**Global Awareness Pathway Certificate Program**

**Program Description**

The Global Awareness Pathway Certificate program is designed to provide West Chester University students with an understanding of their role as global citizens.  A global citizen is defined as a person who possesses the competencies - knowledge, skills, and attitudes - to be an engaged, responsible and effective citizen while living in a globally interdependent society.  Via all forms of technology, students have easy access to a world of information.  However, they still need to be guided through the process of discovery so that a deeper understanding of their own place in the world is more fully developed.

**Program Goals**

There are three primary goals for the Global Awareness Pathway Certificate program:

1. Increased Knowledge: Students will demonstrate increased knowledge, understanding and perspective of the global, cultural and/or linguistic context which is significantly different from their own.
2. Critical Thinking Skills: Students will develop critical analytical skills as well second language skills that enable them to successfully engage in a global context.
3. Engagement: Students will successfully apply the knowledge and skills they gain in activities to make decisions, interact, and/ or demonstrate decision making and a sense of responsibility in taking action on global issues.

**Global Awareness Pathway and Certificate Program Sample Learning Outcomes**

In order to implement and link the programmatic goals into more measurable learning outcomes, three “Global Learning Outcomes” have been established. The global learning outcomes will form the core of the Global Awareness Pathway program and provide the foundation for the first courses to be approved for inclusion.  Courses in this program should provide at least two student learning outcomes for each goal, as well as relevant assessment measures.

1. **Global Knowledge, Understanding, and Perspective**

* Students will demonstrate knowledge of one’s own culture and history and at least one other culture and history.
* Students will compare the historical, political, religious, health and/or economic forces that have shaped the current world system.
* Students will demonstrate knowledge of world geography and conditions in relation to current events.
* Students will understand their culture in a comparative context and will recognize that their culture is one of many diverse cultures and that alternate perceptions and behaviors may be based on cultural differences.
* Students will value and be aware of intercultural communication concepts.

**2.  Critical Thinking Skills in a Global Context**

* Students will recognize individual and cultural differences and demonstrate skills that may enable them to communicate and interact effectively and respectfully across cultures.
* Students will use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
* Students will demonstrate awareness of their own values as well as of their biases and how those influence interaction and relationships with others.
* Students will show respect and empathy for diversity.

**3.  Application and Engagement in a Global Society**

* Students will apply their knowledge and skills in order to begin to engage in a logical and coherent dialogues about complex global and transcultural issues from multiple perspectives.
* Students will articulate plans to act responsibly to take action on global issues.
* Students will engage in an ethical analysis of global issues.
* Students will display the commitment to responsible global citizenship which includes personal engagement in community and world issues.

**Sample Assessment Tools**

**In-class examinations**

Students can take in-class examinations by answering short response questions designed to challenge their understanding of global events. This type of exam provides the opportunity for instructors to assess students’ knowledgeability of factual global information, and also require them to be analytically critical in their response those sets of questions.

**Using Reflective Assignments:**

Students can write short reflective essays of specific global issues designed to challenge their worldview on issues such as: war on terror, global warming, aid and global economic dependency, global health crisis, the underdevelopment of the global south and the role of the global north, etc. To demonstrate competency in this assignment, students would analyze the issue using historical and contemporary global development and policies.

**Case Studies**

Students can be given case studies or cultural scenarios where they demonstrate their knowledge of cultural diversity, inclusivity and sensitivity from a global perspective. Students can be expected to show the connections between multiple perspectives – either between diverse cultural, political, historical, or health care perspectives. Students could then evaluate the case study showing cultural competence or develop a program or policy paper that addresses the problem, policy, or scenario.

Initial Courses for Inclusion into the Global Awareness Pathway: (Syllabi attached, course descriptions below)

* 1. Introduction to Global Studies (GST 110) 3 credits.

This course focuses on the transnational processes, issues, and topics that are key to understanding globalization. This course will also have a strong multicultural content with an emphasis on how values impact a range of policy issues: trade, money, development, population, hunger, overpopulation, climate change, culture, environment, democracy, and security.

Gen Ed Attribute: Interdisciplinary Requirement.

* 1. World Geography (GEO 101) 3 Credits.

