Process in support of the strategic priority: Intentional Internationalization (cross-border)

Context
In 2004 the university’s leaders developed the university’s Vision 2014 and the university’s strategic priorities in support of this vision. Subsequently, the Academic Vision 2016 was developed by the academy to support the university’s Vision 2014. One of the strategic priorities of the university was labeled, “Intentional Internationalization”. Internationalization was not a new strategy for the university, but with limited resources and a growing set of cross-border opportunities, the need to be intentional was ratified as strategic.

In August 2008, at a President’s Council annual retreat, progress on this priority was evaluated and a formal process recommended providing structure to the execution of this priority. Specifically this consisted of the creation of a cross-functional leadership team (later named the International Collaboration Committee or ICC), a grid identifying the types/styles of international initiatives the university would support, and lastly a decision making flowchart identifying the process for decision making, stakeholder involvement, and accountability for international interventions. This was affirmed by the President’s Council on October 7, 2008.

In the Summer of 2009, experience and new learning identified a new need in the execution of this priority, namely the “why” and supporting process that is needed to identify the target country, prior to the decision of how to establish an APU identity in a particular country.
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Terms of Reference – International Collaboration Committee

Purposes of the International Collaboration Committee (ICC)

1. Internationalization for the purposes of this committee describes cross-border higher education through the mobility of students, academic staff, programs/courses beyond the borders of the U.S.A.

2. The primary role of International Collaboration Committee (ICC) is to provide appropriate review, coordination, and process in support of the university’s strategic priority, intentional internationalization. In practice, the ICC provides input, process and trusteeship of all international activities policies and operational issues of APU beyond the borders of the U.S.A.

3. In practice, the ICC provides guidance and logistical oversight of all cross-border activities of APU and initiates policy for the Office of the President approval on operational issues affecting the cross-border activities of the university.

In this role the ICC will:

Maintain a formal list of countries, category of activities, and points of accountability for all APU international activities where APU will be in country on a formal basis;
Address internationalization operational matters on behalf of the president;
Perform an integration function when necessary between the academic, administrative, financial and people matters with regard internationalization;
Communicate with the President’s Council on a regular basis;
Provide clarity to the university community on the status and future of internationalization.

Responsibilities of the Members of the ICC

The primary responsibility of each member is to bring functional and strategic perspectives to the current and future issues of internationalization. Secondary responsibility would be to promote and clarify decision, direction, and strategy as agreed by the ICC.

Expectations for Members of the ICC

We have agreed to work effectively to maintain each other’s reputation and to do the work necessary to maintain positive individual and group relationships.
We reaffirm among ourselves that diversity of thought and ideas is valued and encouraged; constructive debate is welcomed in an effort to have healthy dialogue.
We seek to support each other prayerfully.
We will hold in confidence our deliberations as agreed.
We present, and promote unity and harmony in communicating our decisions to the community.

Membership

Membership of the ICC is determined by the President. It is currently composed of members having university-wide leadership responsibilities related to internationalization. Membership currently includes: Executive Vice Presidents, Provost, Senior Vice President for Student Life, Vice President and General Counsel, Dean of BAS; Vice Provost of Faculty Support; AVP for Internationalization and the Executive Director of Global Engagement.
**Accountability**
The ICC is chaired by the Executive Vice President who is responsible for the calling of meetings, maintaining the established process, and if necessary communicating decisions to the university community on behalf of the ICC. The ICC is accountable to the President of the university.

