Northampton Community College

Global Studies

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I. Introduction

A. Provide the current purpose of the program.

The purpose of the Global Studies program is to invest students with a multidisciplinary education that brings together methods and tools from both the social sciences and the physical sciences to help students tackle global-scale problems. It is a liberal arts education and serves as the bridgehead to continued education, transfer at a 4-year college or university.

B. How does the program advance the mission or strategic focus areas (SFAs) of the college? (Reflect on the program's curriculum, success rates, etc. to highlight where the program specifically promotes one or more of the SFAs)

By focusing on educating students towards both global awareness and a concept of global citizenship, the Global Studies program helps the college accomplish a few of its SFA's, namely Fostering Diversity & Global Engagement, Engaging with Our Communities, and Increasing Student Retention, Completion, & Transfer. GS students at NCC have been invited to conferences and events both within Pennsylvania as well as across other parts of the East Coast, from New York City to Atlanta, Georgia. They have also both gone abroad as well as connected with students from other countries, most recently when the GS program participated in the 100,000 Strong in the Americas grant bringing together students from ITCA Fepade College from El Salvador and NCC's GS students to collaborate with and learn from one another, furthering those international connections in addition to the local. Finally, NCC GS students have been able to use their education in the program to achieve entry to great programs at some more local institutions such as Temple, Drexel, Lehigh Universities, as well as other universities and colleges both within the US and in other parts of the world.

C. Comment on awards, honors, noteworthy accomplishments, or unique features related to the program during the review period.

Our students have achieved numerous awards, including the prestigious transfer scholarship allowing students to continue their education. Many of our students transferred with full academic scholarships including to Drexel and Dickinson College. Students are also members of GTU (Gamma Theta Upsilon – the International Geographic Honor Society) and in PTK (Phi Theta Kappa, the international academic honor society) and many are also part of NCC's Honor's Program.

Our students are also active in local, regional, national and international civic life. Participating in the UN Academic Impact program, involved in numerous environmental organizations, and being involved in local politics. Two of our students successfully ran and were elected to city council (Bethlehem and Easton) and several were involved in putting together Bethlehem's Climate Action Plan which is now used as a model for other

municipalities. They have volunteered their time in different committees in their communities, with campaigns, and volunteered in local, national and international non-profits.

Students have organized the annual Environmental Symposium, and helped in the organization of the Peace and Social Justice Conference, and the Global and International Education Week events; plus organized and hosted numerous speaker and discussion events.

D. Catalog Description

1. The current program catalog description is included in Appendix A.

2. Does this description accurately describe the current program?

    Yes ___Yes___   No _____

    If No, what changes does the program review committee recommend? Explain reasons for any recommended changes.

II. Program Outcomes

A. Program-Level Student Learning Outcomes (see Appendix B)

1. Have the PLOs been updated or revised since the last program review?

    Yes _____   No ___No___

2. If yes, briefly explain the rationale for the changes (e.g., improving assessability, conforming to best practices, etc.)

B. Program-Level Performance Indicators

1. Describe the key indicators used to assess the quality and effectiveness of your program relative to its core purpose and the college mission. Best practice is to utilize 8-10 key performance indicators.

    At a minimum, provide data related to retention, persistence, and completion Appendix C (year over year tend data for the last five years). Then select four to five other indicators as applicable to include in Appendix C as well. Suggestions include:

    - Indicators of Student Success

- Transfer/job-placement
- National, state, or disciplinary benchmarks
- Student Satisfaction/Feedback, including CCSSE data
- Alumni Survey (conducted by Institutional Research)
- Employer Feedback/Placement Reports (Career Services)
- Other benchmarks as appropriate

Please consult the data provided through the program review website and discuss the unique indictors that demonstrate how your program is fulfilling its purpose as well as supporting the overall institution and/or other programs (i.e., STEM courses supporting Allied Health programs).

III. Environmental Scan

A. Identify current program-related local, regional and national trends.

Global Studies as a field at the community college level is very diverse in program-makeup. The NCC approach to Global Studies invokes more physical sciences than many other programs, though regionally and nationally it appears that many Global Studies faculty and administrators are at least open to including more physical sciences if not outright looking for that as a change to make. We find that this global perspective is necessary as students are facing new challenges in the 21st century that truly highlight how intertwined our world is.

B. What has the program done to respond to these trends?

The program is enthusiastically marketing itself through classes and discussion to gain student attention about how an NCC Global Studies education can open the door to many different pathways at the transfer level.

C. Does the program have any external transfer articulation or joint admissions agreements?

Yes _____ x _____   No _____

If yes, complete Table 2.

Table 2. Top five program-to-program articulation agreements.

https://northampton.mytransferadvisor.com/TransferAdvisor/Widget#agreementsForProgram/1103

N | NCC TransferCheck   Home   Guide   FAQ   Transfer Services   Advisor Home

Agreements for Global Studies, AA

Potential Start Term: Winter 2022

Select an institution to view agreement details for Global Studies, AA starting Winter 2022. You can filter institutions by agreement type by selecting the appropriate checkboxes.

Click to filter	Course-to-course ? ☐	Program-to-program ? ☐	Guarantee ? ☐	Program-to-program ? ☐
Albright College Reading, Pennsylvania	✔	✔		
Arcadia University Glenside, Pennsylvania		✔	✔	
Bellevue University Bellevue, Nebraska	✔			
Bloomsburg University of Pennsylvania Bloomsburg, Pennsylvania	✔	✔		
Cedar Crest College Allentown, Pennsylvania		✔	✔	
DeSales University Center Valley, Pennsylvania			✔	
Dickinson College Carlisle, Pennsylvania	✔			
East Stroudsburg University of Pennsylvania East Stroudsburg, Pennsylvania	✔			
Fairleigh Dickinson University-Metropolitan Campus Teaneck, New Jersey		✔		
Franklin University Columbus, Ohio	✔			
La Salle University Philadelphia, Pennsylvania		✔		
Lafayette College Easton, Pennsylvania	✔			
Lehigh University Bethlehem, Pennsylvania	✔			
Moravian University Bethlehem, Pennsylvania		✔		
University of Scranton Scranton, Pennsylvania	✔			
Western Governors University Salt Lake City, Utah	✔			

Have any problems been encountered concerning the transferability of courses?

Yes _____   No ___x___

If yes, specify the nature of these problems.

D. Does the program have any inbound articulation agreements?

Yes _____   No ___x___

E. Does the program have any community partnerships or other associations or memberships of note?

Yes ___x___   No _____

If yes, describe the nature of these relationships

Students have been working with the City of Bethlehem to help develop the City's official Climate Action Plan. Many student's serve on different committees for the City. Some students were even inspired to run for local city council office (Bethlehem and Easton).

