

*Annual Report
on Global Learning
in
University College
2007 ~ 2008*



Kennesaw State University

**Annual Report on Global Learning in University College
Kennesaw State University
2007-2008**

***Introduction:
Commitment to Campus-Wide Engagement in GLEC
and Achievement of Strategic Goals***

University College of Kennesaw State University houses two departments: the Department of First-Year Programs and the Department of University Studies. The programs and courses offered through these departments are rich with global learning content, and University College faculty participate enthusiastically in many global learning opportunities.

Dr. Ralph Rascati, Dean of University College, is a strong supporter of KSU's QEP, "Global Learning for Engaged Citizenship. He writes, "Kennesaw State University's Quality Enhancement Plan, 'Global Learning for Engaged Citizenship,' has strong connections to University College and its programs. For many years, the Department of University Studies has housed the English as a Second Language Study and Tutorial Center, a place where international students could get help with their English language skills and with other aspects of their college experience. The Conversation Partners Program matches international students with faculty and staff who help them with their language skills and who, in turn, benefit from the association by broadening their cultural horizons. University College also reaches the majority of first-time, first-year students through its First-Year Experience Seminar course. The learning outcomes of this course have recently been revised to have four main categories of outcomes. These are: 1) Campus and Community Connections; 2) Life Skills; 3) Strategies for Academic Success; and 4) Foundations for Global Learning. University College, therefore, provides an introduction to the QEP to the nearly 2500 first-year students it serves each academic year. This introduction is mediated, in part, through the First-Year Common Reader program. For the past two years, University College has chosen as the common reader a book related to either an international culture (*Sounds of the River* by Da Chen) or a globally significant issue (*Not For Sale: The Return of the Global Slave Trade – and How We Can Fight It* by David Batstone). Finally, the University College Strategic Plan lists 'Diversity and Multiculturalism' and 'Internationalization and Global Learning' among its Core Values. The document also has several action steps related to global learning and diversity among its various goals."

As affirmed in Dr. Rascati's remarks, a core value of University College is its commitment to diversity and multiculturalism. UC's strategic plan includes the following statement: "We embrace diversity and value the unique cultures, lifestyles, qualities, backgrounds, and experiences of all people. We seek opportunities to support and promote this value and strive to create a climate of inclusiveness that honors and celebrates the unique contributions of all individuals." This commitment, obviously,

includes a strong emphasis on integrating global learning into University College's courses, programs, and activities. (Please see Appendix A for the disbursement of University College's 2007-2008 QEP funds.)

As outlined in this report, and in keeping with important components of its strategic plan, the academic year 2007-2008 was a year during which University College offered the entire KSU community many opportunities—through learning support services, co-curricular activities, course work, and faculty engagement—to become more deeply involved in global learning and campus internationalization.

Even prior to 2007-2008, University College (and the department from which it grew, University Studies) housed a wide variety of programs, services, activities, courses, and learning communities that contributed significantly to the internationalization of the KSU campus. These contributors, also mentioned in Dr. Rascati's introductory remarks, included The ESL Study & Tutorial Center and the Conversation Partners Program, and learning communities and common readers with international themes, as well as the early integration of greater awareness of other cultures and global issues as an important learning outcome for first-year courses and communities.

Strengthening GLEC Opportunities: GLEC at Home and Abroad

Department of First-Year Programs

Dr. Keisha Hoerrner, Chair

During 2007-2008, many of the Department of First-Year Programs learning communities were built around international themes. (Please see Appendix B for complete descriptions of these communities.) These communities included

- *The World in a Nutshell: An International Resource for Business Students and a Guide for Travelers*
- *Accent on Film: Movies as an International Art Form*
- *Converging Currents and Cultures of the Atlantic World*
- *Global Leadership—LINK ENGAGE*
- *My Big, Fat, Greek Learning Community I*
- *My Big, Fat, Greek Learning Community II*
- *ONE Voice: The Business of the Changing World*
- *The Rise & Fall of Isms*
- *Globalization and You: How the Global Economy is Shaping Your Future*
- *Peace and Human Rights* (for Honors Students)

University College faculty involved in these communities included Dr. Steve Braden, Dr. Liza Davis, Dr. Ruth Goldfine, Dr. Keisha Hoerrner, Mike Keleher, Kathy Matthews, Dr. Julia Morrissey, Peggy Moser, Jeannie Parker Beard, and Wesley Riddle. Dr. Carlton Usher also included many global learning outcomes in his learning communities *Great Speeches of the Twentieth Century* (Fall 2007) and *Leaders of the Future* (Fall 2007), as well as his course *If Elected I Promise* (Spring 2008). These outcomes included—but certainly were not limited to— helping students better understand global leadership, the

effect of current events on cultural interactions, and the global impact of national orators (for example, Gandhi, Thatcher, and Mandela).