**Information Sharing**
Communications between the ICC and the university will be the responsibility of the members.

**Meetings**
The chair will call meetings the third Thursday of each month. Agenda items will be provided to the chair with supporting materials by the end of the prior working week. It is encouraged that materials that require reading or comment be distributed with the agenda sent out on the Friday day prior to the ICC meeting. The chair will be responsible for coordinating the agenda and the documenting of agreements made at these meetings.
B. Approved list of Cross-Border International Activities

Categories of Delivery Systems

A. APU Operated from Azusa – No legal issues – No local infrastructure
B. APU Operated from Azusa – Legal issues – Local infrastructure
C. Agreements and MOUs

<table>
<thead>
<tr>
<th>Categorization</th>
<th>Countries</th>
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</thead>
<tbody>
<tr>
<td>Brief Programs</td>
<td>Mexico</td>
</tr>
<tr>
<td>Short-term missions</td>
<td>Mexico, Utah : U.S. Spring Break, * Additional countries are added to list based on requests by person or program*</td>
</tr>
<tr>
<td>Long term missions</td>
<td>Bangladesh, India, Cambodia, China, Vietnam, Czech Republic, Dominican Republic, Haiti, Ghana, Indonesia, Kenya, Laos, Micronesia, Morocco, Peru, South Africa, Uganda, U.S., Himalayas, Nepal * Additional countries are added to list based on requests by person or program*</td>
</tr>
<tr>
<td>Mission/Service abroad</td>
<td>Indonesia, China, Tanzania, Russia, Israel, India, Bangladesh, Kazakhstan, Vietnam, * Additional countries are added to list based on requests by person or program*</td>
</tr>
<tr>
<td>International Programs for students/faculty</td>
<td>Bangladesh, India, Cambodia, China, Vietnam, Czech Republic, Dominican Republic, Haiti, Ghana, Indonesia, Kenya, Laos, Micronesia, Morocco, Peru, South Africa, Uganda, U.S., Himalayas, Nepal * Additional countries are added to list based on requests by person or program*</td>
</tr>
<tr>
<td></td>
<td>I. APU Semester Programs Abroad</td>
</tr>
<tr>
<td></td>
<td>South Africa Semester</td>
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<td></td>
<td>Oxford Semester</td>
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<td>Heidelberg Semester</td>
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<td></td>
<td>Global Learning Term</td>
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<td></td>
<td>II. APU Short-Term Study Abroad (Faculty-led)</td>
</tr>
<tr>
<td></td>
<td>Spanish Studies Program: Guadalajara, Mexico</td>
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<td></td>
<td>TESOL Summer Program: Thailand</td>
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<td></td>
<td>Art France Summer Program</td>
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<tr>
<td></td>
<td>Asia Summer Program – School of Business and Management (China and various)</td>
</tr>
<tr>
<td></td>
<td>Europe Summer Program – School of Business and Management (Various European countries)</td>
</tr>
<tr>
<td></td>
<td>Israel Summer Travel-Study Program</td>
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<tr>
<td></td>
<td>Israel Theology Summer Program</td>
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<td></td>
<td>Cultural History Travel Study</td>
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<td></td>
<td>Social Work Lithuania</td>
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<tr>
<td></td>
<td>Theology: Greece and Turkey</td>
</tr>
<tr>
<td></td>
<td>III. Other Faith-Based Programs</td>
</tr>
</tbody>
</table>
I. Approved Programs

The following programs are provided for APU students by non-APU faith-based institutions and often include a spiritual component as a key aspect of the study abroad experience.

- American Studies Program (ASP) (Domestic off-campus)
- Australia Studies Centre (ASC)
- China Studies Program (CSP)
- Contemporary Music Center (CMC)
- Creation Care Studies Program
- EduVenture: Mexico or Fiji
- Italian Renaissance, Orvieto
- Jerusalem University College
- Latin America Studies Program (LASP)
- Lithuania Christian College
- Middle East Studies Program (MESP)
- Oxford Summer Programme (OSP)
- Russian Studies Program (RSP)
- Semester in Spain (SIS)
- Uganda Studies Program (USP)*

IV. Other Approved Programs

The following programs are provided for APU students and administered by well-established and reputable institutions outside Azusa Pacific University. They offer students a wide variety of destinations and courses of study, and meet APU’s education, health, and safety standards.

