

Global Learning Info Packet Fall 2018

Hope College's Mission: to educate students for **lives of leadership and service in a global society** through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith.

Global Learning participates in Hope College's **General Education Program**. All students must take at least one course designated as Global Learning Domestic (GLD) and one course designated as Global Learning International (GLI) in order to meet Hope College's criteria for a degree.

Definitions:

In 2011, the "Global" Definition Task Force (an assemblage of faculty convened by the Provost) defined "**global society**" in the following way:

A global society is one in which the lives of all people, near and far, interconnect with each other, and with the earth. The choices we make as individuals, groups, and institutions have an impact on our immediate neighbors as well as on our neighbors around the world. Through these webs of connection, we will continually encounter people from a broad spectrum of racial, ethnic, gender, geographic, religious, and ideological backgrounds. In order to participate fully in this global community, our students will need the knowledge and skills to communicate with people different from themselves and to form productive partnerships that can address the many challenges facing our world.

The Association of American Colleges and Universities' 2017 definition of "**Global Learning**":

Global learning is not about practicing tolerance or avoiding miscommunication gaffes. Rather, Global Learning is "*a quest to work on shared problems, issues, and interests.*" Indeed, Global Learning is "*about sharing problems, knowing that many challenges ultimately affect everyone ... and with the hope that we can share solutions. For this cooperation, we must understand one another as people based on an awareness of what our own sense of self is.*" Global Learning focuses "*on the multiplicity of interconnections that affects us, and our social, economic, cultural, political, and ecological environments ... global studies is primarily a way of thinking about these interconnections.*" (Models of Global Learning, 2017, p. 1-4).

Criteria for a Global Learning Flag Prior to Fall 2020

There are two types of Global Learning Flags: Global Learning Domestic and Global Learning International. For a course to qualify for either of these flags, and thus participate in the General Education Program at Hope College, it must meet three criteria:

1. The syllabus must list five Global Learning goals (see below)
2. The course must be designed to meet those learning goals
3. The course must include at least one assess-able assignment in which students demonstrate progress toward at least one of the five listed Global Learning goals

To apply for a Global Learning Flag prior to Fall 2020, and thus participate in the General Education Program at Hope College, a professor must:

1. Complete an application that details how their course advances five Global Learning Goals.
2. Submit a syllabus that includes the five Global Learning goals as part of its list of course outcomes or learning objectives; more broadly, the syllabus must bear witness to the type of learning described in the professor's application.
3. Submit an assignment description for one grade-able assignment in which students demonstrate progress toward at least one of the five learning goals listed on the syllabus.

Contact Sarah Kornfield (Kornfield@hope.edu) to begin this process.

Professors choose three of the following five overarching Global Learning Goals:

- *Curiosity*: To stimulate students' eager pursuit of new knowledge and ideas, and openness to new perspectives.
- *Knowledge*: To broaden and deepen students' knowledge in the sciences, arts, humanities and social sciences, engaging them in the global concerns that touch each of these fields.
- *Self-awareness*: To help students become more aware of themselves as shaped by culture and of how one's values and beliefs inform one's decisions and assumptions about others.
- *Responsibility*: To cultivate students' sense of responsibility for the welfare of others and for their own actions, so that they grow as ethical individuals and engaged citizens.
- *Empathy*: To nurture students' development of empathy, sensitivity and compassion towards others.

Additionally, professors choose two of the following learning goals for Domestic courses:

- Focus on historically marginalized groups in North America, including racial and ethnic minorities and women
- Examine issues of difference, intolerance, inequality, justice, and power and understand the interplay of these complex concepts and structures
- Use written, oral, visual or artistic sources produced within the cultures being studied

Alternatively, professors choose two of the following learning goals for International courses:

- Use comparative analysis of cultural perspectives
- Analyze the concepts used to study and compare cultures
- Address the culture's self-definition and self-expression
- Focus on theoretical perspectives of gender, race, class, ethnicity and other socially constructed categories

Criteria for Global Learning Courses Beginning in Fall 2020

On February 6, 2018, Hope’s Academic Affairs Board voted to adopt a two-tier Global Learning Requirement as part of Hope College’s general education requirements. In so doing, Hope College differentiates between Global Learning flagged courses that offer an introductory approach and those that offer more advanced approaches. This revision to the Global Learning program ensures that students are not only introduced to Global Learning, but also have the opportunity to develop advanced reasoning, knowledge, analysis, skills, and experiences in Global Learning. This requirement will enter the 2020 Fall Catalogue.