Additionally, the common readers chosen for the 2006-2007 and 2007-2008 KSU 1101 classes (all sections) clearly contributed to students' understanding of other cultures and important international issues. The 2006-2007 reader was Da Chen's *Sounds of the River*. The 2007-2008 reader was David Batstone's *Not for Sale: The Return of the Global Slave Trade—and How We Can Fight It*. (David Batstone gave two lectures at KSU. Approximately 600 students, 100 faculty and staff, and 25 community members attended his two lectures.) The Common Reader Selection Criteria include the statements "Attempts will be made to find books with diverse authors (i.e., men, women, minorities, those from cultures outside the U.S., etc.)" and "Must portray diverse cultures in an accurate and respectful manner."

Batstone's *Not for Sale* helped raise student awareness of the global slave trade, but Dr. Keisha Hoerrner, Chair of First-Year Programs, hopes to go even further in this effort. She is writing a proposal to develop a Center for the Investigation of Human Trafficking. The Center will be housed in University College. In a request for funding for the Center, Dr. Hoerrner states, "The Center will allow interested faculty, staff, graduate students and undergraduates across the campus to map and monitor human trafficking in the state of Georgia, providing vital applied research that will allow law enforcement agencies, social services organizations, and faith-based groups to engage in the fight to end the modern-day slave trade in our own backyard. The development of this Center within University College provides first-year students as well as student leaders within the Center for Student Leadership's programs with unique opportunities to engage in undergraduate research projects that will make a lasting impact on their state as well as the global issue of human trafficking."

Dr. Hoerrner is also the faculty advisor to STAND (Student Anti-Genocide Coalition), the former chair and a current member of the Executive Committee of the Darfur Urgent Action Coalition of Georgia, and the State Director of the Not for Sale Campaign, an anti-slavery movement. (As a result of her appointment by David Batstone as State Director of the Not for Sale Campaign, Kennesaw State University hosted the first Not for Sale Georgia Summit at the KSU Center on May 15, 2008.) She was also a co-presenter at the American Democracy Project's 2007 national conference (*The Grim Reality of Genocide: Getting Today's College Students in the Fight to End the Most Inhumane Actions*) and the 2007 ADP-South Conference (*Engaging Student Voices in the Fight Against Genocide: Taking Action for Darfur*).

In April of 2008, Dr. Hoerrner, Dr. Stephen Braden, and Dr. Carlton Usher attended the annual conference of the Center for Strategic and International Studies' Global Strategy Institute as part of the course preparation for KSU 2290—The 7 Revolutions. (The proposed catalog description for KSU 2290—The 7 Revolutions is as follows: "This special-topics version of the First-Year Seminar course is based on the Center for Strategic and International Studies' research-based projections of what the world will look like in 25 years due to the influence of seven global issues. Those seven are

population, resource management, technology, knowledge, economic integration, conflict and governance. Students will analyze the impact of the 7 Revolutions on their own lives as they transition to college.”) Participation in the conference was paid for with QEP funds.

In the summer of 2007, three faculty members from University College, Dr. Hoerner, Ruth Goldfine, and Brian Wooten, presented at the 20th International Conference on the First-Year Experience in Kona, Hawaii. The title of the presentation was “Assessing Interdisciplinary Learning in First-Year Communities.” This conference offers educators from around the world the opportunity to share ideas about first-year programs and activities.

