
**STOCKTON UNIVERSITY
ANNUAL REPORT FOR
2020 INITIATIVES PROJECT**

PROJECT LEADER(S):	JY Zhou & Lois Spitzer
PROJECT TITLE:	Developing Stockton's Global Learning & Engagement at NAFSA 2018
DATE:	5/29/2018 – 6/1/2018
CC:	

- *The boxes below expand as needed to accommodate your notes. You may also include/submit appendices or attachments, if needed.*
- *Email a copy of this completed form to Jessica Kay, Planning Analyst at: 2020@stockton.edu or Jessica.Kay@stockton.edu.*

Please provide a summary of the project and your experience.

NAFSA is the largest conference and expo in international education with around 10,000 participants from over 100 countries. This year is NAFSA's 70th anniversary and it is in Philadelphia. With the support from the 2020 Learning Initiative, a group of seven students, one faculty, and one staff participated in the NAFSA conference and host a Stockton booth and broadcast Stockton to the world.

In spring 2018, seven students enrolled in the 2-credit EDUC 2800 Topics and Trends of Global Learning. The seven students are:

- **Puiman Chan**, an international student from the Southern China and a senior in Accounting
- **Amanda Zhou**, a student in Nursing from Cherry Hill, NJ
- **Jorge Tellez**, a student in Biochemistry and Molecular Biology from Garfield, NJ
- **Alejandra Londono**, a student just graduated from Sociology/Anthropology and Spanish Language and Cultures
- **Kateryna Drach**, a student in Health Sciences from Buena, NJ
- **Sabrina Sarwar**, a student in Health Sciences from Northfield, NJ
- **Anuj Patel**, just graduated from Computer Science from Egg Harbor City, NJ

In this course, students completed the following projects:

- interviewed international students
- received social media training
- created 11 Zines to introduce Stockton schools and programs, including ARHU, BUSN, EDUC, GENS, HLTH, NAMS, SOBL, Library, Tutoring Center, OGE, food court, safety, transportation, and student clubs and organizations (please see the **Attachment 1** for the 11 Zines)
- designed the Stockton booth at NAFSA Expo Hall, including the beach theme, poster ideas, gifts and giveaways, and decorations

On May 29-June 1, 2018, the Stockton team spent all day at the NAFSA conference:

- Hosted the Stockton booth at the Expo Hall
 - Hosted the Stockton booth at the U.S. Higher Education Partnership Fair
- At both booths, students:
- Introduced Stockton University to the participants
 - Distributed Stockton brochures and materials
 - Communicated with participants from a variety of institutions and organizations
 - Kept contact information of participants who were interested in collaborating with Stockton
- Participated in all four plenary talks, including
 - May 29: **Laura Bush**, former first lady of the United States, an advocate for literacy, education, and human rights
 - May 30: **Bill Nye**, scientist, writer, and inventor
 - May 31: **Joyce Banda**, former president of the Republic of Malawi, an activist, entrepreneur, politician, and philanthropist
 - June 1: **Terry Gross**, journalist, author, host and co-executive producer of Fresh Air on National Public Radio
 - Chose and delivered the daily winner of Stockton gift baskets
 - Participated in sessions on various topics, including refugees, study abroad, international student success, etc.
 - Participated in various programs, including career consultations
 - Visited other booths at NAFSA Expo Hall
 - Communicated with participants from various countries
 - Shared the NAFSA experience via daily Stockton Instagram stories:
<https://www.youtube.com/watch?v=dD4TPQm77wc>

Please attach a copy of your original proposal or list your stated objectives and expected outcomes.

Original Proposal:

Abstract:

Awarded \$12,500 for a one-year proposal to support students attending and a booth in the exposition hall at the NAFSA 2018 Annual Conference & Expo in Philadelphia, PA. The students also enrolled in a course in the Spring 2018 semester to prepare them to participate in the plenary lectures and sessions on global learning at the conference.

Please see the **Attachment 2** for the complete original proposal.

