

## **The Global Engagement Certification Program at Kennesaw State University**

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### **Institutional Context: Kennesaw State University**

- Founded in 1963
- 3rd-largest university in Georgia
- 23,400+ undergraduate & graduate students from 142 countries
- 3000 students reside on campus
- 700+ full-time faculty members
- Accredited by Southern Association for Colleges and Schools (SACS)
- Participant, American Council on Education's "Global Learning for All" program (2003-06)
- Offers 10 (of 48) undergraduate degrees and 4 (of 37) graduate degree programs with a global learning focus (e.g., International Affairs, International Business, Modern Languages)
- Offers 214 undergraduate and 77 graduate courses that contain at least 30% global content

### **2007-12 Quality Enhancement Plan: Global Learning for Engaged Citizenship**

Page 2 provides the KSU's definitions for global learning outcomes and contains a set of questions for Shared Futures participants.

The figure on page 3 indicates the purpose and goals for the Quality Enhancement Plan.

KSU's Global Learning Coordinating Council oversees progress on the academic components of the quality enhancement plan (Goals 2, 4, 5, 9, and 10 on page 2).

The Global Learning Coordinating Council is comprised of:

- Chair: KSU's Executive Director of the Institute for Global Initiatives & Director for Cabinet Strategic Projects
- Members: Coordinators representing each academic college, the Center for Excellence in Teaching and Learning, the Institute for Global Initiatives, the College of Continuing and Professional Education the Division of Student Success
- Members: Student representatives, one undergraduate student, one graduate student

Among its work products, the Global Learning Coordinating Council developed:

- Procedures by which students may obtain Global Engagement Certification (pages 4-6); GLCC members review and approve student applications based on criteria listed on the form
- Implementation of a KSU global learning student fee of \$14 per semester that supports student education abroad experiences (see table on page 2). Proceeds from the student fee collected in FY10 funded 866 student scholarships (\$746,272) to support education abroad and 23 faculty awards (\$33,994) to support travel to develop study abroad programs.
- An audit of assessment activities in degree programs related to global learning (pages 7-8)
- Identification of Global Learning Specialists and Contributors among faculty/staff (page 9)
- Funding for developing courses that contain at least 30% global learning content (page 10)

## **KSU'S Definitions for Global Learning Outcomes**

National experts working on the American Council on Education's "Global Learning for All Project" "define[d] global learning as the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as citizens and workers."

### **Global Perspectives (Knowledge):**

Graduating seniors recognize and incorporate the diversity, commonalities, and interdependence of the world's people, nations, and/or environmental systems into their general knowledge, academic specializations, and worldviews.

### **Intercultural Engagement (Skills):**

Graduating seniors demonstrate effective and appropriate communication, interaction and teamwork with people of different nationalities and cultures, either locally or internationally.

