



Global Education Program Faculty Course Submission Form

Name: _____

Division: _____

Course Number and Title: _____

Semester Offered and Format (face-to-face, hybrid, online, etc.): _____

Brief Description of Global/Transnational Content:

Required Course Threshold

The Global Studies Program encourages faculty to, in essence, create courses that are global and transnational in nature. Faculty members are required to demonstrate that at least 20% of their respective course content is global/transnational in nature. (e.g., 9 hours is a 3-credit course, 12 hours is a 4-credit course, 15 hours is a 5-credit course). Completed Submission Forms must be submitted to the Global Studies Program Committee for approval.

Please check to acknowledge that your proposed course is designed to enable students to:

- Explain relevant global/transnational concepts relating to the discipline.
- Accurately contextualize diverse global political and economic phenomena.
- Demonstrate multicultural literacy.
- Offer divergent perspectives on global issues.

Please list the global assignments/other course components that align the course with the Global Education Program. This should constitute a minimum of 20% of the course. (Please feel free to attach any applicable assignments).

- 1.
- 2.
- 3.
- 4.

Please provide a short list of resources and/or a bibliography used to support the module (e.g., readings, videos, podcasts, documentaries, etc.). This list may be attached. Describe the evaluation/testing used to assess the comprehension of the course's global nature.

Appendix A: Program Outcomes

1. Global Perspective Formation: Students demonstrate the ability to investigate the source of their cultural assumptions and personal judgments.
2. Global Awareness: Students articulate and explain the interconnectedness (social, economic, political, and environmental) of the world community, along with the global conditions and systems that affect the well-being of human communities and ecosystems.
3. Collaborative Involvement: Students demonstrate the ability to apply cultural knowledge and global competencies during field projects and/or practical learning experiences to address issues in partnership with local residents/employers.
4. Intercultural Engagement: Students demonstrate appropriate verbal communication, body language, and socio-cultural etiquette with people of different nationalities and cultures, either locally or internationally.
5. Multi-disciplinary Awareness: Students identify and analyze the chains of cause and effect in relation to complex global problems and propose alternative ways of addressing them.