Stated Objectives:

1. Develop students' global learning knowledge and skills, including topics and trends of global learning, intercultural communication skills, and engagement and leadership skills
2. Establish potential collaborations on designing and promoting projects for the 4C Collaborative Global Learning Modules to further globalizing the curriculum at Stockton;
3. Promote the visibility of Stockton University in international education market world-widely, including potentials to establish partnerships with international education institutions and to boost the international student population with recruiters to identify Stockton University as an option for international students

Expected Outcomes:

1. Stockton students gain more knowledge and skills on global learning
2. Stockton University creates more opportunities on developing global learning
3. Stockton gains more visibility in the international education market

Please describe the results of your project and compare them to your original expectations. Elaborate on how well your objectives were met and how they might have changed. Note any particular obstacles that may have prevented your achieving full satisfaction on desired outcomes.

Stated Objective 1:

Develop students' global learning knowledge and skills, including topics and trends of global learning, intercultural communication skills, and engagement and leadership skills

Actual results: Stockton students gain more knowledge and skills on global learning

- Students developed global learning skills. Please see students' summaries of their experience at NAFSA below:
 - **Puiman Chan**, an international student from the Southern China and a senior in Accounting and Finance: *"Meeting many international educators from around the world, learning the value of global learning that is allowed us see things differently, understanding the importance of international education through diversity of thought, opinion, and culture are essential to the core work of higher education. These are all my highlights of my NAFSA experience. I'm very thankful I took part of this educational conference & expo!"*
 - **Amanda Zhou**, a student in Nursing from Cherry Hill, NJ: *"Meeting those who understands and cares about the importance of global education"*.
 - **Jorge Tellez**, a student in Biochemistry and Molecular Biology from Garfield, NJ: *"It was amazing talking to people, and having all these resources available with regards to international students, immigration, and refugee status."*
 - **Alejandra Londono**, a student just graduated from Sociology/Anthropology and Spanish Language and Cultures: *"I really enjoyed visiting the different 'countries'. They all brought a little piece of culture with them to the conference to share and it was fun exchanging gifts and thoughts!"*
 - **Kateryna Drach**, a student in Health Sciences from Buena, NJ: *"I love getting to experience so many different countries in one place! Every university had something very unique and special about them. It's an experience that I don't think you'd find anywhere else!"*
 - **Sabrina Sarwar**, a student in Health Sciences from Northfield, NJ: *"I absolutely loved seeing how global affairs can go into so many different career paths. Also, it was really nice to go 'around the world' in one room, a very unique experience with different cultures."*
 - **Anuj Patel**, a student just graduated from Computer Science from Egg Harbor City, NJ: *"I enjoyed the opportunity to be able to meet and talk to new people from around the world and learn about what their university has to offer in comparison to American university."*
- Students shared their NAFSA experience via Stockton Instagram stories. Please see the four stories at: <https://www.youtube.com/watch?v=dD4TPQm77wc>

- Students all made unique connections with international education: they discovered a strong passion for global learning, identified possible career pathways and internship positions in international education, communicated with academic programs in another country, and expanded their understanding on diversity and inclusion in higher education.
- Students' NAFSA experience was highlighted in Stockton News. Please see **Attachment 3** for the report.

Stated Objective 2:

Establish potential collaborations on designing and promoting projects for the 4C Collaborative Global Learning Modules to further globalizing the curriculum at Stockton

Actual Results: Stockton University creates more opportunities on developing global learning

Dr. Zhou has created 4Cs Collaborative Global Learning Modules to globalize the curriculum at Stockton:

- GL Approach 1: Cultures and Languages Across the Curriculum
- GL Approach 2: Collaborative Online Global Learning
- GL Approach 3: Community Engagement and Service-Learning
- GL Approach 4: Collaborative Teaching / Designing Courses / Programs

Dr. Zhou has interacted with various institutions and organizations on curricular collaborations. After the NAFSA, she communicated via emails with several higher education institutions to globalize our curriculum at Stockton as well as to promote our unique Global Learning approaches to the world. Please see **Attachment 4** for one example – an email from Rotterdam University of Applied Sciences in Netherland. Dr. Zhou has connected a Stockton faculty with them and we will adopt GL Approach 3 in this case.

