

**International Programs Committee**  
**AY18-19 Annual Report**  
April 30, 2019

**COMMITTEE MEMBERSHIP**

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Kathryn Lamanna (Chair; International Education)  
Professor Gladys Torres-Baumgarten (ASB Liaison) – active member until SP20.  
Professor Edward Shannon (SSHGS Liaison) – active member until SP20.  
Professor Elvira Katic (SSHS Liaison). – active member until SP20.  
Assistant Professor Donna Flynn (TAS Liaison) – term ended, Dean Saiff to nominate new rep.  
Associate Professor Ann LePore (CA Liaison) – term ended, Dean Campbell to nominate new rep.  
Associate Director Stephanie Barlow (Student Affairs Liaison) – active member until SP20.  
Director Barbara Harmon-Francis (Student Affairs Liaison) – active member until SP21.  
Paula Ihne (Academic Affairs Liaison) – membership renewed, active member until SP21

**2018-2019 ACCOMPLISHMENTS & INITIATIVES**

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The mission of the Ramapo College International Program Committee (IPC) is to draw upon the expertise of faculty and staff from academic units as well as International Education, Student Affairs, and Enrollment Management in order to select and promote study abroad programs that will enhance our students' scholarship and experiential learning, as well as assist students in choosing and applying for admission to programs that meet these criteria. Specifically, the IPC evaluates whether study abroad programs have academic merit and are integral to Ramapo curriculum; ensures that a full range of programs, substantively and geographically, are available; includes foreign language as well as Anglophone programs, assesses the overall quality of study abroad programs, and promotes study abroad among faculty and students. To meet these goals during the 2018-2019 Academic Year, the IPC met monthly for 1 hour, in addition to reviewing necessary materials in preparation for meetings.

The majority of the IPC endeavors this year centered on reviewing the following:

**Reviewing New Programs**

- ❖ Reviewed 3 new faculty led programs (3 approved)
  - RCNJ China: Community Health & Traditional Chinese Medicine

Complementary and alternative medicine (CAM) has been practiced for several thousands of years in China. Today, it is particularly attractive to patients with the conditions when no definitive conventional therapy is available, such as cancers and cardiovascular diseases. CAM treatments may include dietary modifications, nutraceuticals, massage, cupping, Qigong, herbal medicine and acupuncture. They are usually designed to restore balance and harmony in the human body by stimulating the body's natural curative powers.

- RCNJ Ghana: African-American Relations – Service, Culture & Society

Students enrolled in the course will participate in classroom-based learning at Ramapo College on the history and development of Ghanaian society as well as a one-week study abroad in Ghana during spring break. As a component of the course, students will travel to Ghana to participate in the Ghana Study Abroad Program to conduct research to assist with the development of the required research paper for this course. While in Ghana students will witness some of the primary sites of the country and learn about the postcolonial development, religion, language, governance and structural inequalities in the developing country. Students will explore the vibrant and diverse country of Ghana, often recognized as the most

stable democracy in Africa. Students will engage in intense academic research in the city of Accra, Cape Coast and Kumasi. Students will visit and stay at the Kwame Nkrumah University of Science and Technology (KNUST) in Kumasi and attend educational conferences on campus. While in Kumasi, students will engage in cultural and service-learning activities along with primary research. Please note that to participate in the Ghana Study Abroad Program students must be enrolled in the course.

- o RCNJ Ireland: The Stor(ies) of Ireland

Literature and Film: The Stories of Ireland (LITR 210). Literary and cinematic works will be drawn from the long tradition of Irish poetry, fiction, and drama. Students will also explore the cinematic output of Ireland. The course and international experience will examine the use of narrative as a medium to share the Irish experience, both in Ireland and the United States. Students will explore the inspirations, contexts and spaces storytellers used in the development of their narrative works. Students develop critical skills necessary to explore literary narratives. The course content will be delivered by scholars both from Ireland and the United States.

- ❖ Reviewed Global Field Experience Proposal (initiative approved, individual programs pending approval on a future date)

Dean Susan Hangen met with the IPC to discuss and propose a new type of program called Global Field Experience, a topic first introduced by the new RCNJ Provost Stefan Becker. The proposal letter is included below:

To: Professor Jackie Braun, Chair, Academic Review Committee  
From: Dean Susan Hangen, SSHGS and INTL faculty  
Re: INTL 1xx Global Field Experience Course proposal  
Date: January 30, 2019

Ramapo College has always had a strong commitment to international education. Although our enrollments in international experiences are greater than national averages, we continue to strive to be a leader amongst our peers and provide greater access to international opportunities to our students. In order to do this, Ramapo College has developed a new initiative called ‘Global Field Experiences.’ These 2-credit programs will occur during the Spring semester (during either Winter or Spring breaks). They are not intended to fill major requirements or general education requirements, as they are 2 credit courses.

An academic framework has been developed for INTL 1xx: Global Field Experiences. Individual programs will be operated as a section of the umbrella course with the same course description, goals and learning outcomes. Each section will then expand these goals and outcomes in the specific geographic and thematic contexts of the program base. The academic framework is as follows:

Course Description:

This is a short-term study abroad course in which students will visit and learn about a country outside of the USA. Students will be introduced to the social and geographic context of the country and explore one or two global issues (such as social inequality and social justice movements, environmental challenges and sustainability, livelihoods and globalization, human rights and democratization). In the country, students will engage in service learning or community-based learning, which entails learning directly from members of the community that they are visiting.