- Arcadia University Center for Education Abroad (CEA) (Various countries)
- Council on International Educational Exchange (CIEE) (Various countries)
- AustraLearn (Australia and others)
- L'Abbaye, Pontlevoy, France

V. Non-CGLE Programs

2. MATUL (Philippines, India)
3. Fulbright (various)

| Short-term mission abroad | Bangladesh, India, Cambodia, China, Vietnam, Czech Republic, Dominican Republic, Haiti, Ghana, Indonesia, Kenya, Laos, Micronesia, Morocco, Peru, South Africa, Uganda, U.S., Himalayas, Nepal * Additional countries are added to list based on requests by person or program * |
C. Information Requirements for Proposal to Conduct a Feasibility Study for APU Activities in a New Country

In order to conduct a feasibility study to implement an APU program in any of the 14 categories identified within the Internationalization Categorization and Responsibility grid, a written proposal should be submitted to the International Collaboration Committee for review, and then to the Office of the President for approval. Submission of the proposal will flow from the Academic Cabinet through the Provost, or the Internationalization function of student life through the Dean of Students. The approval to conduct a feasibility study is subject to budget and a formal feasibility report on completion of travel.

A Checklist of Information to be Included in the Proposal

Feasibility Proposal Overview
1. Country identified for a feasibility/survey trip
2. Dates and total budget for travel
3. Members of the feasibility study, titles, value/purpose for their travel
4. Institutions to be visited if applicable

Policy and strategy issues
1. How does the establishment of an off-shore program or campus in this country fit with the mission of the institution? With APU’s strategic plan and overall strategy? With APU’s current internationalization initiatives and strategy?
2. What is the logic of selecting this particular country for an off-shore program or campus? Which features of the host country facilitate or hinder establishing a presence in that country?
3. What other activities/linkages from APU are already in place? What does the competitive environment look like?
4. Will you work with a partner institution? If so, which institution or institutions? What will be the nature of the partnership and how will it be documented in a written agreement?
5. What are the regulatory requirements of the host country to establish a program or branch campus?
6. What are the social, cultural, and political contexts of the host country? How might they affect APU’s policies and practices, specifically APU’s Christian identity?

Academic issues
1. What programs will be delivered?
2. If appropriate, how will the curriculum be developed? By whom? If there is a partner institution/organization, what will its role be in curriculum development? Who holds the intellectual property rights to material that is jointly developed or amended by the local/partner institution?
3. What programs will be delivered?
4. If appropriate, how will the curriculum be developed? By whom? If there is a partner institution/organization, what will its role be in curriculum development? Who holds the
intellectual property rights to material that is jointly developed or amended by the local/partner institution?

5. What review/approval processes are applicable (i.e., campus curriculum committee or senate)? What steps have already been taken and/or what steps need to be taken at this time for review/approval? Has approval been given? By whom? What dates?

6. How will the programs be delivered (i.e., face-to-face, online, or in some combination)?

7. Who will teach at the off-shore program/campus? If faculty from APU, what faculty development will be necessary? How will faculty be compensated? How will the cross-border teaching figure into their workload? If adjunct faculty will be hired, how will they be selected? What professional development will be necessary? How will they be assessed?

8. How will quality be monitored? How will APU ensure that quality in the country is comparable to that of the APU home campus?

9. What are the implications for the proposed initiative for U.S. accreditation (regional, national, specialized)? What are the implications of the proposed initiative for quality assurance in the host country?

10. How will student feedback be obtained?

11. Will local degrees awarded be recognized by future employers, graduate schools, and the government?*

12. How might the social, cultural, and political contexts of the host country affect issues of academic freedom?*

Financial and administrative concerns

1. Which offices/individuals at the APU home campus will be responsible for planning and implementing the off-shore initiative? Who will be involved, when, and how?