Stated Objective 3:

Promote the visibility of Stockton University in international education market world-widely, including potentials to establish partnerships with international education institutions and to boost the international student population with recruiters to identify Stockton University as an option for international students

Actual results: Stockton gains more visibility in the international education market

- We distributed **360 Stockton brochures** at the Stockton booth to representatives of institutions and organizations around the world.
- At the NAFSA, the Stockton team communicated with representatives from **96 institutions and organizations outside of the U.S.** about possible curricular collaborations. Please see the **Attachment 5** for the map and list of these institutions and organizations.
- Each photo/video of the daily Stockton Instagram stories was viewed **at least 1,000 times by the end of each day** on May 29-June 1. The complete four daily Instagram stories can be viewed at: <https://www.youtube.com/watch?v=dD4TPQm77wc>

Please list any follow-up actions (publications, presentation venues, etc.)

- We will follow-up with the institutions and organizations to facilitate curricular collaborations to promote global learning at Stockton University.

- The photos, map, and list of Stockton curricular connections will be posted on Stockton Global Learning webpage: <https://stockton.edu/global-learning/>
- Students will present their experience at the Multicultural Month in Oct. 2018.
- Four daily Stockton Instagram stories had been published on Stockton’s YouTube channel: <https://www.youtube.com/watch?v=dD4TPQm77wc>

Are you recommending the continuation of this project? If so:

- **What are the next action steps you foresee or recommend?**
- **What are the expected budget requirements going forward?**
- **Please identify the program, department, or division you should be working with to secure continuation of funding for your project.**

[Note: continuation proposals must be approved and incorporated into the appropriate budget process.]

The NAFSA conference was a wonderful experience for us and our students. We completed all three expected outcomes – enhancing students’ global learning skills, developing curricular collaborations with overseas institutions and organizations, and promoting Stockton’s visibility around the world.

We believe it would be another great experience if we could participate in the conference again next year, but next year’s NAFSA conference will be in Washington, D.C., thus making it too expensive to fund solely through a 2020 grant. Therefore, we will **not** pursue a renewal for this particular project.

FINANCES: Based on your proposal, please outline below how the award has been spent.

	Amount	Notes/Comments
Beginning Budget Balance as of:	\$	
Salary Expenditures		
• Stipends	\$	
• Full-time staff salaries	\$	
• Full-time faculty salaries	\$	
• TES salaries	\$	
• Fringe Benefits	\$	
Total Salary and Fringe Expenditures	\$	
Non-Salary Expenditures <i>(supplies, travel, etc.)</i>		
• NAFSA International Exhibitor #1643	\$ 5,975	
• Student meals	\$ 1,075.60	
• Student conference registration	\$ 2,583	
• Stockton booth rain insurance	\$ 84	
• Giveaways at Stockton Booth	\$ 2,107.74	
• Zines and flyers Printing	\$ 616.49	
Total Non-Salary Expenditures	\$ 12441.83	

