



The Long and Winding Road to Becoming an International Student at Brookdale Community College
by Dr. Janice Thomas—Director of the International Education Center

Did you know that Brookdale has been home to more than 160 international students representing 45 different countries? Currently, our top sending countries are India, China, Vietnam, Brazil, and Russia. During the past five years, we've seen a 37% increase in the numbers of international students enrolled at Brookdale. This is very exciting for us, as these students enhance the diversity of our community. Many of the college's student ambassadors are international students who participate fully in events at Brookdale. For example, each year the International Student Association (ISA) puts on an international festival, which provides an opportunity for the campus community to learn about diverse cultures. In the past, the ISA has collaborated with other clubs, such as with Phi Theta Kappa in the "Break the Bias" panel presentation, where students shared their experiences on adjusting to life on an American campus.

But, before our international students can participate in life at Brookdale, they must go through a long and sometimes arduous process. Fortunately, the IEC team works hard to guide them through every step of this process. Our team for international student services is led by Lucyna Wadych-Ketley, Student Development Services Advisor. Lucy is a Brookdale alum and former international student from Poland. She brings enthusiasm, compassion, and understanding to the needs of international students as they navigate a complex application process and then adjust to life on a U.S. campus. So, how do international students get to Brookdale? Below is a summary of the steps international students take and a description of the support that Brookdale's IEC provides:

Initial Application: The application process for an international student is more complicated than it is for a domestic student. International students start with the standard Brookdale application. However, in order to apply for permission to study in the United States, they are required to submit additional documentation to Brookdale—including English proficiency (if they lack proficiency, they can enroll in Brookdale's ESL program) and evidence of financial support (which students may provide through bank statements and affidavits from sponsors).

Credentials Assessment: Like their domestic counterparts, international students also submit their high school and university academic records. Our staff has experience and expertise evaluating secondary credentials from around the world. This is very complicated, as there is no consistency across countries or even within countries. For university studies, applicants are to obtain an official course-by-course evaluation of their transcript by a Brookdale-approved credential evaluation agency. Once we have received and reviewed the application and supporting materials, we are ready to accept the applicant as an international student. At this point, we issue Form I-20 Certificate of Eligibility for Non-Immigrant Student Status. The student uses the Form I-20 to apply for an F-1 student visa at the U.S. Consulate or Embassy or to apply for a change of their non-immigrant status.

Call for submissions

Are you addressing global issues or diversity in your classes? If so, please consider sharing your work with the Brookdale community via an article in the GCP Newsletter. Articles should be 400-600 words in length and emailed to Kelsey Maki, the faculty liaison to the International Education Center. kmaki@brookdalecc.edu

Inside this Issue

International Students at BCC (continued)	2
Global Learning at BCC	3
Global Issues in Science	4
Global Issues in History	5
Global Issues in Reading	6
Global Citizenship Project Awards	7
Fall 2017 Events and Meetings	8

Visa Application: Students must submit a visa application and sign-up for a visa appointment at the U.S. Embassy or Consulate. During the appointment with the consular officer, students must explain why they chose Brookdale, how they will support themselves while in the U.S., and how they will utilize their Brookdale degree upon return to their home country. One of the most important aspects of the visa interview is to assure the consular officer that the student has no intent to remain in the U.S. permanently and that he/she plans to return home. If the student cannot convince the officer of his/her intent to return home, then the visa will be denied.



“Break the Bias” International Student Panel

Applying for Change of Non-immigrant Status: Many international students who apply to Brookdale are currently in the U.S., listed under some other non-immigrant category, such as an au pair, tourist, or a temporary worker. The International Center assists these students in filing an application with U.S. Citizenship and Immigration Services to change their status to F1, the student category.

Orientation and Adjustment: Upon arrival to Brookdale, the IEC advises the international students about testing, registration, fee payment, Brookdale OneCard, and many other aspects as they settle in as a Brookdale student. We offer a comprehensive orientation program that covers cultural adjustment and the expectations of an American classroom. Our international students have a complicated set of immigration rules to follow in order to remain in the U.S. The IEC team goes over these rules during orientation, and we issue reminders to our students several times during the academic year via email updates. Our basic guideline is that for any major decision a student might make during the course of his or her studies, he/she should contact us for advice.

