

Enhancing General Education through Global Learning
for Engaged Citizenship

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Global Learning for Engaged Citizenship: Initial Stages in Creating the QEP

The initial stages of determining that “Global Learning for Engaged Citizenship” would be the topic of KSU’s QEP for SACS began in January, 2005, lasted 8 months, and included surveying the campus constituencies (University Senate, Department Chairs Council, Student Government Association, Staff Council) through a series of meetings and an on-line survey questionnaire. This was considered necessary by several task forces, in order to ensure the various voices were heard, and a campus-wide consensus was obtained.

The KSU QEP, Global Learning for Engaged Citizenship, was chosen because it had the largest number of proponents, although it did not gain a clear majority of the people surveyed. Overseeing the program is the QEP Steering Committee. One of its tasks is to take inventory of all activities related to the theme in each unit (academic and non-academic) so that there will be a comprehensive picture of current activities. The inventory will be used to determine what else needs to be done.

Some of the initiatives already in place were:

- “Year of” Study program
Each year a country is chosen. Programming continues all year with lectures, arts exhibits and presentations, guest speakers, film showings, and recommended literature from that country. Students are encouraged to attend these presentations. In addition, faculty are encouraged to include some material about that country in their courses wherever possible, and a small internal grant is available for those faculty who wish to develop a learning module about one or more aspects of that country for use in their class. The program is currently in its twenty-third year.
- Conversation Partners
Students, faculty, and staff volunteers are matched with International Students to learn more about each other’s language and country.
- General Education Goals and Objectives.
The GenEd Goals and Objectives were revised to include global learning several years ago. The objective which included a global learning component is: **Understanding People of Other Races and Ethnic Backgrounds**. Graduating seniors will recognize and respect racial and cultural differences among people enabling them to function effectively in cross-cultural situations.

In addition, Kennesaw State University has in place a series of Aspirational Goals which include these global learning objectives:

- Students will explain the significance of diversity in a global society. (Knowledge)
- Students will explain the importance of acting as informed, responsible citizens and members of the global community. (Knowledge/Attitude)

- **Language Programs**
These basic courses in conversational language are offered each semester to interested faculty and staff.
- **Study Abroad programs**
The university participates in several study abroad programs in which students may participate. Students may study for several weeks or longer in a country other than the U.S. Additionally, many departments have developed exchange or cooperative programs with universities in other nations.

KSU is also initiating a series of certifications for students, faculty, staff and administration. These include certifications in target language, in international travel and study, in multi-cultural awareness, and in cross-cultural civic engagement, as well as a certification in Academic Studies, which includes successful completion of courses with an international or multicultural component and which focus on global learning. There are various levels of certification, depending on the depth of study that has been undertaken.

For additional information about KSU's global initiative, "Get Global," please visit our website at <http://www.kennesaw.edu/getglobal/internationalcenters.shtml>

QUESTIONS FOR THE TABLE

1. What global learning courses or ancillary programs, if any, are in place in your institution that could serve as a “jumping off place” for more extensive global learning? Would they need any changes or additions to work well with a comprehensive global learning program?
2. Would you expect a global learning program at your institution to be faculty-driven or administration-driven?
3. Can you identify faculty members interested in promoting global learning at your institution?
4. What resistance to implementing a global learning program do you think you would encounter on your campus? From which constituencies would you expect it to come?
5. What budgetary resources would be available on your campus to use in establishing and supporting proposed global learning programs?
6. What other opportunities or barriers to global learning can you identify on your campus?