UN Academic Impact

Climate Reality Project

F. Does the program have an advisory committee?

Yes _____   No ___x___

If yes, list the names and affiliations of the advisory committee members

IV. Curriculum

A. Curriculum Matrix

1. The program's most recent curriculum matrix for the program's learning outcomes can be found in Appendix D.

2. The key abilities matrix (see Appendix E) indicates how the program satisfies NCC's general education core requirements.

3. Based on the curriculum matrix review, are there any changes that need to be considered?

Yes _____   No ___x___

If so, describe these changes.

B. Program and co-curricular maps are in Appendix F and Appendix G.

Based on the program map, validate the adequacy of the organized, intentional, sequential learning experiences.

The proof is in the pudding, isn't it? Students have successfully transferred and successfully received jobs in the field of international and global education

1. Based on the co-curricular map, discuss the relationship between student learning and co-curricular experiences.

NCC's East 40 and Study Abroad are both curricular and co-curricular experiences. We expect students to learn from hands-on and experiential offerings such as the community garden, the East 40 Market, and the study abroad experiences designed by professors.

2. Are there any changes to the program map or co-curricular map that need to be considered?

Yes ___x___   No _____

If so, describe these changes.

Review program map based on changes in curriculum.

C. Discuss experiential opportunities for students within your program (e.g., internship, capstone, career research courses, service learning, etc.).

We offer internships and service learning opportunities. Research course (Glbl 160) and capstone (Glbl 230) is a 2nd year requirement for all students

1. Based on a review of these opportunities, are there any changes that need to be considered?

    Yes _____   No _____

    If so, describe these changes.

D. Modality Awareness

   1. If courses are being offered in online or hybrid formats, discuss the assessment of the effectiveness of these formats.

   2. Are there any changes to these formats that need to be considered?

       Yes ___x___   No _____

       If so, describe these changes.

       Some of our courses are offered in an online setting only to make the course available for student at all of our campuses, including our online students. As program grows we are hoping to make other modalities available for these courses.

V. Assessment

A. Append the current version of the program's Assessment Plan ([Appendix H](#)).

B. Using Table 4, provide a summary of the assessment activity that has occurred since the last program review.

Below this table is the rubric for our FA 21 Season of General Education Assessment. We used the ethics rubric to assess Global Studies. We also assessed the effectiveness of our Study Abroad work.

Table 4. PLO Assessment

Program Learning Outcomes (include all program outcomes that are listed in the College Catalog)	Describe how the outcome has been assessed in the last five-year period.	What have been the results of that assessment?
Model the characteristics of an active, ethically aware and connected citizen.	Study abroad review - INTS	
Articulate how the diverse range of human differences influence the historical and current formation of artistic, economic, social, scientific, cultural or political institutions.		
Articulate how the range of human differences influence each individual's experience of equality and inequality within a society, its institutions, or its cultures.		
Analyze how individuals and institutions have addressed persistent global challenges.		
Assess and evaluate plans to address open-ended and diverse global problems.		

General Education/Program Outcome Rubric (see chart above for results)

Engage in Ethical Questions				
Criteria	Advanced	Acceptable	Needs Improvement	Minimally Evident
Identifies Ethical Dilemma and Considers Stakeholders	Describes the dilemma within disciplinary parameters, having gathered pertinent facts. Ascertains what must be decided. Determines who should be involved in the decision-making process and thoroughly reflects on the viewpoints of the stakeholders.	Identifies the dilemma, including pertinent facts, and ascertains what must be decided. Determines who should be involved in the decision-making process and accurately identifies all of the stakeholders.	Has a vague idea of what the dilemma is and is uncertain of what must be decided. Is unsure as to who should be involved in the decision-making process.	Cannot identify the dilemma and cannot identify the stakeholders.
Analyzes Alternatives and Consequences	Clarifies 3 or more alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders.	Clarifies at least two alternatives and predicts their associated consequences in detail.	Begins to appraise the relevant facts and assumptions and identifies one alternative.	Cannot identify any alternatives and/or consequences.
Chooses an Action and Presents Facts Ethically	Arrives at a decision that evidences a thoughtful reflection on the benefits and risks of action. Presents facts of argument truthfully and ethically, including citations where appropriate.	Makes a decision without a thoughtful reflection on the benefits and risks. Facts of the argument are unclear and/or citations are not present.	Has difficulty identifying an appropriate course of action from among alternatives. Facts are presented unethically, falsely, and/or without citations.	Cannot make a decision. Facts are not present, nor are citations.

C. What programmatic changes have been implemented as a result of recent programmatic assessment activities?

D. Identify desired changes as a result of programmatic assessment that have yet to take place.

VI. Students

A. Describe full-time and part-time enrollment trends since the last program review or the past five years.

Table 5. Student Enrollment Data for Global Studies

Academic Year	2020	2019	2018	2017	2016
FALL					
Full-Time	11	17	11	19	14
Part-Time	11	3	7	4	8
Total Fall	22	20	18	23	22
SPRING	11	9	16	13	11
Full-Time	7	9	5	6	4
Part-Time	18	18	21	19	15
Total Spring	18	18	21	19	15

Table 5a Student Enrollment Data for Environmental Studies Concentration

Academic Year	2020-21	2019-20	2018-19	2017-18	2016-17
FALL					
Full-Time	3	8	2	1	1
Part-Time	5	2	1	3	5
Total Fall	8	10	3	4	6

SPRING					
Full-Time	4	8	2	1	2
Part-Time	3	7	4	1	4
Total Spring	7	15	6	2	6

Table 5b Student Enrollment Data for Political Science Concentration

Academic Year	2020-21	2019-20	2018-19	2017-18	2016-17
FALL					
Full-Time	20	26	27	21	19
Part-Time	10	11	11	17	17
Total Fall	30	37	38	38	36
SPRING					
Full-Time	16	24	22	16	18
Part-Time	9	19	10	18	14
Total Spring	25	43	32	34	32

On the whole, enrollment is down due to the impact of the COVID-19 Pandemic. The numbers for Global Studies as a whole, as seen in 5a, are not necessarily reflective of that but the severe drop off between 2019-2020 and 2020-2021 for the Environmental Studies and Political Science Concentrations testifies to the impact of the Pandemic.

B. Describe enrollment trends regarding student age, gender, race, and socio-economic status since the last program review or the past five years.