2. What is the target student population? How will APU recruit these students?*

3. What investments will be required? How will they be financed? What are the short-, medium-, and long-term financial projections?

4. If there is external support from the host government or other agencies, what are the terms of that support, and the potential advantages and disadvantages?

5. What are the legal, financial, and human resource requirements for administrative staffing at the home campus and the off-shore program/campus?

6. Will a legal entity in the new country be required to operate the program?

7. Are there any governmental licensing or registration requirements for the program?

8. Are there any labor law or tax implications relating to our staffing decisions?

9. Will we need to enter into contracts for use of space, equipment, etc?

10. Will it be necessary to establish one or more bank accounts in the country?

11. Are the proposed activities covered by APU’s existing foreign liability insurance or will we need to purchase additional insurance?

* Applicable to in-country students only
D. Approval and Decision Making For Implementation of Internationalization Efforts *(Approved by President’s Council on October 7, 2008)*

All requests to send students or faculty, codify formal agreements, or commit the university to future obligations in any cross-border program should follow the following process of stakeholder engagement towards final approval. Special circumstances that do not align with this procedure will be sent to the Internationalization Collaboration Committee (ICC) for a decision on appropriate process.

**Student programs**

Student programs that are described as “not for academic credit” will be coordinated by the Dean of Students and the Associate Vice President for Internationalization. These programs will be reviewed by the International Travel Committee for safety and risk issues as per the International Travel Policy. The Dean of Students and AVP for Internationalization will include stakeholders as needed for the success of these programs (i.e. EVP/Advancement for specific donor funding). This procedure is a category A delivery in the attached flowchart.

**All academic programs**

All academic programs will be proposed by the Provost/Academic Cabinet using the attached Form A, which provides the country, intent, style of program, and other high-level details. This proposal will be recommended by the Academic Cabinet and approved for further review by the Provost following the attached procedure:
### E. Internationalization Categorization and Responsibility Grid Summary

<table>
<thead>
<tr>
<th>Point Person</th>
<th>In Collaboration With:</th>
<th>International Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP Student Life &amp; AVP International</td>
<td></td>
<td>Undergraduate Recruitment/Missions</td>
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<tr>
<td></td>
<td></td>
<td>1) Brief Programs (e.g., Mexico Outreach Program – Mexicali and Ensenada)</td>
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<tr>
<td></td>
<td></td>
<td>Undergraduate Co-curricular</td>
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<td></td>
<td></td>
<td>2) Short-term missions (one week or less)</td>
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<td>3) Longer-term missions (more than one week, including summer)</td>
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<td>Undergraduate Alumni (Donor Funded)</td>
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<td>4) Mission/Service Abroad (e.g., H.I.S. Years)</td>
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<td></td>
<td></td>
<td>International Students for US programs (recruitment, special programs for)</td>
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<td></td>
<td></td>
<td>5) Undergraduate</td>
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<tr>
<td></td>
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<td>6) Graduate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>International Programs for Students or Faculty</td>
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<td></td>
<td></td>
<td>7) Student Exchange</td>
</tr>
<tr>
<td>Vice Provost for Undergraduate Programs</td>
<td></td>
<td>8) Fulbright</td>
</tr>
<tr>
<td>Vice Provost of Faculty Support</td>
<td>VP SL &amp; AVP Int Dean</td>
<td>Undergraduate Curricular/Academic (APU Campus or Contract Site)</td>
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<td></td>
<td></td>
<td>9) Short-term Study Abroad (few days to several weeks)</td>
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<td>10) Semester Study Abroad</td>
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<td></td>
<td>11) Year Study Abroad</td>
</tr>
<tr>
<td>Vice Provost of Faculty Support</td>
<td>Dean &amp; Program Director</td>
<td>Graduate Curricular/Academic (APU Campus or Contract Site)</td>
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<td></td>
<td></td>
<td>12) Graduate Short-term Study Abroad</td>
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<td></td>
<td>13) Graduate Semester Study Abroad</td>
</tr>
<tr>
<td>Dean &amp; Program Director</td>
<td>Vice Provost of Faculty Support</td>
<td>14) Graduate Programs (e.g. OI, MATUL)</td>
</tr>
</tbody>
</table>