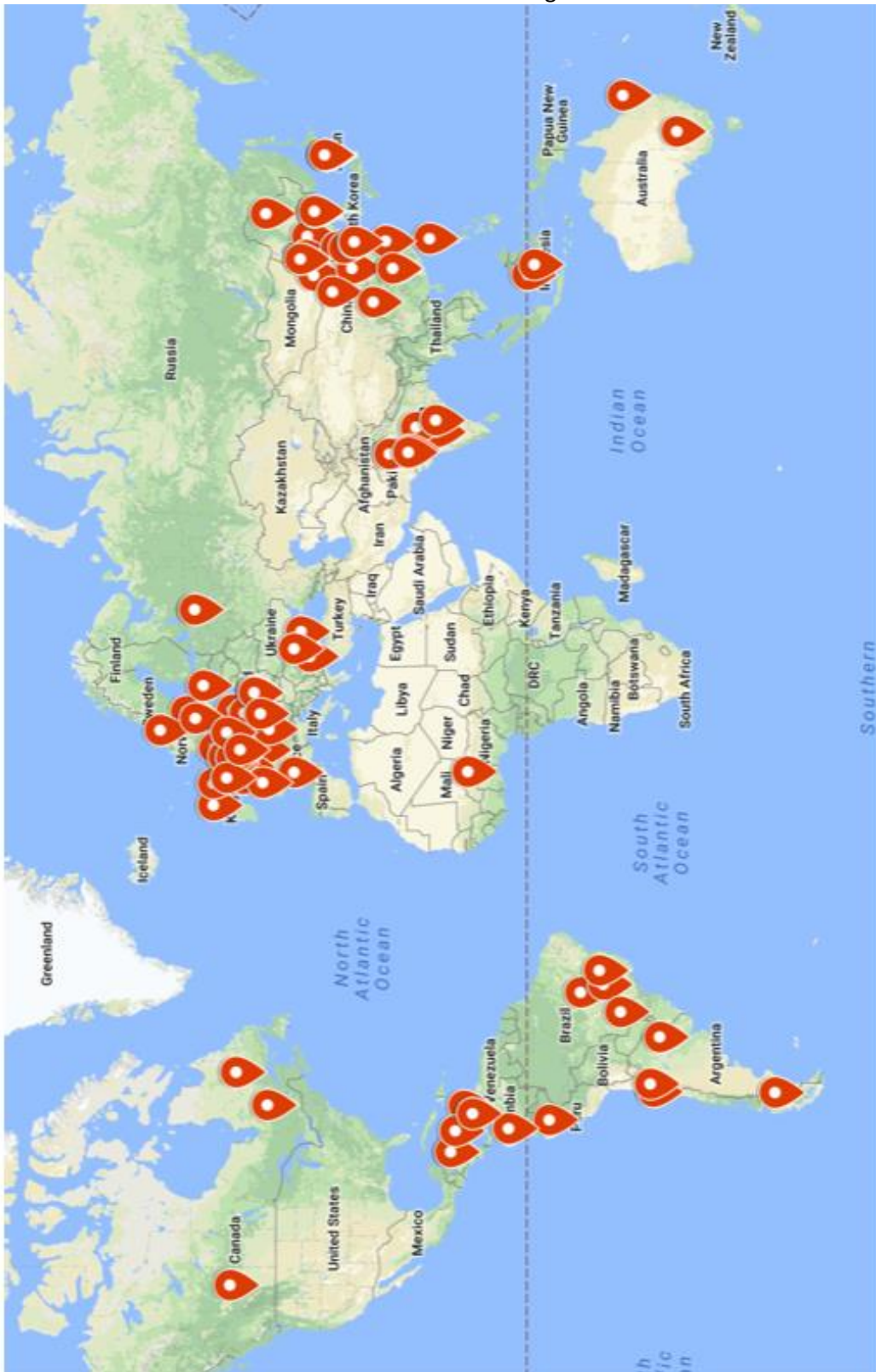
Total Salary + Non-Salary Expenditures	\$ 12441.83	
Ending Budget Balance as of:	\$ 58.17	

If there are remaining expenditures required to complete the project, please itemize them with expected amounts and timing for payment.

IMPORTANT: *Unused funds will revert to the general 2020 Initiative Fund at the end of the fiscal year if not approved and encumbered for project costs.*

Item	Expected Amount	Expected Timing for Payment
Total		

At the NAFSA, the Stockton team has communicated with representatives from **96 institutions and organizations outside of the U.S.** about possible curricular collaborations. Please see the map below and **Attachment 5** for more details of these institutions and organizations.



Stockton Team at NAFSA 2018



at Stockton!
bind your
inspiration



"There is
incredible
Power in the
arts to inspire
and
influence."

-Julie Taymor
American Director
of Theatre, Opera,
and Film.



Stockton University!

Arts &
Humanities

Dance, Music, & Theatre
Studio Disciplines & Art

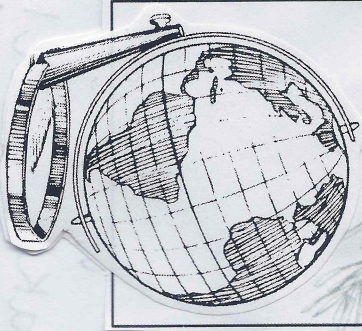
History



STOCKTON
STOCKTON UNIVERSITY
PERFORMING ARTS CENTER
PAC

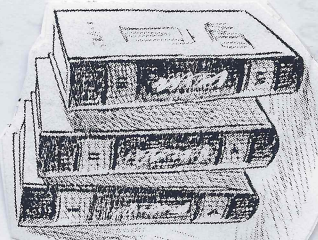
Visual and Performing Arts

Language & Culture



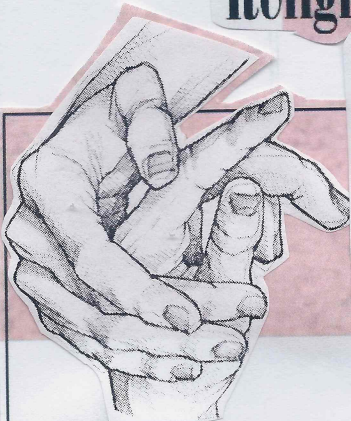
Linguistic Structures
Culture and Language
Connections around the world

