

Global Learning  
General Education  
Hope College

The Global Learning Program at Hope College is designed to coordinate with the learning students do in their Majors, Minors, and throughout their Liberal Arts education. This learning is focused on educating students for productive lives within a global society and furthering the historic Christian Church's commitment to *shalom*.

To apply for a Global Learning flag for one of your courses, please use this [application site!](#)

The application process is meant to be as streamlined as possible while providing the necessary information for a committee of faculty (the Gen Ed committee chaired by Chad Carlson) to review. Applications for **Fall 2020 are due by Jan 1, 2020.**

This application site will request the following items:

- A syllabus that:
  - 1) lists five GL learning goals as part of the course objectives,
  - 2) contains a grade-able assignment in which you assess students' progress toward GL learning goals
  - and in which, 3) materials that pertain to the 20% authentic voice requirement are highlighted in **yellow** (unless the course is a data-driven course, in which this criterion does not apply),
  - and 4) all other materials/assignments that contribute to the GL learning goals are highlighted in **aqua**.
- If your course is a data-driven course (e.g., math classes, etc.), you'll be asked to explain why it qualifies as a data driven course, how it demonstrates sustained topical engagement in Global Learning, and how approximately half of the course's content contributes toward students' global learning.
- If your course is not a data-driven course, but instead centers around readings and other primary and secondary materials, you'll be asked to explain how the materials highlighted in yellow give voice to experts who participate in the culture(s) being studied, how those materials constitute at least 20% of the content by your reckoning, and how approximately half of the course content contributes toward students' global learning.
- You will have an opportunity to upload additional documentation, such as a grading rubric for a course assignment, etc. if you so wish.

**As of Fall 2020, courses with a GL flag are required to meet the following criteria:**

1. State five Global Learning goals as part of the course's learning objectives.
2. Include grade-able assignments where faculty assess students' progress toward those learning goals.
3. Design a course that is robustly geared toward those five learning goals.
  - For a course to be robustly engaged with five different global learning goals, roughly half of the course's learning should contribute toward students' progress toward those five Global Learning goals.
4. Derive at least 20% of course materials (readings, documentaries, art work, experiential learning, etc.) from experts who participate in the culture(s) being studied. Alternatively, data-driven courses must demonstrate sustained topical engagement in Global Learning.

**Explanation of the 20% Materials Requirement for Fall 2020**

This 20% requirement is modeled on the basic principle of "nothing about us without us." The idea is that faculty layer into their syllabi readings, case studies, assignments, research projects, documentary films, field methods, experiential learning, and primary sources (artwork, choreography, playscripts, historical documents, etc.) that connect students to experts who participate in the culture, marginalized demographic, geographic region, ethnicity, race, historically oppressed people group, and/or nationality that course studies. The rationale here is that rather than learning *about* differences within our global society, our syllabi would reflect the global nature of knowledge and students would be situated within a global society where they learn *with* and *from* difference.

**Required Global Learning Goals**

Faculty choose five Global Learning goals to list as part of their course objectives on their syllabi.

Faculty 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, faculty 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, faculty 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

As always, please contact me ([Kornfield@Hope.edu](mailto:Kornfield@Hope.edu)) with questions, comments, and/or concerns. I'm happy to offer feedback as you design your syllabi if you would find that useful. Our Library Faculty are aware of these changes to the GL criteria and are also available to help you consider discipline-specific materials that might be useful to you as you design your syllabi.