Table 6. Student Demographic Data For Global Studies

Academic Year (FALL)	2020	2019	2018	2017	2016
RACE/Ethnicity*					
Asian	0	1	3	4	
Black or African American	2	3	2	1	1
Hispanic	6	7	6	4	2

White	12	9	7	14	18
Sex					
Male	5	6	3	6	8
Female	17	14	15	17	14

*Unreported races or ethnicities had less than 2 during all reporting periods.

Table 6a. Student Demographic Data For Environmental Studies Concentration

Academic Year (FALL)	2020	2019	2018	2017	2016
RACE/Ethnicity*					
White	6	8	3	4	4
Sex					
Male	2	1	0	2	0
Female	6	9	3	2	6

*Unreported races or ethnicities had less than 2 during all reporting periods.

Table 6b. Student Demographic Data For Political Science Concentration

Academic Year (FALL)	2020	2019	2018	2017	2016
RACE/Ethnicity*					
Asian	0	2	2	0	1
Black or African American	6	9	6	10	9
Hispanic	7	7	14	8	4
Non-resident Alien	1	0	1	2	21
Two or more Races	0	1	3	3	4
White	13	18	14	14	16
Sex					
Male	13	14	23	23	21
Female	17	23	15	15	15

*Unreported races or ethnicities had less than 2 during all reporting periods.

There are two trends of note, the first of which is the general decline in student population size at community colleges and universities that began because of the COVID-19 Pandemic in 2020. The pandemic's economic externalities disproportionately impact minority communities, so minority presence in each student cohort consequently suffers further reduced.

The second is the decline in international students that seems to have begun in the 2017-2020 period and which itself intensified because of COVID-19's impacts on international travels.

The impact on the program's makeup of these two trends has been to leave it less diverse. There have been changes in diversity at least initially unrelated to COVID , however, such as the decline in Asian student representation and spike in Hispanic student representation for the Political Science Concentration in 2018. That both populations variously stabilized or declined further into 2020—Hispanic student presence declined in the general Global Studies category that year—nevertheless does not suggest a clear relationship exists between the two aforementioned trends of note.

Finally, the program has largely dominated by female students, although just before the COVID-19 Pandemic and into 2020 itself, the proportion of male students, while small, nevertheless in the cohort has steadily increased.

C. Describe any concerns the program review committee has regarding: (1) any enrollment trends mentioned above or (2) other enrollment-related issues.

The major concern is that the economic fallout from COVID-19 and related issues will continue to serve as an obstacle to student entry.

D. Has the program instituted any methods or materials to encourage and increase applications by <u>new</u> students since the last program review or the past five years?

<div align="center">Yes _____   No ___x___</div>

If yes, please describe any initiatives.

Program has had challenges with 3 different people coordinating the program as previous coordinators have left the institution; and with the COVID pandemic. Currently, we have started recruitment efforts to increase new students both locally, and for our online program.

E. Has the program instituted any methods or materials to encourage and increase the recruiting of <u>continuing</u> students to choose this program major or emphasis?

<div align="center">Yes ___x___   No _____</div>

If yes, please describe any initiatives.

We start direct advising for our students from the beginning of their academic career. Hosting different events to create a program that is truly a community of learners.

F. Comment on graduation rates since the last program review or the past five years.

    Program has just started to gain numbers before the pandemic hit. COVID caused

G. Comment on transfer rates for students who have and who have not graduated from the program.

H. Discuss your program's engagement with and impact of new student orientation, advising, tutoring support, disability support, student life, and career services.

    Direct advising of the students is necessary from time of application and day one. Our faculty participates in program orientation and advising and is willing and wanting to be the primary advisor for all of the global studies students to help increase retention and graduation rate.

    There is tutoring available for all of our program requirement courses, including our writing, GIS, math and science courses. Faculty is also available for students for any additional help that they may need.

    We are very active in student life – with 6 different groups. Political Science club, Model UN club, Climate action Network club, Good Growers club, Sustainability Committee, and the East40 Garden. Showing that faculty is dedicated and invested in their students' life and the college's mission and vision.

VII. Physical and Financial Resources

A. Comment on the availability, adequacy, and use of learning tools, such as computer software, instructional media, laboratories, studios, etc.

    Small computer lab setup (that could be housed in the current Geog/Geol lab room) for GIS, language lab, and for collaboration with international partners. Access to GIS software for all GS students.

B. Discuss the adequacy of (1) instructional space, (2) office space, (3) instructional supplies, and (4) equipment for the program.

    Instructional space is sufficient, although easier access to a classroom that would be zoom capable to accommodate for students who are unable to attend in-person due to being on another campus or being online students only would be beneficial to our program.

C. Discuss library resources.

Subscription access to daily newspapers

D. Comment on the role of marketing and public relations in supporting the program.

No role

E. Program costs and income.

Table 7a. Financial Data for Global Studies

Global Studies	FY2021	FY2020	FY2019	FY2018	FY2017
Program Income					
Tuition	91,387	88,931	74,820	110,059	94,026
Local Reimb	17,163	15,035	12,714	18,264	15,427
Operating Reimb	42,009	36,464	29,742	41,702	35,482
Stipend Reimb	-	-	-	-	-
Total Income	150,559	140,430	117,276	170,025	144,935
Program Costs					
Direct Costs	58,027	57,562	50,540	72,315	57,151
Indirect Costs	73,408	66,686	58,058	78,511	63,318
Total Costs	131,435	124,248	108,598	150,826	120,469
FTE	17.35	17.49	15.13	22.75	19.90
Income per FTE	8,676	8,031	7,751	7,472	7,283
Cost per FTE	7,574	7,106	7,177	6,628	6,053
Inst Avg Cost per FTE	8,901	7,820	7,933	7,075	6,703
Rank	126 of138	107 of 135	107 of 133	74 of 126	106 of 132
Income over Expenses	19,124	16,182	8,678	19,199	24,466

Table 7b. Financial Data for Environmental Studies Concentration

Environmental Studies Concentration	FY2021	FY2020	FY2019	FY2018	FY2017
Program Income					
Tuition	42,552	53,009	14,206	12,393	21,197

Local Reimb	7,992	8,962	2,414	2,057	3,478
Operating Reimb	19,560	21,735	5,647	4,696	7,999
Stipend Reimb	-	-	-	-	-
Total Income	70,104	83,706	22,267	19,146	32,674
Program Costs					
Direct Costs	30,331	32,722	9,625	7,514	12,544
Indirect Costs	34,181	39,750	11,024	8,841	14,274
Total Costs	64,512	72,472	20,649	16,355	26,818
FTE	8.08	10.42	2.87	2.56	4.49
Income per FTE	8,674	8,031	7,750	7,472	7,283
Cost per FTE	7,982	6,953	7,187	6,383	5,978
Inst Avg Cost per FTE	8,901	7,820	7,933	7,075	6,703
Rank	112 of 138	125 of 135	105 of 133	99 of 126	117 of 132
Income over Expenses	5,592	11,234	1,618	2,791	5,856

Note: FY 2021 is Global Studies Environment and Liberal Arts Environment combined. Other years are Liberal Arts Environment.