Historical Studies
Human History
Literature intellectual pursuit
Media Research



History studies & Literature

Religion & Philosophy



Ethical Reasoning
Literacy & Research Skills
Diverse, Dynamic, and Unique

Learn more at:
www.stockton.edu

Radio & Television
Advertising & Public Relations
Digital Communication
Film & Cinema
International Communication

Communication

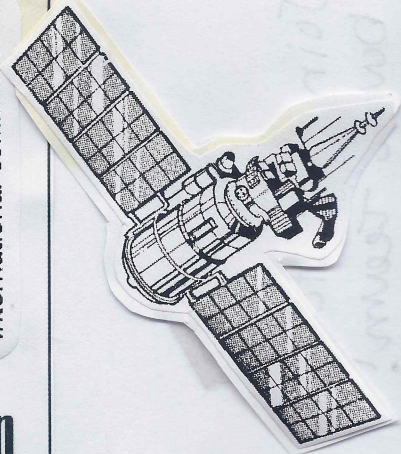


Exhibit your
art in Ocean
City!
Only 25 mins away.



Join Stockton's
Dance Team!

Enjoy the
views at our
very own
Lake Fred!



Stockton's
Dancers attend
the International
Dance Competition!
Trips to Philly
& New York!

Display your
skills at the
choreographer
showcase!

Museum of Art
STOCKTON UNIVERSITY
Noyes

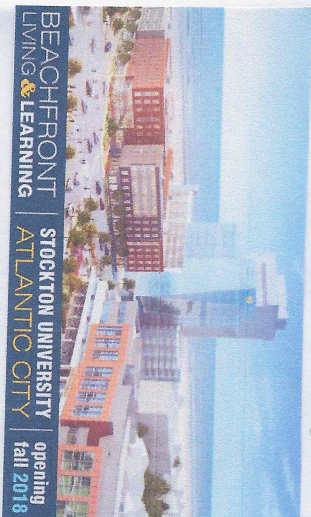


Display your
art in Stockton's
Art Gallery
and
the...

Develop
your
craft!



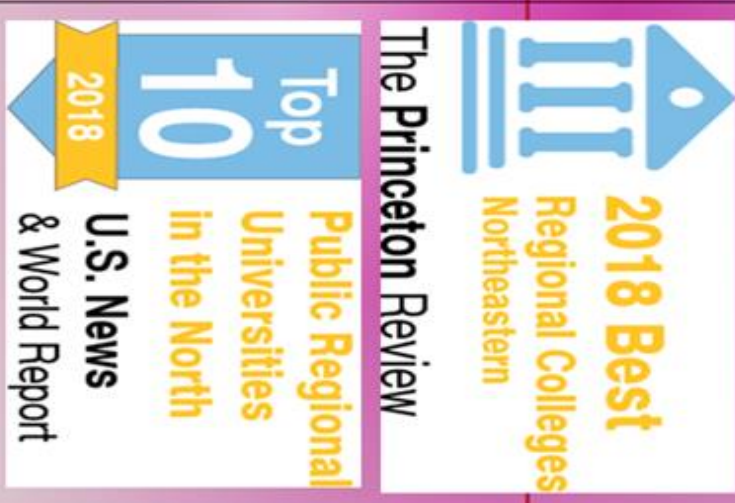
Stay at
the new
oceanfront
campus!