The scope of geography and understanding of the world's regions generated by it. Human society is examined in a frame of spatial, environmental, and resource factors. Map skills and other 'tools' of geography are introduced. Gen Ed Attribute: Behavioral and Social Science Distributive

* 1. Global History Since 1900 (HIS 100) 3 Credits

Students will gain a comprehensive understanding of the major events and themes of the "long" 20th Century and how they shaped the contemporary world from both American and global perspectives.

Gen Ed Attribute: Humanities Distributive Requirement.

* 1. Introduction to Peace and Conflict Studies (PAX 200) 3 credits

An interdisciplinary inquiry into the nature and causes of social conflict. The aim throughout is to find ways of avoiding destructive conflict, whether through negotiation or other means. The issue of justice as a factor in conflict receives special attention.

Gen Ed Attribute: Interdisciplinary Requirement.

* 1. International Relations (PSC 213) 3 Credits

Politics among nations, including politics carried on through international organizations. Examines power politics, techniques of diplomacy, and methods of current international organizations. Special attention to U.S. interests and policies.

Gen Ed Attribute: Behavioral and Social Science Distributive.

* 1. Introduction to Anthropology (ANT 102) 3 Credits

This course introduces students to the fundamental concepts and methods in cultural anthropology--the study of humanity in all of its diversity. Focusing on how culture makes us think and act, organize ourselves, and understand the surrounding world the way we do, the course explores social and cultural diversity through a range of topics including race and ethnicity, sex and gender, kinship and families, religion, economic and political organization, and globalization. Gen Ed Attribute: Behavioral and Social Science Distributive.

* 1. Language 101, 3 Credits (Any introductory 101 Language Course)

Introduction to the structure and use of language, in class, homework and lab, including oral dialogues and study of culture and written texts, to develop elementary novice-level proficiency skills in the language.

* 1. Introduction to World Literature (CLS 165) 3 Credits

This course is designed to introduce students to literature representative of both Western and non-Western cultures.

Gen Ed Attribute: Diversity Requirement, Humanities Distributive Requirement, Writing Emphasis

* 1. Non-Western Art (ARH 210) 3 Credits.

Introduction to art produced outside the European tradition. Cultures include Africa, India, Asia, the Pacific Islands, and the Americas.

Gen Ed Attribute: Arts Distributive Requirement, Writing Emphasis.

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| **Course** | **Gen ed attribute** | **Pathway Goals** | **Course SLOs linked to Pathway Goals** | **Example assessments/artefacts** |
| **Introduction to Global Studies (GST 110)** | Interdisciplinary | 1. Global Knowledge, Understanding, and Perspective. | 1A. Students will demonstrate knowledge of one’s own culture and history and at least one other culture and history.  1B. Students will compare the historical, political, religious, health and/or economic forces that have shaped the current world system. | 1A. Using reflective assignments, students will write short reflective essays of specific global issues designed to challenge their worldview on global issues.  1B. Final Assignment: to trace and identify a product via the economic/market forces at play, identify the social forces/actors involved, and identify any political/policy or state involvement (regulations, tariffs, advocacy) to create an original narrative or story about your “product” |
|  | 2. Critical Thinking Skills in a Global Context | 2A. Students will recognize individual and cultural differences and demonstrate skills that may enable them to communicate and interact effectively and respectfully across cultures.  2B. Students will use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems. | 2A. In class reflection assignment on their place in the world.  2B. Students will complete the My World Abroad online assessment of their international “IQ” |