Table 7c. Financial Data for Political Science Concentration

Political Science Concentration	FY2021	FY2020	FY2019	FY2018	FY2017
Program Income					
Tuition	127,658	185,047	172,748	156,487	137,687
Local Reimb	23,975	31,284	29,355	25,968	22,590
Operating Reimb	58,681	75,874	68,669	59,294	51,958
Stipend Reimb	-	-	-	-	-
Total Income	210,314	292,205	270,772	241,749	212,235
Program Costs					
Direct Costs	89,525	117,867	114,766	94,863	82,764
Indirect Costs	102,543	138,760	134,049	111,631	92,720
Total Costs	192,068	256,626	248,815	206,494	175,484
FTE	24.24	36.38	34.94	32.35	29.14

Income per FTE	8,675	8,031	7,751	7,472	7,283
Cost per FTE	8,675	7,053	7,122	6,382	6,021
Inst Avg Cost per FTE	8,901	7,820	7,933	7,075	6,703
Rank	113 of 138	115 of 135	114 of 133	100 of 126	111 of 132
Income over Expenses	18,246	35,579	21,957	35,255	36,751

Note: FY 2021 is Global Studies Political Science and Liberal Arts Political Science combined. Other years are Liberal Arts Political Science.

1. Describe how the program is financed, including college budget (if any) as well as any grants that have been received over the past five years, and outline any major expenses over the past five years.

   Budget:

   Grant: 100k Strong in the Americas – 3 year grant

2. If possible, analyze the program's cost-effectiveness (i.e., does current/projected student enrollment cover the cost of faculty, supplies, etc. and/or are the faculty staff, space and/or facilities appropriate for the current/projected enrollment).

VIII. Human Resources

A. Briefly describe Program Leadership and oversight.

   Anita Forrester is the Global Studies Program Coordinator. She oversees the General Global Studies students, as well as the Environmental Studies concentration within that population. Samuel Chen oversees the Political Science concentration within that population. The Food Studies concentration, which is beginning in Fall of 2023, will be overseen by Kelly Allen.

B. Report the numbers of full-time and part-time faculty, professional staff, and clerical staff currently associated with the program.

Table 8. Faculty Demographic Data

Rank	Last Review	Current Review

Full Time	NA	2
Part Time	NA	13
Clerical Staff	NA	2

1. Note any changes that have occurred in staffing since the last program review or previous five years.

   Both full-time faculty members are new addition to directing the program, and became involved in managing its direction in the Spring and Fall of 2020, although both have taught courses that are part of the program previously.

2. Briefly explain how these changes have affected the program.

   While the program has been established, there has been some clarification and adjustments to the programming, primarily making sure that navigators are giving the correct information to students. Both full-time faculty are actively involved in advising and have requested that they be assigned to majors from the time of their admittance to the program and when applied correctly this has helped in recruiting and maintaining majors, and ensuring that they graduate on time. Both full-time faculty members are dedicated to helping students navigate their programs, and finding the right transfer institution.

C. What is the ratio of full-time to part-time faculty? What percentage of (1) day sections, (2) traditional evening/weekend sections, (3) distance education/hybrid sections, and total sections are taught by full-time faculty. Comment on the levels of full-time, part-time faculty, and professional or clerical staff.

   There are two full-time faculty and 13 part-time faculty that teach courses that are required courses for the GS program and their concentrations. Courses are offered in all modalities, with about 40% day, 10% evening, and 50% distance education/hybrid sections

D. Faculty Expertise/Experience

1. Northampton hires faculty members who are well-credentialed (see Appendix I) and understand and embrace the open-access mission of the community college.

2. How do faculty in this program promote academic excellence through professional development, scholarship, and service?

IX.   Analysis of Findings

A. Based upon the data collected in this document, discuss the strengths and weaknesses of your program. *For example: do students progress successfully through courses; are staffing/equipment/facilities needs filled; are assessment efforts successful; etc.*

Global Studies program is a new program that could benefit from better recruiting at both the local and regional levels at area high schools. Program has a wide variety of paths offered, but even our own navigators (advisors), recruiters and faculty are often unclear about the program itself. Creating a more structured advising path, a connections to our transfer schools – not just having students go through transfer advising, but direct connections at the schools – would benefit students and ensure that they continue on with the program. Generic advising before coming to NCC, while at NCC or during the transfer process leads to students often switching majors as they do not fill supported or clear in their academic journey.

B. Based on the data collected in this document, discuss the opportunities for improvement available to your program and the internal and external challenges your program faces. *For example: is the program in demand; are graduates employable/able to transfer; what is the future plan for this program; etc.*

Once students discover the program they love the interconnections that they are seeing and learning about – but the challenge is getting the program information out there for students and our navigators (advisors). This is specifically true about the Environmental Studies concentration as students coming to NCC with an interest in "environmental" are automatically directed to environmental science since most navigators are not aware of the difference between the two programs and the career paths for each.

Plan for the GS program is to develop a better more visible presence by establishing an Institute for Global and Sustainable Education which will help create programming, assist in course and content development for all faculty tying global and sustainable ideas and concepts to all classes and fields.

C. What additional data that is currently not available would have been helpful to evaluate this program effectively?

X.   External Review Report

Refer to for the external/accreditor review report.

XI.   Action Plan

A. Identify 2-3 program goals for the future.

1. Expand student base

    i.   Timeframe: 1-2 years

    ii. Responsible Party(ies): Teaching faculty and AAHS administrators

    iii. Resource Implications: N/A

2. Increase student engagement on the local, national, and international scales.

    i.   Timeframe: 1-2 years

    ii. Responsible Party(ies): Teaching faculty, AAHS administrators, and staff from the International Recruiting and Services Office

    iii. Resource Implications: Increased fundraising on the part of student groups cooperating with GS and increased cooperation with IRSO

3. Secure a partnership between 4-year schools and NCC's Global Studies program to create a clear pathway for NCC's GS students to continue their educations after NCC

    i.   Timeframe: 1-2 years

    ii. Responsible Party(ies): Teaching faculty and AAHS administrators

    iii. Resource Implications: Increased fundraising on the part of student groups cooperating with GS and increased cooperation with IRSO

Appendix A: Program Description

Narrative

To meet the need for graduates who are able to function effectively in an interconnected society, the Global Studies program offers a liberal arts education, focused on international relations, area studies, and/or the environment, with a choice of cultural experiences and languages. The program will serve students who wish to transfer to a four-year institution as well as students who wish to work in local businesses with a global reach, or government agencies and non-profit organizations serving diverse populations from other countries.

