** Textbook – Chapter 4 – Living in a Multicultural World

Barrett, M., De Bivar Black, L., Byram, M., Faltýn, J., Gudmundson, L., Van't Land, H., Lenz, C., Mompoin-Gaillard, P., Popović, M., Rus, C., Sala, S., Voskresenskaya, N. and Zgaga, P. (2018) Reference Framework of Competences for Democratic Culture: Volume 1: Context, concepts and model. Strasbourg: Council of Europe Publishing. Online. <https://tinyurl.com/wuo6mhj>

Hall, Edward T. (2000). Monochronic and Polychronic Time. In Larry A. Samovar, Richard E. Porter (Eds.), *Intercultural Communication: a Reader*, 9th edition. (pp. 280-286). Wadsworth Publishing Company.

Tschaepé, M. (2018). Cultural Humility and Dewey's Pattern of Inquiry: Developing Good Attitudes and Overcoming Bad Habits. *Contemporary Pragmatism*, 15(1), 152-164. doi:10.1163/18758185-01501007

#### **Prep Assignment:**

Discussion board: review your peers' museum presentations and their interpretations of culture. What did you find surprising or not surprising about these analyses? Did you observe anything else in relation to the frameworks of culture that we have studied?

U- or W-curve of culture shock – exploring this model to understand adapting to new cultural environments

**Exercises/Projects:**

CULTUREGRAM Assignment: develop a cultural resource using the cultural frameworks we have studied. Think in terms of a “product” that could be used by a traveler to prepare for a new experience/immersion.

The Culturegrams will be presented and then students will work in pairs to compare and contrast the two societies that they studied. This will involve listing some of the similarities and differences that can be observed between the cultures. Provide a written summary and note at least two of Hofstede’s dimensions that were observable. Only one submission is required per pair.

**Critical Reflection Prompt:**

Think about cultural attributes. How would you prepare for an intensive intercultural experience? What do you think you would need to know? What would you hope to learn? If you have a specific country or culture you want to visit, please indicate which one and why? Has the work we have done so far shaped that in any way?

**Topic 3: Understanding and Navigating Critical Cultural Incidents.**

**Reading:** Textbook – Chapter 7 – Communicating Interculturally. Becoming Competent.

**Prep Assignment:**

Discussion board – can you think of a time when you experienced a culture clash? Please describe what you think was at play?

**Exercises/Projects:**

Discussion board: Conceptualization of Intercultural Competence

DIVE activity – cognitive behavioral tool that using debriefing and analysis as tools to promote understanding of challenging situations.

Role Play – Acting out in order to confront cultural stereotypes

**Critical Reflection Prompt:**

Apply the DIVE model to two cultural situations: Miswak image and 2. News article - <https://www.bbc.com/news/stories-52328213>

**Topic 4: Local and Global Cultural Values.**

**Reading:** Textbook – Cultural Contexts: The Influence of the Setting

Pletcher, Florian (2011). “Cosmopolitanism in a Global Perspective: An International Comparison of Open-Minded Orientations and Identity in Relation to Globalization. *International Sociology* 27 (1), 21-50.

Wasson, C. (2000). Caution and Consensus in American Business Meetings. *Pragmatics: Quarterly Publication of the International Pragmatics Association*, 10(4), 457–481. <https://doi.org/10.1075/prag.10.4.03was>

**Prep Assignment:**

Consider the cultural diversity of the United States. Identify and describe some of the different (sub) cultures that exist within the U.S. and describe some of the qualities that distinguish them.

### **Exercises/Projects:**

Discussion of cultural competency skills that have been developed in the course and the importance of understanding identity and cultural attributes in real world settings.

Career Preparedness Project: submit a resume that incorporates at least three cultural competency skills you have built. Submit a list of three talking points on intercultural awareness that could be integrated into an interview setting. Submit a list of three talking points that could be used in a cover letter based on concepts discussed in class.

### **Critical Reflection Prompt:**

Global cultural values – Using the SMART goal framework, develop an action plan based on your ambitions for the future: education and career). What tools, skills, and knowledge do you need in order to work toward your goals? What goals will you set?

### **Topic 5: Transnational Advocacy.**

**This portion of the course will feature reflection on the internship or volunteer work in which the students participates in as part of the course experience.**

### **Reading:**

Keck, Margaret and Kathryn Sinkink (1998). *Activists beyond Borders: Advocacy Networks in International Politics* (Cornell University Press, 1998)

Berke, Debra (2016). "Advocacy as Service Learning. Research Gate (January, 2016)

Bowen, Glenn A. (2014). "Promoting Social Change Through Service-Learning in the Curriculum."

*The Journal of Effective Teaching* 14 (1). Schmelzkopf, Karen (1995)

**Prep Assignment:** focus on one area of advocacy (this can shift by semester). One area involves community green spaces. Break down the main points in the article: Schmelzkopf, Karen. "Urban Community Gardens as Contested Space." *Geographical Review*, 85 (3) July 1995.

**Exercise:** How are urban garden communities "contested spaces?"

Community Leader Interview (Baltimore City green space advocacy group)

**Critical Reflection prompt:** what did you learn through your (virtual) (physical) work on a green space advocacy project?

How is the protection and revitalization of green spaces in urban settings a global-local endeavor? Compare what you learned in Baltimore to lessons from Gezi Park, Istanbul.

### **Final Assessment:**

**Intercultural Competence: An Assessment.** Link to tools at "Assessing Intercultural Competence," The Center for Research on Learning and Teaching. University of Michigan. <http://crlt.umich.edu/interculturalcompetence>

**Final Portfolio:** develop through reflective assessment of cultural skills training + global-local advocacy work that is completed over the course of the semester.

### **ACADEMIC INTEGRITY INFORMATION**

By enrolling in this course, you assume the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to,

suspension or dismissal. To read the full Student Academic Conduct Policy, consult UMBC policies, or the Faculty Handbook (Section 14.3).

**RECOMMENDED TEMPLATE LANGUAGE:**

Language for Inclusion on Syllabi (fall 2020). To be inserted:

(Vision, Safety; Technology Access; Online Academic Resources; COVID-19 Guidelines; Enrollment Data; Religious Observances; Hate, Bias, Discrimination and Harassment Information; Sexual Assault, Sexual Harassment, Gender-Based Violence and Discrimination information; and Pregnancy)