In the summer of 2008, University College faculty members Dr. Hoerrner, Dr. Ruth Goldfine, Dr. Julia Morrissey, Lesia Schnur, and Deborah Mixson-Brookshire will present at the 21st International Conference on the First-Year Experience. The conference will be held in Dublin, Ireland. The presentation topic will be “First-Year Students and the Fight to End Global Slavery: Assessing the Impact of the Common Reader Program.” About this presentation, and the research that is its foundation, Deborah Mixson-Brookshire writes, “Within our research, we have linked and touched all of KSU’s global learning outcomes. The common reader *Not for Sale* engaged students to see and hear about varying global perspectives The opportunity to present with my colleagues on this global issue would be beneficial to other institutions and students who have the opportunity to hear the impact our global common reader has had on students.” Participation in this conference will also be paid for with QEP funds.

Finally, in April of 2008, Wesley Riddle’s KSU 1101 class participated in a video dialogue with students from Xi’an International University in Shaanxi, China. Students in both the American and Chinese classrooms read *Not for Sale*. The discussion was about cultural perceptions of modern-day slavery, and also about life, in general, in the United States and China. This activity was part of the 4th Annual Student Leadership Training for Peace Conference.

Department of University Studies

Dr. Rebecca Casey, Chair

The Department of University Studies Strategic Plan includes a significant global learning component. The fourth goal of the plan is “to prepare students to become global leaders through the Department of University Studies initiatives and collaborations with other entities.” The actions steps are included below.

- Consult with the CETL Faculty Fellow for Diversity in the Curriculum to learn about ways our department can continue to create inclusivity in the classroom
- Provide faculty professional development experiences that will enable faculty to bring global learning to the classroom (e.g. The 7 Revolutions)
- Support faculty in participating in intercultural programs with their students

- Increase civic engagement associated with local agencies serving an international community
- Explore partnerships with other academic departments that emphasize global initiatives
- Integrate a curriculum with global learning outcomes into the SYE and Honors Programs
- Create a global leadership concentration within the IDS major
- Explore the development of departmental-based study abroad opportunities
- Search for opportunities for students to engage in international research
- Continue working with the CSL to mentor and train emerging student leaders
- Expand involvement in the Conversation Partners program through Department courses and the LINK program

University Studies is the home of KSU's Conversation Partners Program (David Schmidt, Coordinator). This is one of the largest programs of its kind in the state. The CPP matches international students with native English-speaking students, faculty, and staff in an effort to encourage mutual exchanges of languages, cultures, and perspectives. In the fall of 2007, 186 students, faculty, and staff from 37 countries participated in the program. In the spring of 2008, the program attracted 162 participants from 36 countries. (Please see Appendix C for a list of countries represented by student, faculty, and staff CPP participants.)

University Studies also houses the ESL Study and Tutorial Center (David Schmidt, Coordinator). The Center offers a variety of services to international students. These services include tutoring in reading, writing, pronunciation, and Regents' test preparation; general education academic advisement; admissions testing (MTELP); and extended-time testing. It is also a comfortable space where international students can study, work on computers, and meet with classmates. The Center contributes to the internationalization of the KSU campus by helping students from other countries better understand American academic culture and succeed as readers and writers of English. (Please see Appendix D for ESL Study & Tutorial Center use totals.)

Since the fall of 1997, the Honors Program, directed by Dr. Liza Davis, has offered many courses and senior capstone projects with global learning themes. The courses from 2007 and 2008 included

- Honors 3000: "Gender, Race, Ethnicity, and Class in the Media" (Instructor: Dr. Michael Ross—Summer 2007)
- Honors 3000: "Folio Thinking for the 21st Century Global Citizen: What? Why? How?" (Instructor: Dr. Joan Dominick—Summer 2007)
- Honors 2290: "The Latino Experience" (Instructor: Dr. Michele Zebich-Knos—Summer 2007)
- Honors 3000: "Virtual Teaming: An Applied Millennium Development Goals Project" (Instructor: Dr. Gary Roberts—Fall 2007)

Honors Senior Capstone Projects from 2007-2008 that addressed global issues included