Graduates of the program will be exposed to a wide diversity of knowledge, be asked to do practical thinking and problem-solving, and offered opportunities to explore global challenges and changes through international trips and exchanges.

Features

Foundational courses in communication, statistics, science, and political science will be complemented with courses in cultural anthropology and world geography. Contextual courses will help the student begin to build competency in the environment, or political science, or area studies, and their elective and language choices will allow them to further specialize in a region or culture. Study Abroad spring break courses, while not explicitly included in the course of study, are an advantageous complement to the core and directed studies.

Appendix B: Program-Level Learning Outcomes

Graduates of the program will:
- Model the characteristics of an active, ethically aware and connected citizen.
- Articulate how the diverse range of human differences influence the historical and current formation of artistic, economic, social, scientific, cultural or political institutions.
- Articulate how the range of human differences influence each individual's experience of equality and inequality within a society, its institutions, or its cultures.
- Analyze how individuals and institutions have addressed persistent global challenges.
- Assess and evaluate plans to address open-ended and diverse global problems.

Appendix C: Program-Level Performance Indicator Data

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Global Studies

Year	Total Students[a]	Withdrew[b]	Withdrew and transferred[c]	Retained in new major[d]	Retained in same major[e]	Graduated[f]	Graduated and Transferred[g]	% retention[h]
2019	20	5	0	2	12	1	0	75.0%
2018	18	9	1	1	5	1	1	44.4%
2017	23	5	4	1	9	1	3	60.9%
2016	22	6	2	2	6	3	3	63.6%
2015	5	1	1	0	2	0	1	60.0%

a. Enrollment as of Fall census date
b. Withdrew prior to following year census
c. Withdrew and transferred prior to following year census
d. Stayed at NCC but was in a different major the following year census
e. Stayed at NCC and was still in the same major the following year census (these students will be part of the following year total enrollment number)
f. Graduated prior to following year census
g. Graduated and transferred to another institution prior to following year census
h. Percent of total students either graduated or still at NCC

Additional Information

Top transfer schools for 2015-2019

- Temple University (5 students)
- Moravian College (2 students)
- There 9 other institutions that had one transfer student each

Majors most frequently changed into:

- No program had more than one transfer in from Global Studies, the programs individual students moved to were Criminal Justice, Liberal Arts, General Studies, Marketing, Communication Studies, and Hospitality.

Political Science

Year	Total Students[a]	Withdrew[b]	Withdrew and transferred[c]	Retained in new major[d]	Retained in same major[e]	Graduated[f]	Graduated and Transferred[g]	% retention[h]
2019	37	15	6	0	9	3	4	43.2%
2018	38	14	8	3	11	1	1	42.1%
2017	38	12	5	2	12	4	3	55.3%
2016	36	15	3	5	10	1	2	50.0%
2015	27	5	5	2	12	1	2	63.0%

a. Enrollment as of Fall census date
b. Withdrew prior to following year census
c. Withdrew and transferred prior to following year census
d. Stayed at NCC but was in a different major the following year census
e. Stayed at NCC and was still in the same major the following year census (these students will be part of the following year total enrollment number)
f. Graduated prior to following year census
g. Graduated and transferred to another institution prior to following year census
h. Percent of total students either graduated or still at NCC

Additional Information

Top transfer schools for 2015-2019
- East Stroudsburg University (10)
- Temple University (4)
- Lehigh University (3)

Majors most frequently changed into:

- General Studies
- Business Administration
- Global Studies
- Liber Arts, Psychology

Environmental Studies

Year	Total Students[a]	Withdrew[b]	Withdrew and transferred[c]	Retained in new major[d]	Retained in same major[e]	Graduated[f]	Graduated and Transferred[g]	% retention[h]
2019	8	7	0	0	0	1	0	12.5%
2018	10	0	1	1	6	1	1	90.0%
2017	3	0	0	0	3	0	0	100.0%
2016	4	3	0	0	1	0	0	25.0%
2015	6	1	0	1	1	2	1	83.3%

a. Enrollment as of Fall census date
b. Withdrew prior to following year census
c. Withdrew and transferred prior to following year census
d. Stayed at NCC but was in a different major the following year census
e. Stayed at NCC and was still in the same major the following year census (these students will be part of the following year total enrollment number)
f. Graduated prior to following year census
g. Graduated and transferred to another institution prior to following year census
h. Percent of total students either graduated or still at NCC

Additional Information

Top transfer schools for 2015-2019
- No one school had significant transfer numbers.
- Five institutions had one student transfer each.

Majors most frequently changed into:
- Environmental Science
- One each into:
- Liberal Arts, Women's and Gender Studies
- Engineering
- General Studies

Appendix D: Curriculum Matrix

List all of the program learning outcomes for the program of study in the first column. List the program courses across the top row. Then make "**I**" for a learning outcome that is introduced (*addressed for the first time*), "**R**" for a learning outcome that is reinforced (*addressed again, but not emphasized in a major way*), and/or "**M**" for a learning outcome that emphasized (*addressed in a major way, emphasis toward mastery*) under each specific course.

Please note: Not every course will address every program-learning outcome.

Please note: Not every course will assess every Gen Ed learning outcomes.

Program Learning Outcomes *(Upon completion of the program, students will be able to…)*	GLBL 130	GLBL 230	POLS 101	SOCA 102	GEOG 210	GEOG 101	GEOG 271	POLS 202
1. Model the characteristics of an active, ethically aware and connected citizen.	x	x				x	x	x
2. Articulate how the diverse range of human differences influence the historical and current formation of artistic, economic, social, scientific, cultural or political institutions.	x	x	x	x		x	x	x
3. Articulate how the range of human differences influence each individual's experience of equality and inequality within a society, its institutions, or its cultures.	x	x	x	x	x	x	x	x
4. Analyze how individuals and institutions have addressed persistent global challenges.	x	x	x	x	x	x	x	x
5. Assess and evaluate plans to address open-ended and diverse global problems	x	x			x	x	x	x

Appendix E: Key Abilities Program Matrix

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The five Gen Ed Key Abilities help students navigate the world. In each class they take, they should expect to be challenged to develop and deepen their key abilities. After they graduate, these abilities will help them continue learning, adapt to change, and become citizens who can make wise choices and contribute to their communities.

