

GLST 2003

The SCO identify the general scope of a course and the minimum standards. A class syllabus will be much more detailed and contain specific information about required materials, activities, grading, class policies, schedule, etc. The SCO will be easily located on the college website for these users:

| Element | Description |
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| Discipline code | GLST |
| number | 2003 |
| Title | Global Studies |
| Description | This course provides a structured global study experience, including pre-departure preparation, orientation, in-country immersions and culminating project. Topics may include STEM, history, religion, geography, philosophy, literature, anthropology, sociology, culture, fine arts, culinary, language, environment, sustainability, and other relevant topics. The course includes a short-term study abroad experience, international internship or service learning component with additional fees for travel. |
| Prerequisite | Consent of the Global and International Programs Office is required |
| Credit hours | 3 |
| Semesters offered | On Demand |
| Contact hours | 45 combined with GLST 2000/2001 |
| Load hours | 3 combined with GLST 2000/2001 |
| ACTS Equivalent | None |
| Grade mode | A-F |
| Learning outcomes | <ul style="list-style-type: none"> • Demonstrate how to think across disciplinary boundaries • Consider the limits and advantages of disciplinary boundaries • Develop global awareness through knowledge-building of the interrelatedness of local, global, international and intercultural issues, trends and systems • Develop global skills, including the abilities to conduct an interdisciplinary analysis of local, global, international, and intercultural problems • Apply learning through experiences in local, global, international, and intercultural problem solving while traveling and studying abroad or locally • Understand the historical, political, social, and economic forces which have shaped the current world system • Understand the diversity and commonalities found in the world in terms of values, beliefs, ideas, and worldviews. • Analyze structural inequality across the globe. • Develop and advance understanding, sensitivity, and respect for personal and cultural differences and a commitment to responsible global citizenship. • Developing critical and comparative analytical skills • Foster the ability to analyze, understand, and think critically about our own cultural values and through historical understanding and comparative analysis • Understand how culture and values impact a range of policy issues including trade, money, development, population, hunger, overpopulation, climate change, culture, environment, democracy, and security. • Understand how economics and political institutions impact culture and values • Understand the many different ways cultures and countries interact and impact one another • Synthesize information from a variety of sources, perspectives, and methodologies in order to develop understanding and ultimately solutions to the difficult problems |

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| | and issues facing the global community, the United States, the State of Arkansas, our region of Northwest Arkansas, and the NWACC community. |
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Student learning outcomes may fall into three categories

- **Course Specific.** These outcomes are related most directly to the course description. If the course is a prerequisite, it should have outcomes that prepare students for success in the subsequent course.
- **Program related.** If the course is a required part of a degree program, the learning outcomes in the course must align with the educational goals of the program. Consult with the program coordinators to ensure the outcomes reflect the needs of the degree. If the course is part of a liberal arts core distribution area of a transfer degree (natural science, social sciences, fine art, etc.) there should be outcomes that align with the intent of the distribution area.
- **General Education related.** The College has identified a set of learning outcomes for students earning Associate degrees. (see below) While specific courses focus on one of these outcomes, they are typically taught across the curriculum. A general education related outcome may be phrased in a manner that makes it relevant to the course content, but it falls under the broader general education outcome.

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| General Education outcomes supported | None |
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| Standard practices <i>optional</i> | None |
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- Topics list (a more detailed list than is included in the course description that defines the scope of the course)
- Learning activities (assignments, field trips, labs, performances, etc.)
- Assessments (common exams, quizzes, or other graded assignments given in all sections as part of learning assessment)
- Grading guidelines (grading scale, amount of proctored work, ability for retake)