### Categories of Delivery Systems

1. APU Operated from Azusa – No legal issues – No local infrastructure
2. APU Operated from Azusa – Legal issues – Local infrastructure
3. Agreements and MOUs
F. Internationalization Categorization and Responsibility Grid Description

Categories of Delivery Systems

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<td></td>
<td>Undergraduate Recruitment/Missions</td>
</tr>
</tbody>
</table>

1) Brief Programs
Mexico Outreach Program. This program has been in place at APU for about 40 years and sends about 5,000 high school students a year to Mexicali and APU’s ranch in Ensenada. While the target group is high school students, it has been a significant feeder program for students to choose APU and is the first point of entry of the “funnel” model that eventually leads APU students into co-curricular and curricular programs at APU.

2) Undergraduate Co-curricular

2) Short-term missions (one week or less)

3) Longer-term missions (more than one week, including summer)
Focus International Teams (2008): Bhutan/India, China, Dominican Republic, Ghana Accra, Ghana Tamale, India, Medical, India/Bangladesh, Micronesia, Nicaragua, South Africa, Tanzania, Uganda, Ukraine, Vietnam
Nursing: India, Dominican Republic/Haiti (Transcultural Health Course pre-req
CLAS: Medical missions team (Team Luke) for Mexicali missions trips
International Documentary Film Project: Every other summer Prof. Koch takes a service-learning team abroad to help the developing world acquire skills and knowledge in media production. Recent trips include East Africa and Cambodia. (Dept. of Theater, Film, &
<table>
<thead>
<tr>
<th>Vice Provost for Undergraduate Programs</th>
<th>Deans</th>
</tr>
</thead>
<tbody>
<tr>
<td>8) Fulbright</td>
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</table>

<table>
<thead>
<tr>
<th>Vice Provost of Faculty Support</th>
<th>VP SL &amp; AVP Int</th>
<th>Dean</th>
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<tbody>
<tr>
<td></td>
<td>Undergraduate Curricular/Academic (APU Campus or Contract Site)</td>
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</tr>
<tr>
<td>9) Short-term Study Abroad (few days to several weeks)</td>
<td>These change from year-to-year. Most recent: APU TESOL Summer Program: Thailand (undergrad and grad); Art France Summer Program; Asia Summer Program – School of Business and Management; Europe Summer Program – School of Business and Management; Israel Summer Travel-Study Program; Israel Theology Summer Program; Spanish Studies Program: Guadalajara; Mexico. All offer academic credit.</td>
<td></td>
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<tr>
<td></td>
<td>We also offer connections with third-party providers to program located in countries world-wide. These are generally self-selected by students with academic advising through the study abroad office and their major.</td>
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<tr>
<td></td>
<td>CLAS: Global Learning Term: Approximately 20-30 Global Studies majors per year participate in the Global Learning Term, which involves students in partnering with locally-managed, grassroots organizations working to improve the lot of marginalized groups. Students are supervised in carefully-crafted, locally-initiated projects that</td>
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</table>
take a variety of forms: tutoring kids in a community school in Morocco; organizing sports activities for homeless street children in Phnom Penh; feeding and comforting AIDS patients in Tanzania; teaching about sanitation, nutrition, and prenatal care to women in India; assisting with micro-business development in Bangladesh; organizing victims of family violence in the Philippines; working in a village reforestation project in Honduras; or teaching English to inmates of a regional prison in Vietnam. Each of these activities enable learners to give of their time, energy, concern, and intelligence to help address human needs. In the process they learn to think and act with informed grace across cultural, class, and language borders. They learn not only about community issues and those affected by them but also, through both, more about themselves.