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| Course | Gen Ed Attributes | Pathway Goals | Course SLO’s Linked to Pathway Goals | Example of Assessments and Artifacts |
| **World Geography (GEO 101)** | Social Science | 1. Global Knowledge, Understanding and Perspective  2. Application and Engagement in a Global Society | 1A. Students will compare the historical, political, religious, health and/or economic forces that have shaped the current world system.  1B. Students will demonstrate knowledge of world geography and conditions in relation to current events.  2A. Students will apply their knowledge and skills in order to begin to engage in a logical and coherent dialogues about complex global and transcultural issues from multiple perspectives.  2B.Students will articulate plans to act responsibly to take action on global issues. | Quizzes, Final Exam  Quizzes, Final Exam, Map Challenge Assignment, Geographic Literacy Project  Quizzes, Geographic Literacy Project  Quizzes, Geographic Literacy Project |
| **Human Geography (GEO 103)** | Social Science | 1. Global Knowledge, Understanding and Perspective  2. Application and Engagement in a Global Society | 1A. Students will demonstrate knowledge of world cultural geography and conditions in relation to current events  1B. Students will compare the historical, political, religious and linguistic forces that have shaped the current world system  2A. Students will apply their knowledge and skills in order to begin to engage in logical and coherent dialogues about complex global and transcultural issues from multiple perspectives.  2B.Students will articulate plans to act responsibly to take action on global issues. | 1A. Through a series of quizzes and exams, students will demonstrate their knowledge of world cultural geography. One presentation requires an analysis of a current global conflict from a cultural geographic perspective.  1B. Through a reaction paper students are required to choose a global cultural region and describe the cultural landscape and linguistic, religious and political forces that shaped it.  2A. Based on individual reaction papers, students will debate a current global issue from multiple cultural perspectives.  2B. In a presentation to the class, students present strategies at home or in their communities to raise awareness about a select global issue. |
| **Global History (HIS 100)** | Humanities | Global Knowledge, Understanding and Perspectives  Critical thinking in a global context | 1. Students will be able to identify and engage with the major questions and themes of global history since 1900  2.Students will develop critical thinking, research, and writing skills | 1.Students can demonstrate learning outcome through group discussion of diverse readings and through examinations that involve answering essay questions on major themes.  2. Students can demonstrate this SLO in a number of ways, through research papers, document analyses, museum exhibitions, documentaries, and any other relevant assessment method either in a group or individual setting. |
| **Introduction to Peace and Conflict Studies (PAX 200)** | Interdisciplinary | 2c. Students will demonstrate awareness of their own values as well as of their biases and how those influence interaction and relationships with others. The course will contribute to this goal through Course Object 2.  2d. Students will show respect and empathy for diversity. The course will contribute to this goal through Course Objective 6.  3b. Students will articulate plans to act responsibly or take action on global issues. The course will contribute to this goal through Course Object 1.  3c. Students will engage in an ethical analysis of global issues. The course will contribute to this goal through Course Objectives 4, 6, and 7. | 1. To become aware of the relationships among interpersonal and global violence, peace, and social justice by using an interdisciplinary approach.  2. To develop an understanding of the types of violence and the relationship to diversity and social justice. The course will contribute to this object through.  4. To become familiar with the theories explaining the causes of violence and war both nationally and internationally.  5. To gain knowledge about the various ways to resolve/manage/transform conflict.  6. To become more aware of nonviolent social movements national and global throughout history and today.  7. To reflect critically on contemporary arguments and popular perspectives of war and peace. | 1. Exams, film reviews, and book reviews  2. Exams  4. Exams, event/documentary analysis, and book reviews  5. Exams  6. Book reviews and event/documentary analysis  7. Film reviews and book reviews |
| **International Relations (PSC 213)** | Social Science | 1. Global Knowledge, Understanding, and Perspective.  2. Critical Thinking Skills in a Global Context | 1A. Students will develop the ability to view politics from diverse global perspectives and will understand the interconnectedness of political processes, cultures, and institutions.  1B. Students will link their localized interests to global processes.  2A. Students will analyze the world so as to acquire a better understanding of international relations, and be able to make informed decisions about it.  2B. Students will demonstrate the ability to understand human activity in cultural and/or social context; (d) Demonstrate of understanding of varied historical, cultural and/or philosophical traditions | 1A. Group work & project presentation assignments are designed to let students develop and improve public speaking, presentation skills, and ability to explain information and ideas.  1B. Classroom discussion assignments provide students with opportunities to develop critical thinking and analytical skills through information evaluation exercises and in-class exchange of argumentative ideas  2A. Collectively, discussion, group project, presentation, and testing assignments challenge students to appreciate the varied political, cultural, and social contexts in which global relations take place.  2B Presentation assignments are designed to let students develop and improve public speaking, presentation skills, and ability to explain information and ideas. |