1. *Communicate*
   o *Students are able to share their ideas powerfully and clearly.*
      ▪ *Uses appropriate, relevant, and compelling content and sources that illustrate knowledge and understanding of the topic.*
      ▪ *Assignment is organized and understandable. Distinct intro, body, and conclusion, as appropriate for the discipline.*
      ▪ *Language is clear and understandable. Executes assignment within conventions of a specific discipline, including source citation.*
2. *Analyze and Solve Problems*
   o *Students are able see and solve the problems around them, using solid data to draw and communicate reasonable conclusions.*
      ▪ *Identify and understand an issue, concept, or problem, any data needs, and constraints that have to be considered in order to analyze an issue or solve a problem. Students recognize multiple perspectives*
      ▪ *Use various tools, representations, notation, etc. to help them organize data and see relationships or identify assumptions related to the issue, concept or problem*
      ▪ *Evaluate any conclusions drawn, implications made, or plans for solving a problem, including evaluating any assumptions and any evidence gathered.*
3. *Use Technology*
   o *Students are able to select and ethically use appropriate technology to create, communicate and discover.*
      ▪ *Effectively select and use the appropriate technology applications or resources to accomplish specific goals.*
      ▪ *Be an active and responsible participant in online communities.*
      ▪ *Understand the legal and ethical facets of technology in a global society.*
4. *Understand Diversity*
   o *Students are able to understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.*
      ▪ *Explain how the range of human differences shape the historical and current formation of artistic, economic, social, scientific, cultural or political institutions*
      ▪ *Explain how individuals experience equality and inequality with a society, its institutions or its cultures*
      ▪ *Analyze how individuals and institutions have addressed persistent global challenges, including physical resources and social values.*
5. *Engage in Ethical Questions*
   o *Students are able to identify ethical choices, consider alternatives and consequences, and choose actions and choose actions keeping in mind everyone affected.*

Indicate in the table below the program courses in which a key ability is assessed ("**A**"- Assessed) – if possible, identify the specific assignment/activity in which the key ability is assessed. Focus on the required courses and designated program electives.

Gen Ed (Key Abilities) Learning Outcomes *(Upon completion of the program, students will be able to…)*	GLBL 130	GLBL 230	POLS 101	SOCA 102	GEOG 210	GEOG 101	GEOG 271	POLS 202
Communicate: Share their ideas powerfully and clearly.	x	x				x	x	x
Analyze and Solve Problems: See and solved the problems around them, using solid data to draw and communicate reasonable conclusions.	x	x	x		x	x	x	x
Understand Diversity: Understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.	x	x		x	x	x		x
Engage in Ethical Questions. Identify choices, consider alternatives and consequences, and choose actions keeping in mind everyone affected.	x	x	x	x	x	x		x
Use Technology. Select and ethically use appropriate technology to create, communicate, and discover.	x	x			x	x	x	x

Appendix F: Program Maps for Global Studies and Concentrations

Global Studies - Associate in Arts (2020-2021 Catalog)

SEMESTER-BY-SEMESTER PROGRAM MAP FOR FULL-TIME STUDENTS
Courses are listed in preferred order of completion
Plans can be modified to fit student needs by adding more semesters
Choose your courses with your Advisor.

Developmental Education Courses (if required)

complete	Course	Title		complete	Course	Title
☐	ACLS050	Introduction to Academic Literacy		☐	MATH020	Pre-Algebra
				☐	MATH022	Elementary Algebra
☐	ENGL027	Writing Skills Workshop		☐	MATH026	Intermediate Algebra

Location: B= BETH, M= MROE, S=SBTH, E= ESTN, D= DIST *subject to change

	complete	Course #	Course Title	Credits	Gen Ed	Fall	Winter	Spring	Summer	Pre-requisites / Co-requisites
Semester 1	☐	COLS101	College Success	1		B, M, D	----	B, M, D	D	
	☐	ENGL101	English I	3	Comm	B, M, D, E	----	B, M, D, E	B, M, D	Pre: English placement policy
	☐	CMTH102	Introduction to Communication	3	Comm	B, M, D	----	B, M, D	B, M, D	
	☐	GLBL130	Introduction to Global Studies	3	SIT	B, M, D	----	B, D		
	☐	SOCA102 or SOCA103	Cultural Anthropology or Principles of Sociology	3		B, M, D	----	B,M, D	B, M, D	Pre: English I eligibility
	☐	POLS101	Introduction to Political Science	3		B, M, D	----	B, M, D	B, M, D	
			Total Semester Credits:	16						
Semester 2	☐	ENGL151L	English II	3	Comm	B, M, D	----	B, M, D	B, M, D	Pre: ENGL101
	☐	GEOG101	World Geography	3		B, M, D	----	B, M, D	B, M, D	
	☐		Mathematics Elective	3	QL	B, M, D	----	B, M, D	B, M, D	Pre: Math placement policy
	☐	CISC101	Introduction to Information Technology	3	CL	B, M, D	----	B, M, D	B, M, D	
	☐		Directed Elective*	3		Depends on course selected				
			Total Semester Credits:	15						
Summer	☐		Summer Study Abroad or Field Experience & Academic Research**	3						
			Total Semester Credits:	3						
Semester 3	☐	GEOG121	Environmental Sustainability	3		B, M, D	----	B, D	D	
	☐	GEOG210 or BIOS126	Weather & Climate or Environmental Sustainability	4	Science	B, M, D	----	B,D	----	
	☐		Directed Elective *	3		Depends on course selected				
	☐	MDLA___	Modern Language+	3		B, M, D	----	B, M, D	B, M, D	
	☐		Concentration Elective++	3		B, M, D	----	B, M, D	B, M, D	
			Total Semester Credits:	16						
Semester 4	☐	GLBL230	Global Studies Capstone	3						
	☐	POLS202	International Relations	3						
	☐		Math or Science Elective	3/4	QL or Sci	B, M, D	----	B, M, D	B, M, D	Pre: Math placement policy or Depending on course selected
	☐	MDLA___	Modern Language+	3						
			Total Semester Credits:	12/13						
			Total Degree Credits	**62/64**						

General Education Requirements

complete	Course	Requirement
☐	ENGL151L	Diversity
☐		Writing Intensive
☐		Writing Intensive

*It is the student's responsibility to be knowledgeable of NCC graduation requirements and to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that prerequisites and courses taken in previous semesters will be successfully completed

Global Studies: Political Science - Associate in Arts (2020-21 Catalog)

SEMESTER-BY-SEMESTER PROGRAM MAP FOR FULL-TIME STUDENTS
Courses are listed in preferred order of completion
Plans can be modified to fit student needs by adding more semesters
Choose your courses with your Advisor.