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**STOCKTON UNIVERSITY**  
NEW JERSEY'S DISTINGUISHED PUBLIC UNIVERSITY

**School of Business**

**2018 Best**  
**Regional Colleges**  
**Northeastern**

**The Princeton Review**

**Top 10**  
**2018**  
**Public Regional**  
**Universities**  
**in the North**  
**U.S. News**  
**& World Report**

**AACSB**  
**ACCREDITED**

❖ Stockton University's School of Business has earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB), an international body whose accreditation has been earned by less than 5 percent of the world's business programs

**High quality of education at Stockton University**

❖ Stockton's small classes to provide class experiences tailored to their participants and personal attention





2018  
*Commencement*  
CEREMONY



CAREER &  
INTERNSHIP FAIR

TUESDAY, APRIL 3  
10:00 A.M. - 2:00 P.M.  
SPORTS CENTER

**ACT** ALUMNI  
CAREER  
TALENT

Connect with Stockton Graduates

The Computer Science and Information Systems program offers a B.S. degree and a B.A. degree.

- ❖ For the B.S. degree, students can choose between two related but distinct concentrations in either Computer Science or Information Systems.

- ❖ The Computer Science and Information Systems program offers a B.S. degree and a B.A. degree.
- ❖ For the B.S. degree, students can choose between two related but distinct concentrations in either Computer Science or Information Systems.

**Computer Science and Information Systems (CSIS)**





The Hospitality and Tourism Management Studies Program offers a B.S. degree.

- ❖ Earning a Hospitality and Tourism degree at Stockton will well prepare the student with both substantial general training and specialized skills that will distinguish their credentials.

**Hospitality and Tourism Management Program**

- ❖ Hospitality and Tourism Management Studies Program offers a B.S. degree.
- ❖ Earning a Hospitality and Tourism degree at Stockton will well prepare the student with both substantial general training and specialized skills that will distinguish their credentials.



- ❖ The B.S. in Business Studies program offers exciting concentrations, such as Accounting, Finance, Financial Planning, Management and Marketing, offering students an ability to receive specialized education in their respective field of interest

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For those desiring a broader perspective and less specialization, the B.A. degree offers greater breadth in the liberal arts, while still providing the critical mass of business knowledge for entrepreneurs and entry level managers in business



**B.A. in Business Studies**




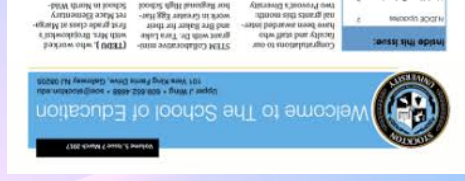

For those desiring a broader perspective and less specialization, the B.A. degree offers greater breadth in the liberal arts, while still providing the critical mass of business knowledge for entrepreneurs and entry level managers in business



Alternate Route to teaching:  
 A pathway for those who desire to teach in New Jersey, but have elected to pursue a traditional teaching certification

- Academic Programs:
- TEDU Pre-Elementary to Kindergarten
  - TEDU Secondary Education
  - TEDU Post Baccalaureate

Become a teacher today at Stockton University

Stockton University



School Of Education





- Educational technology training center
- Stockton Center for community schools
- Stockton Center for economic and financial literacy

Community Engaged Centers:

STOCKTON SCHOOL OF UNIVERSITY EDUCATION  
New Jersey's Distinctive Public University



Educational Doctorate in Organizational Leadership:

- Embeds leadership understanding
- Teaches habits, mindsets, and competencies into a flexible interdisciplinary program!



Masters of Arts Programs:

- Masters of Arts in instructional technology
- Masters of Art in education
- Available completely ONLINE!





# SIMULATION INITIATIVE



## Q. D. A. D

Quantitative - Reasoning  
across - the - Disciplines  
(QUAD) program serves  
to encourage infusions  
of quantitative reasoning  
through curriculum and  
assure all students  
enhance math skills.