- “The Drive for Foreign Labor by Businesses in America and Japan: The Differences and Similarities in an Individualistic and Collectivist Culture” (Author, Thassia Da Silva and Honors Thesis Supervisor, Dr. Gary Selden—Summer 2007)
- “Paradox Found, De Tocqueville Long Forgotten? A Case Study Analysis Examining Women’s Political Participation [in America, Sweden, Chile, and Turkey]” (Author, Sarah Terry and Honors Thesis Supervisor, Dr. Jack Moran—Fall 2007)
- “Holistic Approach to Treatment and Prevention of Type 2 Diabetes Mellitus in the U.S.A. and Southeast Asia” (Author, Farina Islam and Honors Thesis Supervisor, Dr. Pamela Achar—Fall 2007)
- “The Unequal International Impacts of Anthropogenic Climate Change on Human Health” (Author, Christie Hernandez and Honors Thesis Supervisor, Dr. Saunders Jones)

Dr. Davis also coordinates the Interdisciplinary Studies (IDS) Program, which offers many global learning opportunities to its students. About the IDS Program, Dr. Davis writes the following: “Global learning is inherent in most Interdisciplinary Studies curricula. One current IDS student is combining three disciplines—history, psychology, and philosophy—to prepare herself for service as a missionary and social worker in Bosnia. As she explains in her proposal rationale, ‘The disciplines that I have chosen to help me complete my degree are helpful to either the religious aspect of being a missionary, or they are helpful for communicating to the people of a different culture and knowing more about the history of the country I will be in.’ Other IDS majors are combining fields such as business and art history; American Studies, Film Studies, and Gender and Women’s Studies; and International Affairs and African and African Diaspora Studies with the intention of moving into careers with a global reach. Even more consistent with KSU’s global learning initiative is the Environmental Studies concentration within the Interdisciplinary Studies degree. Students choosing the ‘Environmental Policy’ track within Environmental Studies take a wide range of geography, political science, economics, and biology courses with the express aim of preparing them for a career in international environmental policy. These include courses such as Political Science 4436, ‘Politics of Developing Areas’; Geography 3340, ‘Cultural Geography’; and Biology 3370, ‘Ecology.’ The curriculum for the ‘Environmental Science’ track is equally interdisciplinary, and though it is less global in its emphasis, it also requires its students to take courses in cultural geography and international environmental policy, as well as a host of science courses designed to prepare them broadly for local, regional, national, or international environmental work.”

There were, of course, many other important University Studies contributions to GLEC during 2007-2008.

In the spring of 2008, Dr. Julia Morrissey taught a section of English 2110: World Literature for international students only. This was the first time an international student section of English 2110 was offered at Kennesaw State University. Dr. Morrissey will continue to teach international sections of English 2110 in the future.

In the fall of 2007 and the spring of 2008, David Schmidt taught international student sections of English 1101. He has taught international student sections of English 1101 and English 1102 for the past few years.

In her KSU 4401: Senior Seminar, Dr. Joan Dominick includes an important learning module entitled *Global Citizenship: Folio Thinking & Resources*. The learning outcome (“Knowledge and Attitude”) is as follows: “Students will understand the importance of civic and social responsibility and embracing a global citizenship perspective.”

Dr. Deborah Smith is currently developing a new, free elective course, “Leadership in a Global Society.” The tentative course description reads, “Study of leadership and its connections to the culture in which one is leading. Global trends identified by the ‘7 Revolutions’ project will be examined and a cultural immersion experience will occur.” Dr. Smith hopes to get UPCC approval in the fall of 2008 and offer the class in the spring of 2009.

From April 2008 to April 2009, Dr. Ed Chan (the former and future Global Learning Coordinator for University College) will be the Bryant Drake Guest Professor at Kobe Jogakuin Daigaku (Kobe College) in Nishinomiya, Japan. Dr. Chan will teach five courses: 1) Reading, Writing, and Discussion; 2) American Studies (a literature class); 3) Advanced Writing; 4) Special Lecture for Undergraduates, entitled “Cinematic Transitions between Japan and the West”; and 5) Special Studies in American Literature.

Finally, University College jointly administers (with Academic Affairs/ Student Success and Enrollment Services) the Center for Student Leadership (CSL). The Center’s director, Brian Wooten, holds a joint appointment (University Studies and Academic Affairs/Student Success and Enrollment Services). The contributions of the CSL to global learning at Kennesaw State University are numerous and significant. (Please see Appendix E for a summary of these contributions during 2007-2008.)

