**Approval for "Global Competence" Courses**

to be submitted to [john.rowley@houghton.edu](mailto:john.rowley@houghton.edu)

Date: Click here to enter a date.

Course prefix: Click here to enter text.

Course number: Click here to enter text.

Course name: Click here to enter text.

Number of credits: Click here to enter text.

Name(s) of faculty member(s) who usually teach(es) this course: Click here to enter text.

Any course, from any area, may be approved as satisfying the "Global Competence" requirement if students can demonstrate their “skills for cross-cultural interaction and understanding” at the end of taking one of the following kinds of courses:

Which of the following types of courses is the proposed course? Check at least one.

**A course emphasizing Global Engagement. These courses help students learn more about interacting with people of diverse cultures, build their understanding of the lives of individuals and groups from those cultures, and thus acquire the foundation for developing meaningful intercultural relationships.**

Examples of ways that courses may do this include:

* Course discussion or reflective writing in which students learn to listen and learn from others as a way of bringing culturally diverse people together in meaningful relationships.
* Learning about socially contextualized practices, outlook, or cultural expressions of cultural others so as to get inside another contemporary cultural context (this should be a focus of the entire course, not just a unit).
* Discussion, research, or other assignments that explore cultural and social diversity in ways that connect to the lives of real people, not simply abstract concepts. Such assignments may draw upon a range of materials, including stories or novels, case studies, ethnographic material, or film.

**A course emphasizing Global Understanding. These courses help students gain knowledge about a different culture or cultures, or about important global issues or trends, in order to better understand the changing contemporary world.**

Examples of ways that courses may do this include:

* Learning about the history of a culture or cultures in ways clearly tied to understanding the current culture.
* Assignments and/or course content aimed at developing greater understanding of important global issues, trends, or structures (e.g., globalization, migration, international business or law, etc.).
* In-depth study of a particular country and its culture.

**A course emphasizing Global Service. These courses help students connect the Christian life to serving people of other cultures.**

Examples of ways that courses may do this include:

* The study of biblical perspectives about relating to people of other cultures, especially when values are evident in the culture studied that are not in line with biblical values.
* Opportunities for students to explore what it means to be ambassadors for Christ in a diverse world.

Explain below how students will be able to demonstrate their “skills for cross-cultural interaction and understanding” by the end of this course.

The preceding descriptions of courses apply equally to both on-campus and off-campus courses. However, an off-campus course that does not resemble one of these may still be approved as meeting with the requirement if it does one of the following. If the proposed course does not resemble one of the above descriptions, check one or more of the following:

The course integrates the curriculum with the local setting.

The course provides significant time for and guides students in connecting with, and learning from the host community. Example ways to do this include home stays, service projects, involvement in local churches, or field research.

Explain below how students will be able to demonstrate their “skills for cross-cultural interaction and understanding” after having one of the above, off-campus, experiences.

Faculty who believe they are teaching a course that ought to satisfy the Global Competence requirement in a way not envisioned here may submit a detailed explanation of their rationale for consideration by the committee.