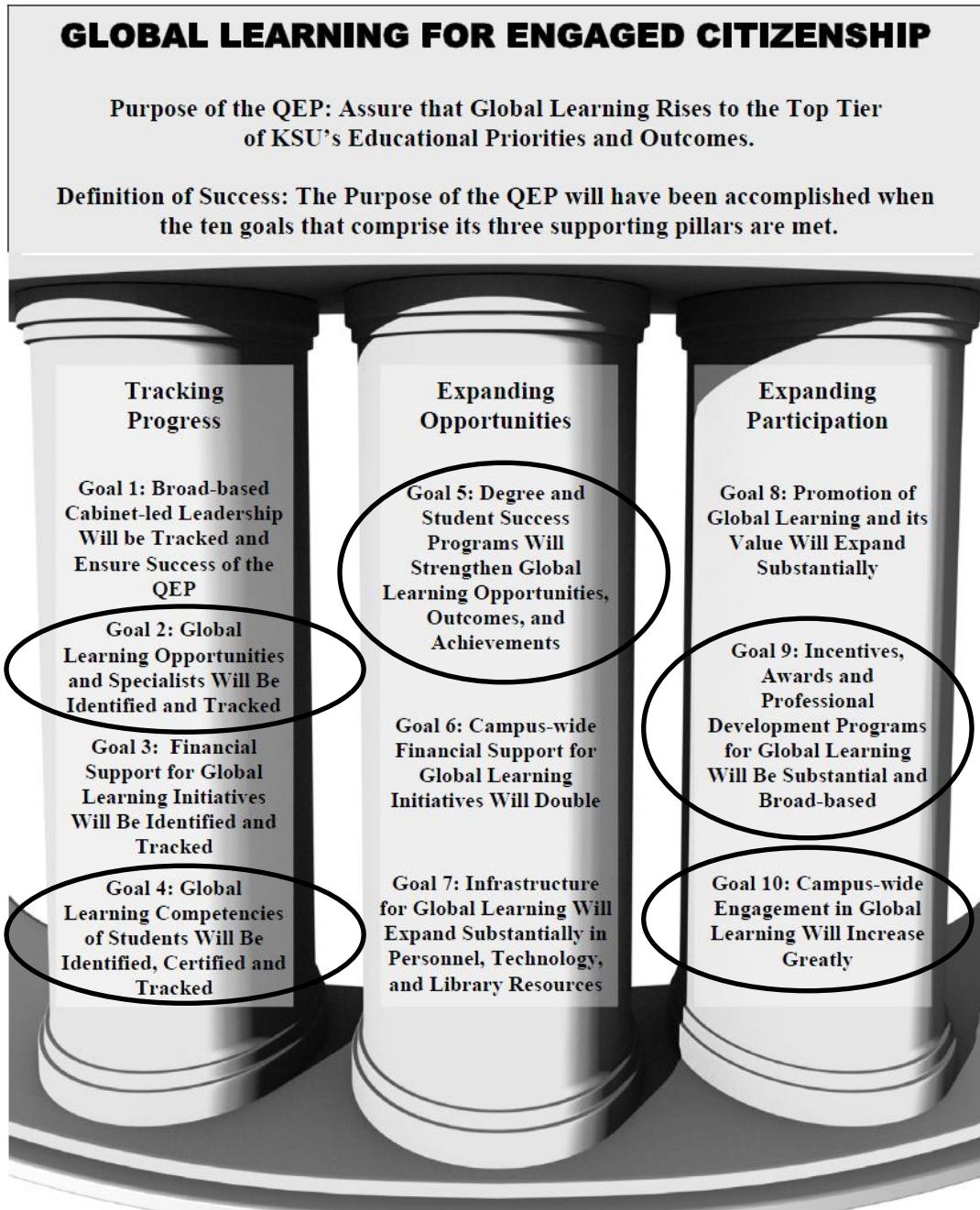
### **Global Citizenship (Attitudes):**

Graduating seniors demonstrate respect and support for the common good of the world community, including its diversity, attention to human rights, concern for the welfare of others, and sustainability of natural systems and species.

## **Questions for Discussion**

KSU began awarding Global Engagement Certifications to undergraduate and graduate students in Spring 2009. Since that time, approximately 100 students have received certification. KSU would like to increase this number but is aware of certain obstacles to growing this program.

1. Not all departments see global learning as relevant to their overall learning goals, and under the current system of encouraging but not mandating assessment of global learning in the assessment reports, these departments can sidestep the issue. How might we reach wide-spread agreement on a common method for assessing global learning and identifying how global learning is important for all disciplines?
2. Certification focuses on a small number of KSU students. How should KSU assess campus-wide growth in global knowledge, skills, and attitudes? We are considering three options:
  - 1) program-specific assessment of global learning, compiled in assessment reports;
  - 2) developing a campus-wide KSU instrument to assess global learning at various points; or
  - 3) using an existing instrument, such as the Intercultural Development Inventory.
3. Certification currently requires a minimum of 4 weeks of education abroad. Many of KSU's education abroad opportunities are 2-week sessions, and students may not be able to afford the financial and time commitments to complete 4 weeks abroad. Are there local opportunities (e.g., intercultural internships, Volunteer KSU) that are academically equivalent and could substitute for one of the 2-week sessions?
4. How can we persuade students whose majors focus on global learning (e.g., Modern Languages, International Affairs) that the certification adds value to their degree?