| **ARH 210: Non-Western Art (W)** | Art and Writing Emphasis | 1. Global Knowledge, Understanding, and Perspective.  2. Critical Thinking Skills in a Global Context | 1A. Identify, evaluate and critique the major cultural and artistic accomplishments of the non-Western world from the Prehistoric period through the contemporary period.  1B. Place iconic works of art festivals or rituals that embody visual art in their original physical and cultural contexts.  1C. Recognize various artistic cultures and the stylistic characteristics which distinguish them .  2A. Use critical thinking to identify various works of art or architecture, and the cultural and historical surroundings in which they were created.  2B Use critical thinking and analytical skills, to demonstrate an understanding of the religious, social and political forces that impact the history of art in the non-Western world. |  |
| **NOTE: All LAN 101 classes would be considered the “one” course exception. Students could only use one LAN 101 class towards the pathway.**  **SPA 101** | Language requirement for all BA majors  Humanities | Global Knowledge, Understanding, and Perspective.  Critical Thinking Skills in a Global Context. | 1. Students demonstrate proficiency in oral communication by engaging in conversations with others and making presentations in the target language. (Program Learning Outcome I). Course Assessments (A-E)  2. Students demonstrate proficiency in written communication in the target language. (Program Learning Outcome I). Course Assessments (C, D)  3. Students demonstrate proficiency in comprehending and interpreting written and oral texts in the target language. (Program Learning Outcome I). Course Assessments (D, E)  4. Students demonstrate awareness of historical and political realities of diverse countries, regions, and ethnic groups and critical thinking in discussing these realities. (Program Learning Outcome II). Course Assessments (C)  5. Students are able to compare and contrast significant historical and current developments and traditions in their home culture and in the cultures where the target language is spoken. (Program Learning Outcome II). Course Assessments (C)  6. Students demonstrate competency in the analysis of cultures and knowledge of cultural texts. (Program Learning Outcome II). Course Assessments (C) | A. Participation in class during instructor-student or student-student prompts where the target language is used  E. Examinations (mid/final), assessing various language components, including vocabulary knowledge and use.  C. Homework Assignments that require use and practice of language forms and structures, and assignments where language use is practiced within a cultural context.  D. Unit Review Tests |
| **FRE 101** | Language requirement for all BA majors  Humanities | Global Knowledge, Understanding, and Perspective.  Critical Thinking Skills in a Global Context. | 1. Students demonstrate proficiency in oral communication by engaging in conversations with others and making presentations in the target language. (Program Learning Outcome I). Course Assessments (A-E)  2. Students demonstrate proficiency in written communication in the target language. (Program Learning Outcome I). Course Assessments (C, D)  3. Students demonstrate proficiency in comprehending and interpreting written and oral texts in the target language. (Program Learning Outcome I). Course Assessments (D, E)  4. Students demonstrate awareness of historical and political realities of diverse countries, regions, and ethnic groups and critical thinking in discussing these realities. (Program Learning Outcome II). Course Assessments (C)  5. Students are able to compare and contrast significant historical and current developments and traditions in their home culture and in the cultures where the target language is spoken. (Program Learning Outcome II). Course Assessments (C)  6. Students demonstrate competency in the analysis of cultures and knowledge of cultural texts. (Program Learning Outcome II). Course Assessments (C) | A. Participation in class during instructor-student or student-student prompts where the target language is used  E. Examinations (mid/final), assessing various language components, including vocabulary knowledge and use.  C. Homework Assignments that require use and practice of language forms and structures, and assignments where language use is practiced within a cultural context.  D. Unit Review Tests |