Advances in Identifying and Tracking Global Learning Opportunities and Specialists

During 2007-2008, University College did not offer any specific degree programs, concentrations, minors, or certificates with global learning themes, though students can design degrees and take courses within the Interdisciplinary Studies Program that do focus on global issues. (Please see the preceding section for a complete discussion of global learning options for students in the IDS Program.) Additionally, two University Studies courses in the KSU *Undergraduate Catalog* have been identified in the tracking system as contributing to GLEC: ESL 1105, a grammar course for international students and ESL 1106, a pronunciation course for international students. Because of low initial student enrollments, these courses have not been on the schedule for many semesters. However, one or both of them may be offered again in the near future.

Also during 2007-2008, three University College co-curricular activities were listed in the tracking system. The first activity recognized was the Conversation Partners Program, discussed previously in this report. The second activity was a one day Center for Student

Leadership event, *The Tunnel of Oppression*, described as “a visual, theatrical, and interactive effort to raise consciousness of the various forms of oppression perpetuating our society.” The third activity listed was another one day event sponsored by the CSL, *Educating the Heart and Mind: A Path to Universal Responsibility*, which featured an address by the Dalai Lama.

Four members of University College have been identified as Global Learning Specialists: Dr. Ed Chan, Dr. Joan Dominick, Dr. Julia Morrissey, and David Schmidt. During 2008-2009, other members of University College who meet the requirements of the rubric created by the GLCC will be identified as specialists or contributors and added to the tracking system.

The greatest challenge of adding entries to the tracking system is to know specifically how much program, event, or course content includes a significant global learning focus. It is clear that some items—and some specialists and contributors—from across the campus would not be included in the system if more rigorous requirements for inclusion were in place. It is important for the GLCC to revise these requirements, update the online tracking system, and promote the use of the updated system to the KSU community. Throughout the coming year, the Global Learning Coordinator of University College will endeavor to include in the system only those programs, courses, activities, faculty, and staff that truly contribute to GLEC at KSU.

Contributions to the Advancement of GLEC Certification

Because the Global Learning Coordinators have not yet finished their work on the GLEC certification program, and since staff have not yet been hired to administer such a program, University College has not been able to promote certification to its students. As soon as a program is in place, University College faculty and staff will enthusiastically support it, especially among the many first-year students in sections of KSU 1101 and learning communities.

Increases and Improvements in the Tracking of the Unit's Financial Investments Supporting Global Learning

During 2007-2008, University College was awarded \$20,000 in QEP funds, which were awarded to faculty members for a variety of activities related to global learning. (Please see Appendix A for the disbursement of University College's 2007-2008 QEP funds.) Additionally, the Conversation Partners Program was again awarded \$2000 from the President's Foundation funds for the fall 2007 and spring 2008 programs.

Expansion of Facilities to Support GLEC

As previously noted, University College, through the Department of University Studies, houses the ESL Study and Tutorial Center (Library Room 442), an attractive, comfortable space where students can receive tutoring and academic advisement, use computers, study, or relax with classmates. It is also an area sometimes used as a meeting place for

participants in the Conversation Partners Program. The Center has been open six years, and the space is adequate for its uses. There are no plans to expand in the near future.

Expansion of Marketing and Promotion of GLEC

In University College, the level of marketing and promotion of courses, communities, activities, and programs is already high. For example, learning communities with international themes are highlighted in the KSU *Schedule of Credit Courses* and pamphlets published by First-Year Programs, and at student orientations. Similarly, the Honors Program highlights its offerings through printed materials for students, and both the ESL Study & Tutorial Center and the Conversation Partners Program are advertised using targeted email lists, campus announcements, flyers, and classroom and international student orientation presentations. However, there is always room for improvement and innovation in the areas of marketing and promotion, and University College will continue to adopt the most efficient methods possible to make students aware of global learning opportunities in its courses and programs. Additionally, all of University College's marketing initiatives will benefit from a campus-wide "Get Global" campaign, currently being discussed and planned by the Global Learning Coordinators Council.