#### Course Goals:

Students will gain cross-cultural experience in a country outside the USA for approximately one week and will learn about one or two global issues in that country. Students will attend pre-departure orientation sessions to learn more about the country. After they return, students will reflect on their experiences with students from other programs within the same region or similar thematic focus, and then present their findings to a public audience.

#### Measurable Student Learning Outcomes:

- Outcome 1: Students will Identify and question ethnocentric assumptions.
- Outcome 2: Students will demonstrate knowledge of current international issues (as they relate to the country studied and visited)
- Outcome 3: Students will demonstrate global geographic literacy

These programs are set to begin for the Spring 2020 semester. Initially, we will convert the existing international alternative break programs, currently administered by the Community and Civic Engagement Center (CCEC), into 2-credit sections of the INTL 1xx course: Global Field Experiences. By attaching credits to these courses, the course Faculty will provide structured assignments and activities to facilitate meaningful learning experiences for students on these programs. The current alternative break experiences in AY 19 are: India and Ghana in January; and Nepal and Costa Rica in March. These four programs, along with a potential additional 2-3 will be developed and launched for the Spring 2020 semester as Global Field Experiences. The 2020 Global Field Experience programs being proposed are as follows:

- Costa Rica: Wildlife Conservation
- India: Sustainability & Tribal Communities
- Nepal: Disaster Recovery
- Ghana: Youth Development
- Argentina: Public Health
- Jordan: Refugee Policy & Integration (honors for 2020, then open to public)
- Morocco: Multiculturalism, Migration & Human Rights

For Spring 2021, we will begin to solicit new proposals from faculty throughout the campus for new course sections in additional countries, upon approval of this initiative by ARC. There are already 2-3 course section ideas being discussed. The Convener of INTL, the Dean of SSHGS, and the Director of the Roukema Center will review proposals for new sections of INTL 1xx. Faculty will work with the Roukema Center and Center for Civic Engagement to develop the courses.

This course will help Ramapo College to achieve several goals. It will help to increase the number of students who have meaningful international experiences. First year students and others who might not be able to participate in longer study abroad courses are the primary audience. For various reasons there is a national trend of students enrolling in shorter term study abroad experience, and this trend is also occurring at Ramapo College. By offering more short-term programs, and tying these experiences to learning outcomes, the college will increase student participation in meaningful international experiences. Students pay a flat rate tuition fee for 18 credits each semester (while most only register for 16 credits per semester) and thus students could use their remaining 2 credits within the spring semester to take these courses. The teaching compensation for each faculty on these course sections, will be paid from the individual Academic School's budget, and not be incorporated into the program fee. This budgetary approach will contribute to the affordability of these study abroad programs. We will

also work with the Foundation and Provost's Office to identify additional sources of funding for students.

Each course section will also include a service learning/ community-based learning component, designed in collaboration with the Center for Civic Engagement/Center for Student Involvement (CSI). The programs will be managed by the Roukema Center, as are all other academic programs abroad. The CSI currently subsidizes all of the alternative break programs and this support will continue, making these experiences more financially accessible for students.

### **Reviewing Petition Applications:**

- ❖ Reviewed 3 petition applications (3 accepted)
  - Petition applications are requested from students to study in programs that are not on the study abroad office's approved list

### **Review Assessment Tool**

After Michael Unger reviewed our current assessment tool for faculty-led program participants, it was determined that many of the non-satisfaction based questions were too open ended and not able to extract necessary data. Michael met with Kathryn Lamanna and Benjamin Levy to narrow down our focus on the type of data we want to extract and new questions, goals, and methods were developed. Then Michael met with the IPC for further discussion and more edits were made. These new questions will be incorporated into the assessment survey for summer 2019 faculty-led program participants. (see attached document sent in the email from Kathryn Lamanna)

### **Develop 2-day study abroad symposium**

After a discussion with IPC members, the Honor's Symposium staff, and Scholar's Day staff, it was decided that it would be best to incorporate international into the existing events instead of creating a new symposium. Both committees will plan on how to recruit students with international research experience for these events in addition to IPC members and RCIE staff reaching out to students who have conducted research outside of the U.S.A.

### **Other topics discussed:**

- ❖ Course repository was updated with pre-approved courses (via off-campus study form) from 2012 to spring 2019
- ❖ Enrollment numbers for all programs during the fiscal year
- ❖ Event and event promotion during the academic year
- ❖ Website updates
- ❖ Social Media and Marketing materials (as resources for committee members)
- ❖ Other inquiries from IPC members

### **2019-2020 PRIORITIES**

The Committee has set forth the following priorities to accomplish during the 2019-2020 Academic Year. Each of these has been planned to support the College's achievement of the international experience goal for the strategic plan.

### ***Convening Group Reports***

- ❖ RCIE will prepare convening group reports for all IPC represented majors; Environmental Science, International Business, Literature, Contemporary Arts and Teacher Education. These reports will provide a general overview of good study abroad options for students within a specific major, previously approved courses, and other details. Additional reports will be prepared once the first is reviewed and approved, for each school.

### ***Review and Assessment***

- ❖ **Review results from study abroad assessment tool given to spring, summer, fall students**  
Determine if the newly developed learning outcomes assessment questions are receiving the expected results or if changes need to be made to the format or the assessment tool itself.

### ***Student Recruitment***

- ❖ **Review attrition data and develop an action plan to address the main issues**  
Upon review of yearly data on the reasons for application withdrawals for study abroad, the committee will develop a plan to begin working on mitigating, where appropriate and realistic, these causes of attrition.