| **GER 101** | Language requirement for all BA majors  Humanities | Global Knowledge, Understanding, and Perspective.  Critical Thinking Skills in a Global Context. | 1. Students demonstrate proficiency in oral communication by engaging in conversations with others and making presentations in the target language. (Program Learning Outcome I). Course Assessments (A-E)  2. Students demonstrate proficiency in written communication in the target language. (Program Learning Outcome I). Course Assessments (C, D)  3. Students demonstrate proficiency in comprehending and interpreting written and oral texts in the target language. (Program Learning Outcome I). Course Assessments (D, E)  4. Students demonstrate awareness of historical and political realities of diverse countries, regions, and ethnic groups and critical thinking in discussing these realities. (Program Learning Outcome II). Course Assessments (C)  5. Students are able to compare and contrast significant historical and current developments and traditions in their home culture and in the cultures where the target language is spoken. (Program Learning Outcome II). Course Assessments (C)  6. Students demonstrate competency in the analysis of cultures and knowledge of cultural texts. (Program Learning Outcome II). Course Assessments (C) | A. Participation in class during instructor-student or student-student prompts where the target language is used  E. Examinations (mid/final), assessing various language components, including vocabulary knowledge and use.  C. Homework Assignments that require use and practice of language forms and structures, and assignments where language use is practiced within a cultural context.  D. Unit Review Tests |
| **RUS 101** | Language requirement for all BA majors  Humanities | Global Knowledge, Understanding, and Perspective.  Critical Thinking Skills in a Global Context. | 1. Students demonstrate proficiency in oral communication by engaging in conversations with others and making presentations in the target language. (Program Learning Outcome I). Course Assessments (A-E)  2. Students demonstrate proficiency in written communication in the target language. (Program Learning Outcome I). Course Assessments (C, D)  3. Students demonstrate proficiency in comprehending and interpreting written and oral texts in the target language. (Program Learning Outcome I). Course Assessments (D, E)  4. Students demonstrate awareness of historical and political realities of diverse countries, regions, and ethnic groups and critical thinking in discussing these realities. (Program Learning Outcome II). Course Assessments (C)  5. Students are able to compare and contrast significant historical and current developments and traditions in their home culture and in the cultures where the target language is spoken. (Program Learning Outcome II). Course Assessments (C)  6. Students demonstrate competency in the analysis of cultures and knowledge of cultural texts. (Program Learning Outcome II). Course Assessments (C) | A. Participation in class during instructor-student or student-student prompts where the target language is used  E. Examinations (mid/final), assessing various language components, including vocabulary knowledge and use.  C. Homework Assignments that require use and practice of language forms and structures, and assignments where language use is practiced within a cultural context.  D. Unit Review Tests |
| **ITA 101** | Language requirement for all BA majors  Humanities | Global Knowledge, Understanding, and Perspective.  Critical Thinking Skills in a Global Context. | 1. Students demonstrate proficiency in oral communication by engaging in conversations with others and making presentations in the target language. (Program Learning Outcome I). Course Assessments (A-E)  2. Students demonstrate proficiency in written communication in the target language. (Program Learning Outcome I). Course Assessments (C, D)  3. Students demonstrate proficiency in comprehending and interpreting written and oral texts in the target language. (Program Learning Outcome I). Course Assessments (D, E)  4. Students demonstrate awareness of historical and political realities of diverse countries, regions, and ethnic groups and critical thinking in discussing these realities. (Program Learning Outcome II). Course Assessments (C)  5. Students are able to compare and contrast significant historical and current developments and traditions in their home culture and in the cultures where the target language is spoken. (Program Learning Outcome II). Course Assessments (C)  6. Students demonstrate competency in the analysis of cultures and knowledge of cultural texts. (Program Learning Outcome II). Course Assessments (C) | A. Participation in class during instructor-student or student-student prompts where the target language is used  E. Examinations (mid/final), assessing various language components, including vocabulary knowledge and use.  C. Homework Assignments that require use and practice of language forms and structures, and assignments where language use is practiced within a cultural context.  D. Unit Review Tests |