New Incentives, Awards, and Professional Development for GLEC

The greatest incentives for faculty and staff to promote global learning engagement and participate in global learning activities are personal commitment and satisfaction, peer recognition, and financial support for global learning projects and professional development. It is clear from the contents of this report that many of the faculty and staff of University College promote and participate in GLEC because they are personally committed to internationalizing the KSU campus. Long before the current QEP was developed and accepted, University College (and the department from which it grew, University Studies) housed many programs, courses, support services, and activities that in small and large ways contributed to campus internationalization. However, to encourage even greater faculty and staff participation, other incentives are helpful. The first is peer recognition. This will come when the GLCC establishes unit-level and campus awards for leadership in global learning. The second is money to support faculty and staff activities and professional development related to global learning. In 2007-2008, the disbursement of \$20,000 of QEP funds and approximately \$5,000 of funds from the Dean's budget has supported a few of these important activities and professional development opportunities. (Again, please see Appendix A for specific information about the disbursement of 2007-2008 University College QEP funds.)

Summary: The Future of Global Learning in University College

The faculty and staff of University College are absolutely committed to continuing to integrate global learning into as many of the programs, services, activities, courses, and learning communities coordinated by the college's two departments—First-Year

Programs and University Studies—as possible. As this report clearly shows, University College’s contributions to the QEP have been enormous for many years, and those contributions will certainly continue as long as global learning is a priority at Kennesaw State University.

Dr. Ralph Rascati has highlighted several University College goals related to GLEC for FY 09. These include

- Offering 6 sections of KSU 2290 (which will substitute for KSU 1101) that are themed around the 7 Revolutions developed by Dr. Erik Peterson of the Center for Strategic & International Studies. The 7 Revolutions are essentially 7 factors that will influence what the world will look like by the year 2025. (Erik Peterson will be on the KSU campus Wednesday, September 10, 2008 to deliver his presentation on the 7 Revolutions.)
- Continued use of the Common Reader program to promote global learning. For FY 09, the book chosen is *Three Cups of Tea: One Man’s Mission to Promote Peace . . . One School At A Time* by Greg Mortensen and David Oliver Relin. The book describes one man’s mission to win the hearts and minds of the people of Afghanistan and Pakistan by building schools for girls in remote regions of those two countries. (Dr. Keisha Hoerrner notes, “We are striving to not only make students aware of global education issues with *Three Cups of Tea*, but we plan to raise enough money for Mortenson’s NGO, the Central Asia Institute, so that he is able to build a school in Pakistan and name it in honor of KSU.)
- Developing courses that will become a concentration option in leadership for the Interdisciplinary Studies major. Eventually these courses may become part of a minor and/or certificate program in Leadership. One of the courses being developed for this program is entitled “Leadership in a Global Society.” This course will involve the study of leadership and its connection to the culture in which one is leading.
- In FY 08, University College dispersed \$20,000 in funds allocated from the QEP budget for globally-related proposals. This was supplemented by an additional \$5,000 from the Dean’s budget. The goal for FY 09 will be to support proposals for globally-related projects to at least the same level if funds are again allocated for this purpose.

Because of the great enthusiasm and support for global learning among the administration, faculty, and staff of University College, these goals—and possibly others as yet unidentified—are certainly attainable in 2008-2009.

Prepared by:

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May 2008

Appendix A: Disbursement of 2007-2008 University College QEP Funds

QEP Funding

Summary	
Proposed	\$28,440
Available from QEP Funds	\$20,000
Deficit	(\$8,440)
Funded by Dean/Other	\$4,700
Not Funded	(\$3,740)

Proposer	Proposal	Requested	QEP	Dean's	Other	Not Funded
Riddle	Arts Materials	\$200		\$200		
Schmidt	Esl - Printer	\$500		\$500		
Hoerrner	CIHT					
	Travel	\$1,180	\$1,150			\$30
	Trade Show	\$1,850	\$1,850			
	Resource Center	\$500				\$500
Hoerrner	7-Revs	\$500	\$300			\$200
Usher	"	\$1,680	\$1,350			\$330
Braden	"	\$1,680	\$1,350			\$330
Smith	Global Ldrshp Course Dev	\$4,000			\$4,000+*	
Wooten	Brazil Trip	\$4,000	\$2,000			\$2,000
Bradford	FYE - Ireland	\$3,350	\$3,000			\$350
Schnur	FYE - Ireland	\$3,000	\$3,000			
Morrissey	FYE - Ireland	\$3,000	\$3,000			
Mixson-Brookshire	FYE - Ireland	\$3,000	\$3,000			
TOTALS		\$28,440	\$20,000	\$700	\$4,000+*	\$3,740