International Student Support: While we have experienced steady growth over the past few years, we are unsure how current political climate will affect future student enrollment. In response to the recent vitriol against immigrants, Brookdale participated in the [#YouAreWelcomeHere](#) campaign. We, along with hundreds of other colleges and universities, made short videos promoting our campus as a welcome and safe environment for internation-



Lucy Wadych-Ketley, Hector Santiago, and Janice Thomas

The State of Global Learning at Brookdale: Fall 2017 Report

(By Kelsey Maki, Assistant Professor of English and IEC Faculty Liaison

When society becomes more xenophobic and intolerant, the work of educators is bound to become more challenging. Fortunately, Brookdale has a long history of honoring diversity and countering intolerance through awareness and understanding. Below is a brief overview of three of Brookdale's recent endeavors and a list of some ways faculty can get involved:

1) Global Citizenship Distinction: In Fall 2016, the International Education Center launched its "Global Citizenship Distinction" (GCD) initiative. Students may earn Distinction in many different ways, some of which include participating in globally focused events and taking globally enhanced classes as part of their regular coursework. This initiative, which is open to all-degree seeking students, currently has about ten participants. This year, we're looking to recruit additional students to join the GCD cohort, where they will work closely with GCD coordinator, Terry Konn. Students who successfully engage in global learning and reflect upon their learning via an e-portfolio will be honored with a medal and recognition at graduation.

2) Globally Themed Common Intellectual Experiences: In Spring 2015, the Global Citizenship Project (GCP) kicked off its first globally focused, college-wide theme of "Global Health" with a keynote panel at Scholars Day. During the next two academic years, many faculty incorporated this theme into their classes while urging students to attend co-curricular events related to global health. The first globally focused common intellectual experience culminated in Spring 2017 with a "Global Read" of "Mountains Beyond Mountains," a non-fiction text chronicling Dr. Paul Farmer's work treating infectious diseases in developing countries. Last spring, faculty voted to make "Immigrants and Refugees" the theme for the next two years of programming, during which time the International Education Center will once again sponsor, co-sponsor, and promote events and activities related to the selected theme (see page 8 for GCP meeting info).

3) The Global Citizenship Project's BIG Grant: GCP was awarded a BIG Grant for the upcoming academic year to work on infusing diversity and global perspectives across the disciplines. To this end, GCP has named four "Ambassadors," one from each academic institute, to facilitate this work: Margo Wolfson (STEM), Diane Booker (Health Sciences), Ashley Zampogna-Krug (Social Science), and Barbara Barrella (Humanities). Ambassadors will serve three primary functions (1) informing institutes of global and diversity-themed co-curricular activities, (2) gathering colleagues' relevant assignments and classroom activities, and (3) assisting interested faculty in "globalizing" their classes and/or nominating students for GCP Awards.

Although we have recently witnessed some very alarming and harmful events, we can all work together to make Brookdale a haven for globally minded individuals: people who value democratic dialog, tolerance, and critical thinking. Here are just a few ways faculty can get involved:

- **Join the Global Citizenship Project Committee:** GCP meets several times a semester to discuss global learning at the College. This committee is open to all BCC employees (see page 8).
- **Offer "Globalized" Course Sections:** Any course within any discipline can be considered "global" if certain steps are taken to meet the criteria (contact your Institute Ambassador).
- **Nominate Your Students for Global Citizenship Project Awards:** The GCP Awards ceremony takes place annually each spring, but students can be nominated at any time (see page 7).
- **Refer Students to Global Citizenship Distinction:** The GCD initiative, while rigorous, can be completed by students who work and cannot commit to additional coursework on their path to earn-

Global Issues and Diversity in the Science Curriculum via Biology 108
by Margo Wolfson, Assistant Professor of Biology

Bioethics exist everywhere in our lives, affecting our medical choices and our responses to environmental issues. Human Biology (BIOL 108) currently focuses on two areas of global concern: (1) the HIV/AIDS epidemic and (2) environmental ethics.

Students begin Human Biology with a discussion of the HIV and AIDS epidemic, preparing for this discussion by reading and posting comments online prior to class. This first discussion provides students with a foundational understanding of the lymphatic system. Beyond this foundation, we discuss the biology of the virus and the disease, as well as the way in which society influences an epidemic and how that epidemic can destroy communities. Many issues have an impact on the epidemic: poverty, attitudes about intravenous drug use and needle or injection clinics, attitudes about condom distribution, and the stigma that reduces the likelihood of testing.

The HIV/AIDS crisis is both a domestic and a global issue. In fact, the *NY Times* locates the world's greatest rate of HIV infection in gay and bisexual African-American communities (June 11, 2017). But the larger societies that are most ravaged by this virus are the impoverished societies of sub-Saharan Africa, where over 12 million children have been orphaned, a tragedy that destabilizes these countries politically and culturally, as it deepens the poverty that is an enemy of treatment.

The other topic of global concern in Biology 108 involves a student group presentation on environmental ethics, which includes the crash of species diversity and climate change. Within this framework, students present the many societal and biological impacts of human actions: rising sea levels, increasingly powerful and destructive storms, prolonged droughts that decimate food crops, the destruction of coral reefs and marshes that are the nurseries of marine life, which, in turn, accelerates the decline in fish populations and dramatically alters the delicate balance of ecosystems.