A method of teaching

and learning that

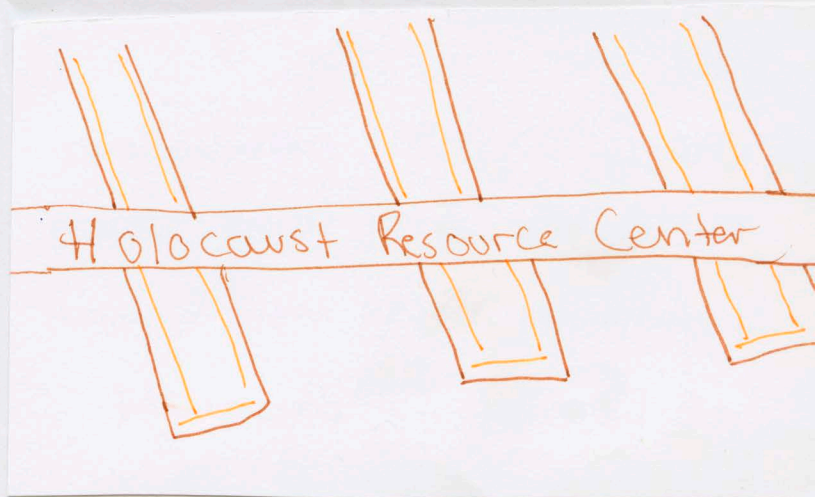
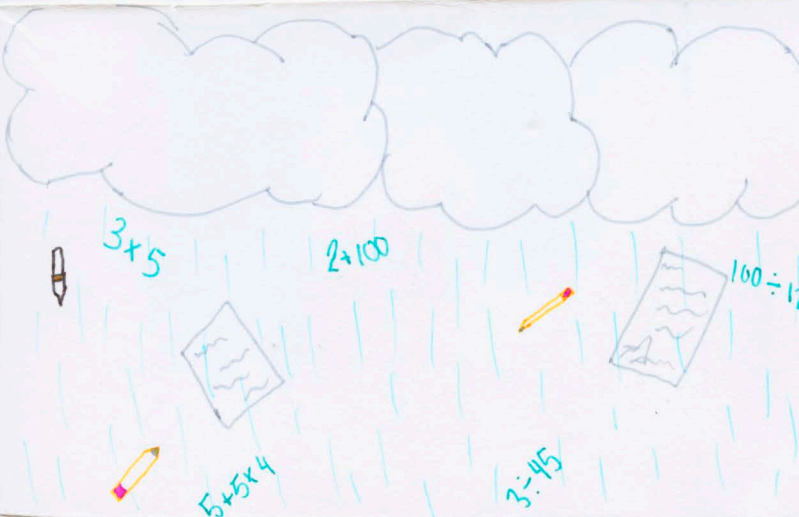
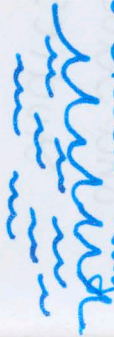
allows individuals to

practice skills in

a real world environ-

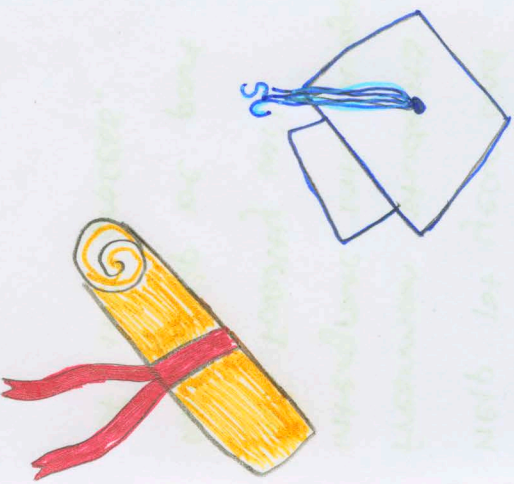
ent.

The Stockton Way



## Holocaust Resource Center

This Holocaust  
Resource Center  
helps future  
generations by raising  
awareness programs,  
exhibits, and providing  
workshops and  
seminars to train  
those teaching the  
holocaust, and by info  
available to students.



COME  
LEARN  
MORE

[www.Stockton.edu](http://www.Stockton.edu)



STOCKTON

UNIVERSITY

GENERAL

STUDIES



ACADEMIC PROGRAMS

minors

• Africana Studies



• Global Studies



• Latin American & Caribbean Studies

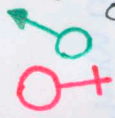


• Holocaust & Genocide Studies



• Jewish Studies

• women's, Gender, and Sexuality Studies



• Digital Literacy & Multimedia Design



• Writing



• Disability Studies



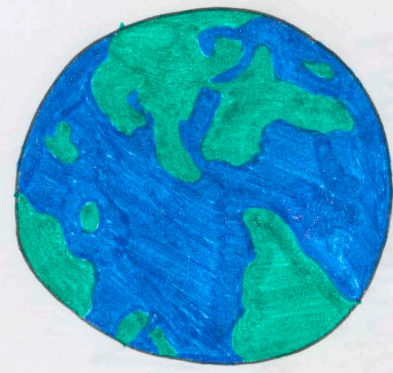
Programs + Seminars

1<sup>st</sup> year Studies &

Freshman Seminars

This program seeks to help 1st year and freshman students integrate into college life. Faculty will also help be part of this process.