Developmental Education Courses (if required)			☐	MATH020	Pre-Algebra
☐	ACLS050	Introduction to Academic Literacy	☐	MATH022	Elementary Algebra
☐	ENGL027	Writing Skills Workshop	☐	MATH026	Intermediate Algebra

Location: B= BETH, M= MROE, S=SBTH, E= ESTN, D= DIST *subject to change

	complete	Course #	Course Title	Credits	Gen Ed	Fall	Winter	Spring	Summer	Pre-requisites / Co-requisites
Semester 1	☐	COLS101	College Success	1		B, M, D	----	B, M, D	D	
	☐	ENGL101	English I	3	Comm	B, M, D, E	----	B, M, D, E	B, M, D	Pre: English placement policy
	☐	CMTH102	Introduction to Communication	3	Comm	B, M, D	----	B, M, D	B, M, D	
	☐	GLBL130	Introduction to Global Studies	3	SIT	B, M, D	----	B, D		
	☐	SOCA102 or SOCA103	Cultural Anthropology or Principles of Sociology	3		B, M, D	----	B, M, D	B, M, D	Pre: English I eligibility
	☐	POLS101	Introduction to Political Science	3		B, M, D	----	B, M, D	B, M, D	
			Total Semester Credits:	16						
Semester 2	☐	ENGL151L	English II	3	Comm	B, M, D	----	B, M, D	B, M, D	Pre: ENGL101
	☐	GEOG101	World Geography	3		B, M, D	----	B, M, D	B, M, D	
	☐		Mathematics Elective	3/4	QL	B, M, D	----	B, M, D	B, M, D	Pre: Math placement policy
	☐		Concentration Elective++	3		B, M, D	----	B, M, D	B, M, D	
	☐	CISC101	Introduction to Information Technology	3		B, M, D	----	B, M, D	B, M, D	
			Total Semester Credits:	16/17						
Summer	☐		Summer Study Abroad or Field Experience & Academic Research**	3						
			Total Semester Credits:	3						
Semester 3	☐		Science Elective	3/4		B, M, D	----	B, M, D	B, M, D	Depends on course selected
	☐		Directed Elective *	3		Depends on course selected				
	☐	MDLA___	Modern Language+	3		B, M, D	----	B, M, D	B, M, D	
	☐		Concentration Elective++	3		Depends on course selected				
			Total Semester Credits:	12/13						
Semester 4	☐	GLBL230	Global Studies Capstone	3						
	☐	POLS202	International Relations	4		B, M, D	----	B, D	----	
			Directed Elective*	3		Depends on course selected				
	☐		Math or Science Elective	3/4	QL or Sci	B, M, D	----	B, M, D	B, M, D	Pre: Math placement policy or Depending on course selected
	☐	MDLA___	Modern Language+	3		B, M, D		B, M, D	B, M, D	
			Total Semester Credits:	15/16						
			Total Degree Credits	62/64						

General Education Requirements		
☐	ENGL151L	Diversity
☐		Writing Intensive
☐		Writing Intensive

*It is the student's responsibility to be knowledgeable of NCC graduation requirements and to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that prerequisites and courses taken in previous semesters will be successfully completed

Global Studies: Environmental Studies - Associate in Arts (2021-2022)

SEMESTER-BY-SEMESTER PROGRAM MAP FOR FULL-TIME STUDENTS
Courses are listed in preferred order of completion
Plans can be modified to fit student needs by adding more semesters
Choose your courses with your Advisor.

Developmental Education Courses *(if required)*

	Course #	Title		Course #	Title
☐			☐	MATH020	Pre-Algebra
☐	ACLS050	Introduction to Academic Literacy	☐	MATH022	Elementary Algebra
☐	ENGL027	Writing Skills Workshop	☐	MATH026	Intermediate Algebra

Location: B= BETH, M= MROE, S=SBTH, E= ESTN, D= DIST *subject to change

	complete	Course #	Course Title	Credits	Gen Ed	Fall	Winter	Spring	Summer	Pre-requisites / Co-requisites
Semester 1	☐	COLS101	College Success	1		B, M, D	----	B, M, D	D	
	☐	ENGL101	English I	3	Comm	B, M, D, E	----	B, M, D, E	B, M, D	Pre: English placement policy
	☐	CMTH102	Introduction to Communication	3	Comm	B, M, D	----	B, M, D	B, M, D	
	☐	GLBL130	Introduction to Global Studies	3	SIT	B, M, D	----	B, D		
	☐	SOCA102 or SOCA103	Cultural Anthropology or Principles of Sociology	3		B, M, D	----	B,M, D	B, M, D	Pre: English I eligibility
	☐	GEOG121	Environmental Sustainability	3		B, M, D	----	B, M, D	B, M, D	
			Total Semester Credits:	16						
Semester 2	☐	ENGL151L	English II	3	Comm	B, M, D	----	B, M, D	B, M, D	Pre: ENGL101
	☐	GEOG101	World Geography	3		B, M, D	----	B, M, D	B, M, D	
	☐		Mathematics Elective	3/4	QL	B, M, D	----	B, M, D	B, M, D	Pre: Math placement policy
	☐	GEOG210 or GEOL201	Weather & Climate or Physical Geology	4		B, M, D	----	B, M, D	B, M, D	
	☐	POLS101	Introduction to Political Science	3		B, M, D	----	B, M, D	B, M, D	
			Total Semester Credits:	16/17						
Summer	☐		Summer Study Abroad or Field Experience & Academic Research**	3						
			Total Semester Credits:	3						
Semester 3	☐	CISC101	Introduction to Information Technology	3		B, M, D	----	B, D	D	
	☐	POLS202	International Relations	4		B, M, D	----	B,D	----	
	☐		Directed Elective ++	3		Depends on course selected				
	☐	MDLA___	Modern Language+	3		B, M, D	----	B, M, D	B, M, D	
	☐	HUMA150	Nature of the Environment	3		B, M	----	----	----	
			Total Semester Credits:	16						
Semester 4	☐	GLBL230	Global Studies Capstone	3						
	☐	GEOG140	Investigating Climate Change	3		B, M	----	B	----	
	☐		Math or Science Elective	3/4	QL or Sci	B, M, D	----	B, M, D	B, M, D	Pre: Math placement policy or Depending on course selected
	☐	MDLA___	Modern Language+	3						
			Total Semester Credits:	12/13						
			Total Degree Credits	62/64						