EDUCATION ABROAD OPPORTUNITIES AT KSU	2007-08	2008-09	2009-10	2010-11
Study abroad trips	43	52	58	63
Faculty involved in study abroad	40	47	65	70
<b>Students studying abroad via KSU</b>				
Undergraduate students at KSU	461	457	552	531
Graduate students at KSU	100	160	143	199
non-KSU students	98	71	61	70
<b>Student internships abroad</b>				
Undergraduate students	2	10	20	13
Graduate students	1	0	2	1
KSU students in non-credit KSU programs abroad	19	16	44	166
KSU students in non-KSU study abroad programs	14	10	23	49

## Global Engagement Certification at KSU: Application Form (Page 1 of 3)

KSU STUDENTS AWARDED CERTIFICATION	2008-09	2009-10	2010-11	TOTALS
Basic Global Engagement Certification	14	30	34	<b>78</b>
Global Engagement Certification with Distinction	3	10	18	<b>31</b>
<b>TOTALS</b>	<b>17</b>	<b>40</b>	<b>52</b>	<b>109</b>

### Share Your Story:

Present a complete account of the global learning experiences that qualify you for either Basic Certification or Certification with Distinction. The certification is available to current KSU students.

Your responses should be detailed, thorough and persuasive. Attaching supplemental supporting documentation like, study abroad journal entries and photos will enhance your application. Examples of successful applications can be viewed at [www.kennesaw.edu/globalengagement/](http://www.kennesaw.edu/globalengagement/).

Global Learning Specialists in KSU's faculty and staff will judge the acceptability of the contents of this application for certification in accordance with the criteria for each requirement as stated in this application.

### A. APPLICANT INFORMATION

Name: \_\_\_\_\_

KSU Number: \_\_\_\_\_

Degree Status: Bachelors:  Master's:  Specialist:  Doctoral:

Declared Major/Program: \_\_\_\_\_

Minor/Certificate/2<sup>nd</sup> Major: \_\_\_\_\_

Student Status: US Citizen:  Permanent Resident Alien:  Visiting International (F1 Visa):

Native/First Language: English:  Other:  (Please specify): \_\_\_\_\_

Certification Sought: Basic Certification:  Certification with Distinction:

Expected Term/Year of Graduation: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

### B. GLOBAL COURSEWORK (Upper Division or Graduate Level – 3000 or higher)

*Note: You do not need to provide information in this section. A global Learning Coordinator will verify your coursework for certification purposes.*

Criteria for Certification	For undergraduates, at least 12 semester hours required (6 for graduate students) with passing grade of C or higher (B for graduate courses).
Criteria for Certification with Distinction	For undergraduates, at least 24 semester hours required (12 for graduate students) with a passing grade of C or higher (B for graduate courses).

#### Notes:

- Accepted transfer coursework equivalent to KSU global courses may be included.
- Courses listed that are not on the approved list at [www.kennesaw.edu/globalengagement](http://www.kennesaw.edu/globalengagement) must be justified with an attached course syllabus.
- Graduate students can report and use undergraduate global courses completed for certification at the 3000 level or higher

## Global Engagement Certification at KSU: Application Form (Page 2 of 3)

- C. **EDUCATION ABROAD:** Includes KSU sponsored or approved credit and non-credit experiences for study abroad, internships, exchanges, research experiences and similar experiences.

Criteria for Certification	Completion of at least 4 weeks of acceptable education abroad required (can be cumulative across multiple short-term experiences).
Criteria for Certification with Distinction	Completion of at least 8 weeks of acceptable education abroad required (can be cumulative across multiple short-term experiences).

*Note: Complete the following information for each education abroad experience:*

Start Date: \_\_\_\_\_ Number of Weeks: \_\_\_\_\_

End Date: \_\_\_\_\_ Sponsoring University: \_\_\_\_\_

Education Abroad Program Title and Brief Description: \_\_\_\_\_

\_\_\_\_\_

Countries Visited: \_\_\_\_\_

*Notes:*

- *Visiting international students (F-1 Visa) may count their higher education experiences at KSU or elsewhere outside their home nation/culture toward this requirement.*
- *Graduate students can report and use education abroad experiences completed while an undergraduate toward this requirement.*

### D. FOREIGN LANGUAGE PROFICIENCY

Basic Certification: Have you successfully completed (with grades of C or higher) at least two years of foreign language at the high school level or two semesters at the college level? Yes:  No:

Certification with Distinction: Have you successfully completed (with grades of C or higher in each course) at least four semesters or the equivalent of the 2002 level of a foreign language at the college level, OR can you demonstrate foreign language fluency at the high intermediate level, OR is English your second language? Yes:  No:

Criteria for Either Certification	<i>Submit an essay for either certification level in 250-500 words: Describe at least two scenarios in your global learning experiences where you have relied on your foreign language proficiency.</i>
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### E. CROSS-CULTURAL TEAMWORK

