

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 of the United States 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 Certificate and Pathway 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 GAPC 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.