This coming year's Global Citizenship focus is on "Refugees and Immigrants." Many of those refugees are fleeing flooding, droughts, and storms that have destroyed their homes.

According to the UN, the best statistics on the numbers of climate refugees are from the *Internal Displacement Monitoring Centre* (IDMC). According to IDMC's Global Estimates: "Since 2008, an average of 22.5 million people [per year] have been displaced by climate- or weather-related disasters" (2015 Estimates). These numbers have increased and are likely to continue increasing.

Knowledge is power in medicine and biology, and exploring these and other im-



Margo Wolfson in Juneau, Alaska

Global Issues in History and Social Sciences

By Ashley Zampogna-Krug, Assistant Professor of History

History 105, 106, and 107 (World Civilization I, World Civilization II, and Contemporary World History respectively) are, by nature, global courses. Students taking these courses can expect to learn about cultures, political systems, economic structures, and historical events throughout the world. Courses in American Civilization may be less overtly global than History 105 and 106, but few can deny the remarkable impact that U.S. politics, economics, and culture have had across the globe. There are a number of courses in Social Sciences, particularly Anthropology and Sociology, that also clearly have global dimensions. The challenge, then, is not how to globalize these courses, but rather how to devise new ways of approaching their global dimensions to create meaningful learning experiences for students.

Students taking my History 105 and 106 courses have one of two reactions to learning history: They either hate it for being antiquated and “boring” or love it because it’s “cool.” These reactions have compelled me to devise a way to win over the “haters” while also enriching the knowledge of the historical enthusiasts. I began enhancing my History 105 and 106 courses by integrating modern global issues, with a particular focus on the current GCP theme. All students taking my History 105 and 106 courses are required to write a research paper that answers a historical question compatible with the current GCP theme. For example, the GCP theme from 2015-2017 was global health. For the research paper, I provided three research questions that all related to global health, and students were asked to select one for their paper. One of the options for the History 106 assignment asked students to examine the impact of the Industrial Revolution on human health. For this assignment, students collect credible sources in the library and meet with a tutor in the Writing Center as they work through the writing process. In future classes, I will adjust the questions offered in the research paper assignment in accordance with the GCP theme. This year my questions will concern “Immigrants and Refugees.”

In addition to the research paper, I integrate the current GCP theme and other modern global issues into my courses through in-class discussions and films. Students who take History 105 watch the documentary, *It's a Girl*, which examines the problem of female infanticide in India and China as an outcome of ancient patriarchal traditions. What I find particularly rewarding about integrating the GCP theme into my curriculum is that it gives me the ability to broaden students' learning experiences by incorporating on-campus events that correspond to the theme. My students complete my courses with an understanding of the history behind modern global issues. It makes history relevant.



Ashley Zampogna-Krug at the GCP Awards



Global Issues Past and Present in Reading 095
by Barbara Barrella, Assistant Professor of Reading

Global issues are important for students to learn about and understand because these issues can affect the choices students make in their lives and shape the way in which they respond to and relate with people of diverse backgrounds. Reading Analysis and Study Skills (READ 095) has focused on a number of serious global issues over the last couple of years: issues from dictatorships, to genocide, to racism and internment camps.

Each topic is introduced through the reading of a novel. One such novel my class read and discussed was “Before We Were Free” by Julia Alvarez. This novel focuses on the dictatorship in the Dominican Republic during 1943-46 by Rafael Trujillo. Our in-class discussions about this novel concentrated on the themes of family, violence, courage, femininity, religion, power, freedom, and confinement. After completing the novel, my students engaged in a research project that focused on dictators throughout history. Using the reading and research strategies acquired during the semester, students analyzed information to help them create a PowerPoint for a class presentation, which addressed where and how the dictator came to power, what the dictator did while in power, and how the actions of the dictator compared to those of Rafael Trujillo.

Another topic previously covered in READ 095 was the internment of Japanese-Americans during WW II. Again we started with a novel: “When the Emperor was Divine” by Julia Otsuka. While reading this novel, topics like racism, imprisonment, freedom, assimilation, and the loss of identity filtered through our class discussions. Articles that focused on internment, confinement, and war camps were read, analyzed, summarized, and discussed. My students did research by completing a webquest that entailed reading articles and answering questions comparing the experiences of three different people: one confined in an internment camp, one confined in a war camp, and one confined in a concentration camp.