General Education Requirements

☐	ENGL151L	Diversity
☐		Writing Intensive
☐		Writing Intensive

*It is the student's responsibility to be knowledgeable of NCC graduation requirements and to verify transfer requirements with the 4-year institution. Courses listed on the program map are based upon the assumption that prerequisites and courses taken in previous semesters will be successfully completed

Appendix G: Co-curricular Map

PROGRAM NAME:	Global Studies with Concentration in Political Science, Environmental and Food Studies

AY 18-19

	0 - 15 credits	16 – 30 credits	31 – 45 credits	46+ credits
Get the Courses You Need	Take the following courses:	Take the following courses:	Take the following courses:	Take the following courses:
	Introduction to Global Studies, English I, Introduction to Communication, World Religions or Art History Survey, Principles of Sociology	English II, World Geography, Math, Modern Language +, Cultural Anthropology	Environmental Science or Weather and Climate, Introduction to GIS, World Literature (select 200 lit course non-US/EU)	Global Studies Capstone, Directed Elective +++, Directed Elective +++ (200-level), Science Elective (SCI)
	For details on course requirements, see the Program Map.	*For details on course requirements, see the Program Map.*	*For details on course requirements, see the Program Map.*	*For details on course requirements, see the Program Map.*
Engage with the Spartan Experience	Engage with ISO, Climate Action Network, Good Growers, Refugee Re-settlement, the Good Project, International Film Screening, Become a Mentee	Evaluate Club Participation, Apply to NCC Leadership, Apply to Honors Program, Engage/join Global Digital Social Justice Platform, Attend Global Environmental Symposium	Evaluate Club Participation, Investigate potential Art/Music Exhibit, Organize Film Experience	Become a Mentor, Organize an Environmental Symposium, Community Service

Get Ready for Life after Completion – Career Readiness	Attend Career Services Session, Work with the Center for Global Education and International Services to visit INGOs, Investigate Conferences	Investigate Conferences, Exposure to global studies careers, Internship applications,	Investigate and/or attend Conferences, Learn about and apply for scholarships, Work with career services on grant writing, cover letters, resumes	Investigate Conferences and/or & Application for internships, Apply for Graduation
Get Ready for Life after Completion – Transfer Readiness	Research transfer institutions	Research transfer institutions, Investigate scholarships	Put together application package and apply for transfer to university, Apply for transfer scholarships, Examine reference opportunities	Apply for Graduation, Apply for TA

Appendix H: Assessment Plan

Graduates of the program will

- Model the characteristics of an active, ethically aware and connected citizen.
- Articulate how the diverse range of human differences influence the historical and current formation of artistic, economic, social, scientific, cultural or political institutions.
- Articulate how the range of human differences influence each individual's experience of equality and inequality within a society, its institutions, or its cultures.
- Analyze how individuals and institutions have addressed persistent global challenges.
- Assess and evaluate plans to address open-ended and diverse global problems.

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	Program Learning Outcomes (PLOs) (list the PLO # and the corresponding course # where PLO will be assessed)	Gen Ed / Key Ability Outcomes (list the Gen Ed Outcome and the corresponding course # where it will be assessed)
AY 2021-2022	Model the characteristics of an active, ethically aware and connected citizen. Articulate how the diverse range of human differences influence the historical and current formation of artistic, economic, social, scientific, cultural or political institutions. Articulate how the range of human differences influence each individual's experience of equality and inequality within a society, its institutions, or its cultures.	Communicate
AY 2022-2023	Assess and evaluate plans to address open-ended and diverse global problems. Analyze how individuals and institutions have addressed persistent global challenges.	Analyze/Solve Problems; Technology

AY 2023- 2024	Articulate how the diverse range of human differences influence the historical and current formation of artistic, economic, social, scientific, cultural or political institutions. Articulate how the range of human differences influence each individual's experience of equality and inequality within a society, its institutions, or its cultures. Analyze how individuals and institutions have addressed persistent global challenges. Model the characteristics of an active, ethically aware and connected citizen.	Diversity; Ethical Qs
AY 2024-2025		Communicate; Analyze/Solve Problems
AY 2025-2026		Technology; Diversity

Appendix I: Teaching Faculty Credentials

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Full-time Faculty

Anita Erdős Forrester

    BA, Political Science - Hunter College CUNY

    BA, Geography, minors in Geology and Environmental Science - Hunter College CUNY

    MA, Geography (concentration in Population and Migration; Environmental Studies) - Hunter College CUNY

    EdD, Global and International Education - Drexel University

Samuel Chen

    BA, Political Science and Philosophy – Baylor University

    MA, Church and State Studies – Baylor University

Global Studies program - Adjunct Faculty

Nicholas Aversa – **Intro to Political Science**

    xxxxxxxxxxxxxxxxx

Nathan Carpenter – **Global Studies**

    BA, St. John's College - History of Mathematics and Science and Philosophy;

    MA, San Diego State U – History;

    PhD, UC Davis - African History

Jonathan Forrester – **World Geography and Environmental Sustainability**

    BA, Drexel - History and Environmental Studies;

    MS, Drexel - Science, Technology and Society;

    MA, Temple - History;

    PhD (ABD), Temple - History

Brian Germano - **Intro to Political Science**

    xxxxxxxxxxxxxxxxx

Gary Hamil - **Intro to Political Science**

xxxxxxxxxxxxxxxxx

Jason Horowitz - **Intro to Political Science and International Relations**

xxxxxxxxxxxxxxxxx

Todd Patterson - **GIS and Intro to Political Science**

PhD, Geography xxxxxxxxxxxxxxxxxx

Jane Reimer-Gill - **Environmental Sustainability**

BA, Long Island University - Marine Science;

MS, SUNY Stony Brook - Marine and Atmospheric Sciences;

PhD, Universidad Autónoma de Baja California – Marine Biology/Oceanography

John Saimbert - **Intro to Political Science**

xxxxxxxxxxxxxxxxx

David Schwartz - **World Geography**

BA, xxxxxxxxxxxxxxx - ?

MA, xxxxxxxxxxxxxx - Geography

Robin Watson - **Intro to Political Science**

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William Whyte - **Intro to Political Science**

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John Creed Hyatt - **International Relations**

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Appendix J: External Review Report