Criteria for Either Certification	<i>Submit an essay for either certification level in 250-500 words: Describe a substantive example of successful teamwork where you worked closely with individuals from different nations/cultures. Address your specific role on the team, difficulty you experienced, and/or compromises you made to adapt to cultural differences.</i>
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## Global Engagement Certification at KSU: Application Form (Page 3 of 3)

### F. CROSS-CULTURAL AWARENESS

Criteria for Either Certification	<p><i>Submit an essay for either certification level in 250-500 words:</i> Describe what you have learned about your own culture in relation to other cultures. Describe the differences and similarities that you have observed between your native culture and at least one other culture. Examples of such differences and similarities include but not limited to group dynamics, rituals, gender roles and work habits.</p>
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### G. CROSS-CULTURAL COMMUNITY SERVICE

Criteria for Either Certification	<p><i>Submit an essay for either certification level in 250-500 words:</i> Describe one or more substantive examples of productive and valued community service in which you participated that benefited individuals from other nations/cultures.</p>
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### H. FUTURE IMPACT

Criteria for Either Certification	<p><i>Submit an essay for either certification level in 250-500 words:</i> How have your global learning experiences impacted your career goals/understanding of your major area of study? How do you think these experiences will impact your future personal and professional growth?</p>
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**CERTIFICATION WITH DISTINCTION:** In addition to completing A-H, complete either I or J.

### I. CULTURAL IMMERSION

Criteria for Either Certification	<p><i>Submit an essay for either certification level in 250-500 words:</i> Describe one or more insights that you gained from your immersion experience about a different nation/culture.</p>
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### J. LEADERSHIP/RECOGNITION IN GLOBAL CITIZENSHIP

Criteria for Either Certification	<p><i>Submit an essay for either certification level in 250-500 words:</i> Describe examples of your leadership roles assumed and/or recognition/awards received for work and contributions as a global citizen.</p>
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## Evaluation of Applications for Global Engagement Certification

Each application is reviewed online (<http://www.kennesaw.edu/globalengagement/form.shtml>) by two members of the Global Learning Coordinating Council. For each area, the evaluator indicates whether the application *Meets Criteria for Certification*, *Meets Criteria for Certification with Distinction*, or *Does Not Meet* the criteria. Each evaluator also provides a summary recommendation of *Global Engagement Certification*, *Global Engagement Certification with Distinction*, or *Not Recommended for Certification* with comments. If evaluators disagree, a third evaluator reviews the application. Students may revise/resubmit unsuccessful applications based on the comments.

## Audit of Global Learning in KSU's Assurance of Learning Reports

**Comments from the Chair of the Assurance of Learning Council.** In June and July 2010, I examined the Assurance of Learning (AOL) reports submitted by academic degree programs during 2008 and 2010 for relevant content (e.g., narratives and tables) related to global learning activities, and I copied that content into this report. I also created summary tables that indicated whether each report discussed (a) curricular changes that enhance global learning opportunities for students; (b) assessment accomplishments such as articulation of global learning outcomes, development of scoring rubrics or other measures of global learning, and reported results of assessments of global learning; and (c) planned assessments of global learning for future AOL reports. Based on the content, I categorized each report as including a high, moderate, low, or no level of activity in assessing global learning, and I wrote a summary of my findings.

**Caution in reading my summary statement.** I based my summary solely on my reading of the contents of the AOL reports. It is likely that my summary under-represents global learning activities in several programs that may not have discussed their activities in their AOL reports. For example, some programs may require students to complete a course that emphasizes global learning or may have increased opportunities for education abroad, but I only report on those programs that made explicit reference to these activities in the AOL report. In addition, the directions for the 2010 AOL reports (see the Appendix) encouraged, but did not require, programs to report on the assessment of global learning. Several programs focused their reports on assessment activities related to student learning outcomes other than global learning.

**Level of activity in assessing global learning in academic degree reports.** I categorized each report based on the extent to which it discussed assessments related to global learning:  
**HIGH:** The report indicated several curricular changes and assessment accomplishments.  
**MODERATE:** The report indicated some curricular changes and assessment accomplishments.  
**LOW:** The report indicated some curricular changes but few/no assessment accomplishments.  
**NONE:** The report did not include discussion of global learning.