This coming year’s global focus in Reading 095 will be on “Refugees and Immigrants.” All of us in one way or another are related to someone who has come to our country to start a new life. In my class, students will be reading a novel that relates to the topic and will address themes like class distinction, refugee camps, survivor guilt, America's image in the world, family love and loyalty, community, cultural transition, and courage. In conjunction with their reading, students will research the lives of refugees around the world. One of the assignments I have in mind is to have each student choose a specific country (e.g., Iraq, Sudan, Afghanistan) and investigate the details about refugees from a particular country. During this investigation, students should find evidence that will help answer the big question: Why does this group of refugees need assistance? And what type of assistance or resources do they most need? In response to these questions, stu-



Barbara Barrella (left) with her student Kahala Wilson and Jan Thomas (right)

The Global Citizenship Project Awards: Nomination FAQs

If you've been to the Global Citizenship Project's Awards, you know that this event is truly special for students and for their families. The ceremony, which will be held at the end of the academic year, spotlights the work of students, clubs, and Brookdale employees. Below are the answers to some FAQs:

Who is eligible and how many people can I nominate?

Faculty may nominate any Brookdale student (part-time or full-time) who completed a global assignment within the past academic year (including summer sessions and winterim). Faculty may also nominate student clubs or Brookdale employees who are committed to the ideals of global citizenship.

When are my nominations due and how will the winners be notified?

The deadline for nominations is the last Friday in March. After the nominations are gathered, the International Education Center will reach out to students.

What, exactly, is a "global" assignment? Definitions are contestable and a term like "global" is particularly problematic, but as a working definition that is interdisciplinary, we can consider an assignment "global" if it deals with a geographical region outside the US or if it considers a problem that affects many locations—e.g., sex trafficking or climate change. The AAC&U defines global learning as "a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability."

What types of assignments are eligible?

There are no limitations on the types of assignments that qualify (papers, projects, multimedia presentations, speeches, etc.). GCP respects each faculty member's choice. All GCP Award nominees should be able to offer appropriate insight on their respective topics or services via a three-minute speech at the ceremony.



Global Citizenship Project (GCP) Award Nomination Form

Nominations can also be emailed to the IEC faculty liaison: kmaki@brookdalecc.edu

Name of nominee: _____

BCC ID number: _____

Short description of nominee's work:

Global Citizenship Project (GCP) Meetings

All faculty are welcome to attend!

9/26 Tuesday: 12-1 pm in MAC 110

10/26 Thursday: 12-1 pm in MAC 110

International Education Advisory Council (IEAC) Meetings

All faculty, staff, and administrators are welcome to attend!

10/3 Tuesday: 11:45-1 pm in MAN 108

11/7 Tuesday: 11:45-1 pm in MAN 108

Upcoming Programming Related to International Education and Social Issues

Global Citizenship Distinction Initiative Orientation: 9/28 Thursday (11:30-1:00 in MAN 106)

Students who are interested in global issues, international education, and diversity, are invited to attend this informational meeting about an exciting opportunity to enhance their resumes and earn distinction (Contact Dr. Terry Konn tkonn@brookdalecc.edu or visit www.brookdalecc.edu/international/global-distinction for more info) Sponsored by GCP and IEC: *Open to all degree-seeking BCC students*

The Haitian Immigrant Journey: 10/18 Wednesday (6:00-9:00 pm in SLC—Nav I)

Come and hear Professor Robert Maguire (International Affairs, George Washington University) speak about the journey of Haitian Immigrants. Sponsored by NJ Haiti Partners, S4GC, GCP, and IEC: *Free and open to all BCC students and community members.*

The Geopolitics of East Asia in the Age of Trump: 10/26 Thursday (7:00-8:30 pm in SLC)

Join Dr. Laura Neitzel, the Director of Studies for the Committee on Global Thought at Columbia University for this timely lecture. Sponsored by WWII Center and IEC: *Free for students with BCC ID, \$19 for community members.*

Acclaimed Documentary Filmmaker Ken Burns tells “America’s Stories”: 10/27 Friday (12:00-1:15)

Witness a dialog between Burns and Brookdale history professor, Jess Levine. This exciting event will include a retrospective montage of Burns’ work, much of which focuses on social issues. Sponsored by SLA and Jacob W. Needle Lecture Series: *Free for BCC students with ID and ticket, \$5 for BCC employees and students with valid school IDs, \$10 for community members. Tickets available at the Student Life & Activities ticket window (in the Warner Student Life Center) or by calling 732-224-2788.*

Lifting the Clouds of War: The Music of World War II: 11/8 Wednesday (2:00-3:30 pm in SLC)

Join “Down Melody Lane” (musical duo) for an interactive lecture. This educational event explores the music of the 1940s and provides many interesting facts about the music and lifestyle of many people during WWII. (WWII Center Event Description) Sponsored by WWII Center: *Free for students with BCC ID, \$19 for community members.*

Jim Keady Speaks About Social Justice and the Refugee Crisis: 11/14 Tuesday (11:45-1:15 in SLC)

“In the same way that soldiers in the U.S. Armed Forces gear up and wage war, so must social justice warriors gear up and wage peace. Jim Keady shares his experience of going to



Diversity Council and Students at the International Education Festival