



# Global Awareness Program (GAP)

## Required Classes

Students participating in the Global Awareness Program will be required in the appropriate class during their two-year participation in the program.

- INST 251- Global Knowledge (Fall, Jr.) [1 credit]
- INST 252- Global Understanding (Winter, Jr.) [1 credit]
- INST 253- Global Respect (Spring, Jr.) [1 credit]
- INST 254- Global Engagement (Fall, Sr.) [1 credit]
- INST 255- Global Leadership (Winter, Sr.) [1 credit]
- INST 490- Global Awareness Senior Synthesis (Spring, Sr.) [3-5 credits]

Goals	Learning Outcomes	Assessment
<b>Global Knowledge</b> INST 251	<ul style="list-style-type: none"> <li>• Be able to identify key issues facing the contemporary world</li> <li>• Be able to identify key environmental, political social and cultural factors shaping these key issues</li> <li>• Be able to identify important persons, institutions shaping contemporary global affairs</li> <li>• Be able to identify key geographic hotspots</li> <li>• Be able to discuss key ways in which contemporary global issues impact your own life</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be asked to write a short report for each class meeting in which they identify key global issues that they have identified from their readings</li> <li>• Final assessment will involve a map quiz to test their knowledge of the geography of contemporary international events.</li> </ul>
<b>Global Understanding</b> INST 252	<ul style="list-style-type: none"> <li>• Demonstrate an ability to compare and contrast essential cultural and social similarities and</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be asked to write a short summary of the readings for each class meeting.</li> <li>• final paper will analyze the</li> </ul>



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	<p>differences between your own and another culture</p> <ul style="list-style-type: none"> <li>• Apply theoretical models for cross-cultural comparisons.</li> </ul>	<p>impact of globalization on their own culture and society</p>
<p><b>Global Respect</b> INST 253</p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of key ethical value systems and their approaches to contemporary global challenges.</li> <li>• Identify a Jesuit ethos for global respect.</li> <li>• Develop a personal value system for global understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be asked to write a short assessment of major ethical systems examined in this course and their approach to global challenges.</li> <li>• Final paper will be a student analysis and reflection on which model of global respect is most effective for them, based on their personality and interests.</li> </ul>
<p><b>Global Engagement</b> INST 254</p>	<ul style="list-style-type: none"> <li>• Identify key Macro and Micro Models for Global Engagement</li> <li>• Be able to critically evaluate appropriate models for global engagement depending on the context and challenge</li> <li>• Develop a personal approach for global engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be asked to write a short assessment of major models for global engagement examined in class.</li> <li>• Final paper will be a student analysis and reflection on which model of global engagement is most effective for them, based on their personality and interests.</li> </ul>
<p><b>Global Leadership</b> INST 255</p>	<ul style="list-style-type: none"> <li>• Be able to identify key models of leadership for global engagement.</li> <li>• Develop a personal approach for global leadership depending on interests and</li> </ul>	<ul style="list-style-type: none"> <li>• For each case study examined students will write a short evaluation of the person's philosophy and methodology for global leadership.</li> <li>• Final paper will be an analysis of the student's</li> </ul>



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	<p>personality.</p>	<p>approach to global leadership based on their analysis of the case studies, their personality and individual goals.</p>
<p><b>Senior Synthesis</b> INST 490</p>	<ul style="list-style-type: none"> <li>• Be able to identify major trends that are likely to shape global events in the next 5-10 and 20-year periods.</li> <li>• Be able to identify models for global engagement to deal with these emerging trends based on classes taken as part of the Global Awareness Program.</li> <li>• Integrate and synthesis central learning outcomes derived from GAP and the Seattle University Core curriculum.</li> <li>• Be able to synthesize various components of the GAP program into a reflection on career and post-baccalaureate goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete their GAP electronic portfolio.</li> <li>• Students will write a major synthetic reflection essay in which they analyze their GAP academic and other activities in light of the goals of Seattle University's Core curriculum.</li> <li>• Students will make a public presentation based on their synthetic essay.</li> <li>• Students will compose a Global Awareness Program resume.</li> </ul>