This program revision retains the current requirements (which stipulate that students complete one Domestic and one International Global Learning flagged course) and does not increase the credit hours required for graduation or increase the number of Global Learning flagged courses students are required to take. Thus, working within our current curricular structures, this proposal ensures that one of the Global Learning flagged courses students complete provides advanced reasoning, knowledge, analysis, skills, and experiences in Global Learning.

With this new requirement in place, students would successfully complete:

- One course carrying a Global Learning Domestic flag (existing requirement)
- One course carrying a Global Learning International flag (existing requirement)
- One Global Learning flagged course (either GLD or GLI) that is an Advanced Global Learning course (new requirement)

For example, with this two-tier system in place, students could foreseeably complete their Global Learning requirements by completing courses such as:

	Global Learning	Introductory	Advanced*
Student A	International*	Comm 151 Media & Society	
	Domestic*		Hist 252 Civil War America
Student B	International*		Pol 262 Latin American Politics
	Domestic*		WGS 200 Intro Women’s & Gender Studies
Student C	International*	IDS 172 Cultural Heritage II: Revolutions, Expatriates and Empire: Defining Nations in Paris	
	Domestic*		IDS 479 Senior Sem: Making Good on your Dreams
Student D	International*		Nurs 420 Comm Health Theory & Practicum
	Domestic*	Math 210 Intro Statistics	

* Students are required to complete one course with this flag.

Criteria for Introductory Level Global Learning Course Flag

To meet the criteria for the introductory level of Global Learning, a course needs to meet the following three criteria.

First, a course needs to incorporate three of the following learning goals:

- *Curiosity*: To stimulate students' eager pursuit of new knowledge and ideas, and openness to new perspectives.
- *Knowledge*: To broaden and deepen students' knowledge in the sciences, arts, humanities and social sciences, engaging them in the global concerns that touch each of these fields.
- *Self-awareness*: To help students become more aware of themselves as shaped by culture and of how one's values and beliefs inform one's decisions and assumptions about others.
- *Responsibility*: To cultivate students' sense of responsibility for the welfare of others and for their own actions, so that they grow as ethical individuals and engaged citizens.
- *Empathy*: To nurture students' development of empathy, sensitivity and compassion towards others.

Second, Domestic Global Learning courses need to incorporate two of the following learning goals:

- Focus on historically marginalized groups in North America, including racial and ethnic minorities and women
- Examine issues of difference, intolerance, inequality, justice, and power and understand the interplay of these complex concepts and structures
- Use written, oral, visual or artistic sources produced within the cultures being studied

While International Global Learning courses need to incorporate two of the following learning goals:

- Use comparative analysis of cultural perspectives
- Analyze the concepts used to study and compare cultures
- Address the culture's self-definition and self-expression
- Focus on theoretical perspectives of gender, race, class, ethnicity and other socially constructed categories

Third, to receive an Introductory Global Learning flag, courses in the Arts & Humanities and Social Sciences must **draw at least twenty percent of their materials and assignments from expert sources that authentically voice the culture(s) being studied**. Alternatively, data-focused courses in the Natural & Applied Sciences could demonstrate sustained topical engagement with Global Learning throughout the course.

Criteria for Advanced Level Global Learning Course Flag

To meet the criteria for the advanced level of Global Learning, a course needs to meet the introductory level's three criteria and the following **fourth** criteria:

- At least **eighty percent** of the course's content focuses explicitly on global learning by:
 - Presenting to students the complexity and the uniqueness of the specific culture or cultures being studied
 - Familiarizing students with areas of similarity and connectedness between cultures
 - Examining issues of difference, inequality, justice, and power so that students understand the interplay of these complex concepts

Global Learning in Hope College's 2025 Strategic Plan:

Goal 3: Hope College will equip every student to lead and serve in a global society by orienting all areas of the college toward greater global engagement.

Goal 3, Objective 3.1: Hope College will ... develop policies and/or enhanced approaches for accomplishing these goals, including personal, immersive, or experiential approaches.

To facilitate Goal 3, Objective 3.1, all Global Learning Courses that meet on Hope's campus can apply for an up to \$500.00 grant to cover the expenses of personal, immersive, or experiential approaches. In the past, professors have used these grants to take students on a field trip, pay museum or conference entry fees, provide an honorarium for a guest, or cover transportation expenses. Contact Sarah Kornfield (Kornfield@Hope.edu) to apply for a grant.