*Actual allocation was 9% (1 course equivalent) of contract salary which came to slightly more than \$4,000

Appendix B: Descriptions of Learning Communities with International Themes
Fall 2007 ~ Spring 2008

[These descriptions are taken from *KSU First-Year Learning Communities: It's All about Connections*, published by the Department of First-Year Programs in the fall of 2007, and the KSU spring 2008 *Schedule of Credit Courses*.]

The World in a Nutshell: An International Resource for Business Students and a Guide for Travelers

The world is becoming smaller due to the widespread use of cell phones, the Internet, email, television, text messaging, and travel. As a result, most businesses are going global in every aspect. This learning community will prepare you for successful interaction with the international population living in the United States and those living in their various homelands. This community will guide you through an exploration of timely topics like language, culture, philosophy, religion, communication, commerce, and currency. (Faculty: Morrissey, Moser, and Roberts)

Accent on Film: Movies as an International Art Form

While Hollywood continues to dominate the American film market, it does so through a continual exchange of ideas and approaches with a number of foreign cinemas. This learning community, which explores how film is rightly called an international art form, includes screenings and discussion of films made in foreign countries, American films made by foreign directors, independent American movies made outside the Hollywood mainstream, and international films that borrowed and bettered American genres. (Faculty: Collins, Matthews, and staff)

Converging Currents and Cultures of the Atlantic World

We have a passion for exploring different cultures and perspectives, and we want to share that passion with you! This community promises to broaden your horizons by helping you learn about different cultures in the Atlantic World through songs, stories, and conversations. (Faculty: Mwangbe, Paracka, and staff)

Global Leadership—LINK ENGAGE

What in the world is going on? This learning community will help you develop a deeper understanding of international events and the impact that leadership has on these events. You will sharpen your own leadership skills while studying the interplay of world events and the influence of world leaders. (Faculty: Beard, Patterson, and Riddle)

My Big, Fat, Greek Learning Community I

What do Brad Pitt and Jennifer Aniston have in common? Probably not so much these days, but he did play a Greek (Achilles) in the film *Troy*, and her last name is a shortened version of the very Greek name Anastasakis. But there are so many more famous Greeks, such as Plato, Aristotle, and Alexander the Great. My Big Fat Greek Learning Community will explore the influence of Greek thought and culture on western society, focusing on connections between Greek antiquity and the contemporary world in the areas of art, philosophy, literature, education, and technology. (Faculty: Braden, Keleher, and Murray)

My Big, Fat, Greek Learning Community II

See preceding learning community description. (Faculty: Braden and Murray)

ONE Voice: The Business of the Changing World

What do you have in common with Bono, George Clooney, Brad Pitt, and millions of other Americans? You, too, can work to make poverty history. Join this community to learn more about you, your community, and your world. Join a movement that's doing more than talking about problems; it's finding solutions to those problems. Be ONE of many by adding your time, talent, and voice to the business of changing the world. (Faculty: Hoerrner, Kirby, and Roberts)

The Rise & Fall of Isms

What's the difference between socialism and communism? What happens economically when a society moves from socialism to capitalism? Why should we care about economies that operate differently from ours? These questions and more will be answered in this learning community. (Faculty: Braden, Kirby, and Kremer)

Globalization and You: How the Global Economy is Shaping Your Future

Think global economics doesn't relate to you? Think again. Globalization has not only affected international relations and led to a shift in the world market—it has also affected the job market in the U.S. This learning community links Economics 1100 with English 1102. While you explore the theories and principles in Econ, your English composition course will offer you the opportunity to explore through readings (e.g., Thomas Friedman's *The World Is Flat*) and in your writings how global economics directly affects you—and your future career. (Faculty: Goldfine and Kirby)

Peace and Human Rights (for Honors Students)

A positive understanding of peace suggests it can be realized both conceptually and practically in active forms of peacemaking. A peacemaker informed by ethical experience can establish peace without the use of coercion. The Peace and Human Rights learning community for honors students is an interdisciplinary and cross-disciplinary study of philosophical, religious, literary, and rhetorical perspectives on understanding peace in its various inflections across cultures. (Faculty: Davis and Pynn)