The following table summarizes the number reports submitted for undergraduate and graduate programs in each college and the number of those reports that contained either High or Moderate level of AOL activity related to global learning outcomes:

	Undergraduate		Graduate	
	# Reports	High/Mod	# Reports	High/Mod
College of the Arts	7	6	1	0
Coles College of Business	2	2	5	2
Bagwell College of Education	2	2	6	5
WellStar College of Health and Human Services	5	5	5	1
College of Humanities and Social Sciences	15	10	6	6
College of Science and Mathematics	10	5	5	1
University College	4	3	-	-
<b>TOTAL</b>	<b>45</b>	<b>33</b>	<b>28</b>	<b>15</b>

Approximately 75% of undergraduate reports and 50% of graduate reports included either a high or moderate level of assessment activities related to global learning in their AOL reports.

**Curricular changes that enhance global learning opportunities for students.** Approximately 40% of the reports (29 of 73) indicated that majors were required to complete at least one course that emphasizes global learning and approximately 40% of the reports (29 of 73) discussed continuation or enhancement of education abroad opportunities (e.g., study abroad, internships). It is likely that some reports may not have included information about required global learning courses or education abroad opportunities in their AOL reports. I suggest that members of the Global Learning Coordinating Council may wish to track these data more directly in order to provide a more precise indication of the number of programs that require global learning courses and that offer education abroad opportunities.

Nine reports (12%) discussed adding new global learning courses to their course offerings, and 14 reports (19%) indicated revision of one or more existing courses to include more global learning content. A small number of reports indicated that programs (3) revised their curricula or a sequence of courses to incorporate more global learning content, and 2 reports indicated the addition of the option of a global learning minor or concentration.

**Assessment accomplishments related to global learning.** The directions for the 2010 AOL reports (see Question 5 in the Appendix) asked whether each program made any changes to its list of student learning outcomes and measures for assessing global learning. Most (45, or 62%) of the reports maintained the global learning outcomes and measures from the 2008 AOL report, and about 38% (28) revised their global learning outcomes and/or assessment measures. A few reports (9, or 12%) indicated pilot measures for assessing global learning, and an equal number of reports indicated the development of scoring rubrics for assessing global learning in the future.

Eighteen reports (25%) included assessment results; some included data summaries and some included tables of results. Seven reports (10% of all reports, 39% of the 18 who included results) described how they used the results of the assessments to improve their programs. Three reports (4%) provided a general discussion of the results of assessments but provided no summary of the data in their reports.

**Planned assessments of global learning for future AOL reports.** The directions for the 2010 AOL reports (see the Question 4 in the Appendix) asked programs to indicate plans for future assessments of student learning outcomes and encouraged programs to focus their plans on global learning outcomes. Almost half (34, or 47%) of the reports indicated specific plans for future assessments of global learning (e.g., revision of student learning outcomes, focus on specific courses, development of scoring rubrics, continuation of current assessments), and an additional 7 reports (10%) indicated their intent to assess global learning but did not provide specifics.



## Worksheet for Identifying Global Learning Contributors and Specialists

### Global Learning Contributor

To meet the guidelines for “Contributor,” provide descriptions of your involvement for the following indicator.

**Indicator – Support for Global Learning at KSU-** Is regularly and deeply engaged in facilitating global learning at KSU inside or outside the classroom by frequently teaching GL courses, participating in education abroad programs, coordinating global learning initiatives, providing related student support services and advisement, administering global centers, programs, or participating in global advisory councils, or providing leadership for the QEP’s success, etc.

### Global Learning Specialist

To meet the guidelines for “Specialist,” provide descriptions of your involvement for at *least* four of the six indicators including the required Indicator #1.

**Indicator #1 – Support for Global Learning at KSU-** Is regularly and deeply engaged in facilitating global learning at KSU inside or outside the classroom by frequently teaching GL courses, participating in education abroad programs, coordinating global learning initiatives, providing related student support services and advisement, administering global centers, programs, or participating in global advisory councils, or providing leadership for the QEP’s success, etc.

**Indicator #2 - Formal Education in Global Studies-** Has an earned degree, preferably at a graduate level, in an international, intercultural, or related area of global studies.

**Indicator #3 – Continuing Professional Development in Global Learning-** Participates regularly in regional, national, or international professional association conferences as well as in local opportunities for continuing professional development that hone knowledgeable global perspectives, effective intercultural engagement skills, and global citizenship attitudes.