CLAS: Short term travel/study programs. Offered on occasion. Recent trips (summer of 2008) included trips to Paris and Italy, led by Bill Catling and Ed Mazza respectively.

10) Semester Study Abroad
These are the APU South Africa Semester (General Studies and Nursing); Azusa Heidelberg Semester (Music); Azusa Oxford Semester (most majors); Global Learning Term (Global Studies and Sociology); High Sierra Semester (domestic-general studies); Los Angeles Term (Global Studies and Sociology majors and minors) and Lithuania Christian College.

We also offer connections with third-party providers to program located in countries world-wide. These are generally self-selected by students with academic advising through the study abroad office and their major. The current APU-approved third-party programs (a few are domestic) are as follows:

Alliance for Global Education
Alliance for Global Education: India
American Studies Program (ASP)
Arcadia University Center for Education Abroad (CEA)
Art History Travel Study
AuSable Institute of Environmental Studies, Mancelona, Michigan
AustraLearn
Australia Studies Centre (ASC)
Boston Term
China Studies Program (CSP)
Council on International Educational Exchange (CIEE)
Contemporary Music Center (CMC)
Creation Care Studies Program
Cultural History Travel Study
EduVenture: Mexico or Fiji
Focus on the Family Institute, Colorado Springs, Colorado
Houghton in Tanzania
Italian Renaissance, Orvieto, Italy
L'Abbaye, Pontlevoy, France
Latin America Studies Program (LASP)
Lithuania Christian College, Klaipeda
Los Angeles Film Studies Center (LAFSC)
Modern Languages Program
Middle East Studies Program (MESP)
Oxford Summer Programme (OSP) - Wycliffe Hall, Oxford University
Russian Studies Program (RSP)
Semester in Spain, Seville, Spain (SIS)
Social Work Lithuania**
Study Botswana (CIEE)
Study Netherlands, Amsterdam (CIEE)
Study Portugal, Lisbon (CIEE)
Theology Greece and Turkey**
Uganda Studies Program (USP)*
<table>
<thead>
<tr>
<th><strong>Vice Provost of Faculty Support</strong></th>
<th><strong>Dean &amp; Program Director</strong></th>
<th><strong>Graduate Curricular/Academic (APU Campus or Contract Site)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11) Year Study Abroad</strong></td>
<td>We do not offer year-long study abroad. However, a few students have studied abroad with third-party programs for a year.</td>
<td></td>
</tr>
<tr>
<td><strong>12) Graduate Short-term Study Abroad</strong></td>
<td>TESOL offers a graduate summer program in Thailand along the Burma border. We are working with Theology with the possibility of developing a short-term Oxford and Canterbury experience for Anglican Studies MDiv students. K-12 doctoral offers a communities of proactive class abroad, and higher ed doctoral has offered a similar class in the past.</td>
<td></td>
</tr>
<tr>
<td><strong>13) Graduate Semester Study Abroad</strong></td>
<td>No formal program, but this is possible, and our office has occasionally assisted and advised students to do so. CLAS: Field-Based TESOL Graduate Program - student-teachers teach English abroad each year while concurrently completing their degree with APU. In the last five years our teachers have served in 20 countries, including Vietnam, Cambodia, Laos, Burma, Thailand, Mongolia, Taiwan, Hong Kong, Japan, Korea, Czech Republic, Russia, Kazakhstan, Uzbekistan, Kyrgyzstan, Ukraine, Hungary, Slovakia, Mexico, and El Salvador.</td>
<td></td>
</tr>
<tr>
<td><strong>Dean &amp; Program Director</strong></td>
<td><strong>Vice Provost of Faculty Support</strong></td>
<td><strong>14) Graduate Programs Operation Impact. Under development: MATUL (field-based degree program co-sponsored by institutional partners on four continents) &amp; Jordan Nursing programs</strong></td>
</tr>
</tbody>
</table>