Appendix C: Countries Represented in the Conversation Partners Program
Fall 2007 ~ Spring 2008

Armenia	Kenya
Bangladesh	Korea
Belgium	Kyrgyzstan
Bulgaria	Lebanon
Cameroon	Malaysia
China	Mexico
Colombia	Nepal
Cote d'Ivoire	Nigeria
Denmark	Pakistan
Dominican Republic	Phillipines
Ecuador	Senegal
Egypt	Sri Lanka
El Salvador	Sweden
Ethiopia	Taiwan
France	Thailand
Ghana	The Netherlands
Great Britain	The United States of America
Guatemala	Turkmenistan
Honduras	Uganda
India	Uzbekistan
Italy	Vietnam
Japan	Zambia

Appendix D: ESL Study & Tutorial Center Use
Fall 2007 ~ Spring 2008

Sign-Ins –

Fall 2007 **305**
Spring 2008 **299**

Total: 604

Computer Logins –

Fall 2007 **379**
Spring 2008 **412**

Total: 791

Tutoring/Advising Appointments –

Fall 2007 **396**
Spring 2008 **391**

Total: 787

Note: *Not all students who visit the Center sign in. Also, these numbers do not include telephone or email inquiries and responses.*

Appendix E: Center for Student Leadership (CSL) OEP Highlights 2007-2008

CSL OEP HIGHLIGHTS 2007-08



CURRICULAR INITIATIVES:

- **Sundance Conclave in Global Ethics and Leadership:** Program provided students the opportunity to interact with other colleges, discussing the focus on Global Ethics and Leadership. (Fall 2007)
- **Modules connected with the LINK Ethical Leadership Certificate:** Currently, all LINK modules are being evaluated to incorporate a more intercultural/international focus. While most of the 36 modules allude in some way to global issues, 5 modules specifically address global knowledge and/or skill development:
 - **Intercultural Communications:** Teaching skills for communicating with diverse populations
 - **Diversity Training:** Training for understanding people who are different than we are
 - **Ethics Modules:** 3 modules include Moral Development Theory, Theories of Ethics for Diverse Cultures, and Spirituality and Meaning (incorporating other views such as Eastern philosophy regarding spirituality)
- **LINK ENGAGE Program:** 200 students participated in this curricular initiative that challenged students to define a specific population that was not understood and create a civic engagement program to create sustained assistance. (Fall 2007)
- **Ghanaian student visit:** In July 2007, 8 students visited for 3 weeks and connected with students within the CSL leadership programs. Events included a visit to the High Museum, a Braves Baseball game, and various lectures and class visits (Summer 2007)

EXPERIENTIAL EDUCATION INITIATIVES:

- **International Civic Engagement Program:** Students participating with the third level of the Leaders IN Kennesaw (LINK) program (Leads) developed and implemented an International Civic Engagement project. Students coordinate all facets of the program from development to facilitation. In spring 2008, students will go to Salvador, Brazil to participate in various events.
- **Visit with the Dali Lama:** Students in the CSL participated in a lecture event held at Emory University featuring the Dali Lama and his message of peace. (Fall 2007)
- **Leadership Program with Latino Youth on Franklin Road:** CSL is currently partnering to provide leadership education to Latino youth living on Franklin Road in Cobb County. The target audience is Hispanic youth and African American children. (Fall 2007/Spring 2008)
- **Intercultural Expeditions:** The CSL has begun a trip program to provide students with the opportunity to connect with different cultures within the United States. Students have participated in 3 programs, including trips to New York City and 2 trips to Washington, DC. (Spring 2008)
- **Global Leadership Workshop in New York City:** The CSL partnered with the International Center at the College of Staten Island to sponsor a day conference in April

to discuss the role of the college student leader in the global world. Students had the opportunity to connect with students at the College of Staten Island. (Spring 2008)

- **International workshop on transforming Student Abroad programs into sustained civic engagement projects:** 3 students participated in a workshop in New York City to discuss how civic engagement projects could be created to be more sustained in other countries (Fall 2007)