**Indicator #4 - International and Intercultural Engagement Experience-** Has extensive and intensive experience abroad interacting with people from other cultures in international and domestic settings which may include extended living/or work experiences overseas, effective communication through a non-native language, participation projects, etc.

**Indicator #5 – Global Citizenship Involvement-** Engages often in global citizenship activities locally and/or internationally that may include advocacy or activism in global issues and problems or community development projects that benefit others cross-culturally.

**Indicator #6 – Peer Recognition of Global Expertise-** Has a substantial number of publications, presentations, grants, consulting activities, community service contributions and/or awards related to global competence that reflect high levels of peer recognition of his/her global expertise.

COLLEGE/UNIT	GL Specialists	GL Contributors	GL Courses
College of the Arts	0	32	28
Coles College of Business	13	6	24
Bagwell College of Education	9	1	12
WellStar College of Health and Human Services	6	7	2
College of Humanities and Social Sciences	104	38	168
College of Science and Mathematics	1	23	18
University College	6	8	4
Institute for Global Initiatives	9	8	2
Center for Excellence in Teaching and Learning	0	2	-
Continuing Education	1	0	-
Student Success and Enrollment Services	1	11	-
<b>GRAND TOTAL (as of September 2010)</b>	<b>150</b>	<b>136</b>	<b>258</b>

## Global Learning Course Development Stipends

One of the goals of Kennesaw State University's (KSU) "Global Learning for Engaged Citizens" initiative is to expand the number of courses that contain at least 30% global content, which may include international and/or intercultural components. To achieve this goal, the Chair of the Global Learning Coordinating Council (GLCC) will provide each College with a limited number of \$1000 stipends to support faculty members<sup>1</sup> to develop such courses. Each College may develop its own processes for soliciting and reviewing proposals for these stipends. The GLCC encourages each College to consider the following preferences when selecting recipients for a stipend:

- Give preference to proposals that either:
  - develop a new global learning course or
  - revise and rename an existing course that currently contains minimal or no global content into a course that qualifies as a global learning course (to view a list of approved courses, visit [www.kennesaw.edu/globalengagement/ApprovedGlobalLearningCourses.html](http://www.kennesaw.edu/globalengagement/ApprovedGlobalLearningCourses.html)).
- Give preference to proposals for courses that are likely to have an impact on the greatest number of students in one or (preferably) more of the following ways:
  - The course is a requirement for graduating in a major;
  - The course will be offered on a regular basis (e.g., at least once a year) starting in the academic year after submitting the proposal<sup>2</sup>; and
  - There are multiple sections of the course, and they all contain at least 30% global content.
- Give preference to proposals for courses that will facilitate one or more additional goals of the KSU's global learning initiative:
  - The course includes learning experiences and assignments that will support a student's application for global engagement certification (to view the application form, visit [www.kennesaw.edu/globalengagement/Application%20Page.html](http://www.kennesaw.edu/globalengagement/Application%20Page.html)); and
  - The course contributes to the program's Assurance of Learning initiatives by assessing one or more of KSU's Global Learning Outcomes for Graduating Seniors (to view a definition of each outcome, visit [www.kennesaw.edu/getglobal/learningoutcomes.shtml](http://www.kennesaw.edu/getglobal/learningoutcomes.shtml)).

By November 1, the Global Learning Coordinator for each College may forward a prioritized list of course proposals to the Chair of the GLCC for consideration for stipends. The Chair of the GLCC will award at least one stipend per College to the first course proposal on each College's prioritized list. If additional funds are available (e.g., if a College does not submit any course proposals to the GLCC or if there are funds for more than one course proposal per College), the Chair of the GLCC will award stipends for additional course proposals based on each College's prioritized list until all funds are exhausted. The Chair of the GLCC will transfer funds to each College's May or June Administrative Payroll account, and faculty members whose course proposals are funded will receive their stipends as part of their salary in May or June, with the expectation that all funded proposals will be offered as courses in the following academic year.

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<sup>1</sup> Some faculty members (e.g., those in 12-month administrative appointments) may not be eligible for stipends. Upon approval of the Chair of the Global Learning Coordinating Council, faculty members may allocate some or all of the stipend to graduate assistants who contribute to course development.

<sup>2</sup> Special Topics courses that have not yet been approved through the curriculum committee process may receive the stipend; give preference to those Special Topics courses that are likely to be approved and will be offered on a regular basis.