| **ARB 101** | Language requirement for all BA majors  Humanities | Global Knowledge, Understanding, and Perspective.  Critical Thinking Skills in a Global Context. | 1. Students demonstrate proficiency in oral communication by engaging in conversations with others and making presentations in the target language. (Program Learning Outcome I). Course Assessments (A-E)  2. Students demonstrate proficiency in written communication in the target language. (Program Learning Outcome I). Course Assessments (C, D)  3. Students demonstrate proficiency in comprehending and interpreting written and oral texts in the target language. (Program Learning Outcome I). Course Assessments (D, E)  4. Students demonstrate awareness of historical and political realities of diverse countries, regions, and ethnic groups and critical thinking in discussing these realities. (Program Learning Outcome II). Course Assessments (C)  5. Students are able to compare and contrast significant historical and current developments and traditions in their home culture and in the cultures where the target language is spoken. (Program Learning Outcome II). Course Assessments (C)  6. Students demonstrate competency in the analysis of cultures and knowledge of cultural texts. (Program Learning Outcome II). Course Assessments (C) | A. Participation in class during instructor-student or student-student prompts where the target language is used  E. Examinations (mid/final), assessing various language components, including vocabulary knowledge and use.  C. Homework Assignments that require use and practice of language forms and structures, and assignments where language use is practiced within a cultural context.  D. Unit Review Tests |
| **JPN 101** | Language requirement for all BA majors  Humanities | Global Knowledge, Understanding, and Perspective.  Critical Thinking Skills in a Global Context. | 1. Students demonstrate proficiency in oral communication by engaging in conversations with others and making presentations in the target language. (Program Learning Outcome I). Course Assessments (A-E)  2. Students demonstrate proficiency in written communication in the target language. (Program Learning Outcome I). Course Assessments (C, D)  3. Students demonstrate proficiency in comprehending and interpreting written and oral texts in the target language. (Program Learning Outcome I). Course Assessments (D, E)  4. Students demonstrate awareness of historical and political realities of diverse countries, regions, and ethnic groups and critical thinking in discussing these realities. (Program Learning Outcome II). Course Assessments (C)  5. Students are able to compare and contrast significant historical and current developments and traditions in their home culture and in the cultures where the target language is spoken. (Program Learning Outcome II). Course Assessments (C)  6. Students demonstrate competency in the analysis of cultures and knowledge of cultural texts. (Program Learning Outcome II). Course Assessments (C) | A. Participation in class during instructor-student or student-student prompts where the target language is used  E. Examinations (mid/final), assessing various language components, including vocabulary knowledge and use.  C. Homework Assignments that require use and practice of language forms and structures, and assignments where language use is practiced within a cultural context.  D. Unit Review Tests |
| **CHI 101** | Language requirement for all BA majors  Humanities | Global Knowledge, Understanding, and Perspective.  Critical Thinking Skills in a Global Context. | 1. Students demonstrate proficiency in oral communication by engaging in conversations with others and making presentations in the target language. (Program Learning Outcome I). Course Assessments (A-E)  2. Students demonstrate proficiency in written communication in the target language. (Program Learning Outcome I). Course Assessments (C, D)  3. Students demonstrate proficiency in comprehending and interpreting written and oral texts in the target language. (Program Learning Outcome I). Course Assessments (D, E)  4. Students demonstrate awareness of historical and political realities of diverse countries, regions, and ethnic groups and critical thinking in discussing these realities. (Program Learning Outcome II). Course Assessments (C)  5. Students are able to compare and contrast significant historical and current developments and traditions in their home culture and in the cultures where the target language is spoken. (Program Learning Outcome II). Course Assessments (C)  6. Students demonstrate competency in the analysis of cultures and knowledge of cultural texts. (Program Learning Outcome II). Course Assessments (C) | A. Participation in class during instructor-student or student-student prompts where the target language is used  E. Examinations (mid/final), assessing various language components, including vocabulary knowledge and use.  C. Homework Assignments that require use and practice of language forms and structures, and assignments where language use is practiced within a cultural context.  D. Unit Review Tests |
| **Classics 101 (LAT, GRE, HEB)** | Language requirement for all BA majors  Humanities | Global Knowledge, Understanding, and Perspective.  Critical Thinking Skills in a Global Context. | 1. Students demonstrate proficiency in written communication in the target language. (Program Learning Outcome I). Course Assessments (C, D)  2. Students demonstrate awareness of historical and political realities of diverse countries, regions, and ethnic groups and critical thinking in discussing these realities. (Program Learning Outcome II). Course Assessments (C)  3. Students are able to compare and contrast significant historical and current developments and traditions in their home culture and in the cultures where the target language is spoken. (Program Learning Outcome II). Course Assessments (C)  6. Students demonstrate competency in the analysis of cultures and knowledge of cultural texts. (Program Learning Outcome II). Course Assessments (C) | E. Examinations (mid/final), assessing various language components, including vocabulary knowledge and use.  C. Homework Assignments that require use and practice of language forms and structures, and assignments where language use is practiced within a cultural context.  D. Unit Review Tests |