THINK

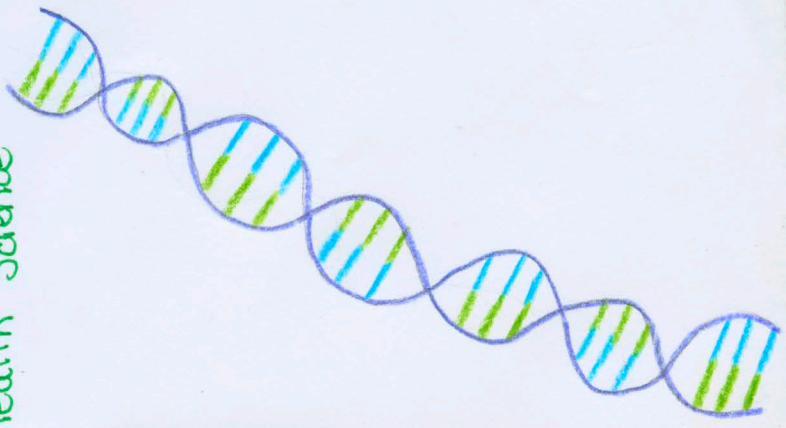


GLOBAL!!!

STOCKTON  
Does it  
Best

Study abroad program

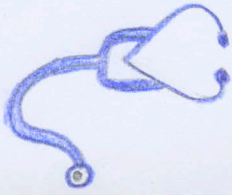
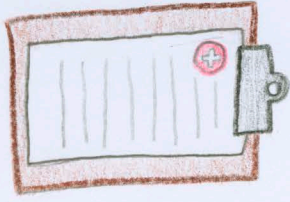




### Bachelor of Science in Health Science AND Master of Science in Physician Assistant

This undergraduate program leads to a master's program for those who are interested in becoming physician assistants.

This is a 5 year program.



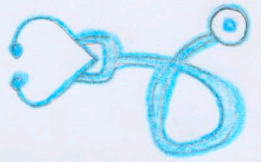
This undergraduate program is offered to students who are interested in careers in healthcare. It offers students the opportunity to explore and learn what practitioners in each field do. This is a 4 year program.



This undergraduate program is for students who are interested in the study of human movement.

### Bachelor of Science in Exercise Science

### Bachelor of Science in Nursing

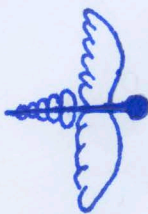


This undergraduate program is for those who wish to become registered nurses.

This is a 4 year program.



Stockton University  
School of  
Health Science





## Doctor of Physical Therapy

This graduate program is for those who wish to become physical therapists.

This is a 3 year program.



Physical therapy helps to maintain the ability to move and to prevent movement disorders.

## Master of Science in Occupational Therapy

This graduate program is for those who wish to become occupational therapists.

This is a 3 year program.

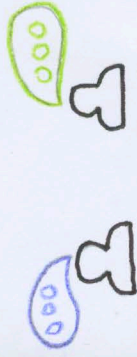
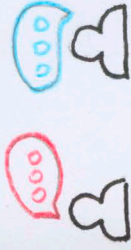
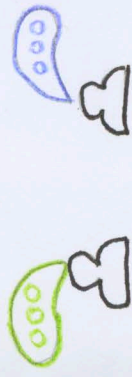


Occupational therapy helps those in recovery to gain back independence after injury, illness, or impairment.

## Master of Science in Communication Disorders

This graduate program helps prepare students for the New Jersey licensure and to become certified in

speech-language pathology and become speech-language specialists.



## Minor in Holistic Health

This minor program helps students understand alternative healthcare through education.



## Minor in Public Health

This minor program helps students who are interested in learning some of the fundamental concepts in public health.







# Stockton University

## School of Natural Sciences & Mathematics

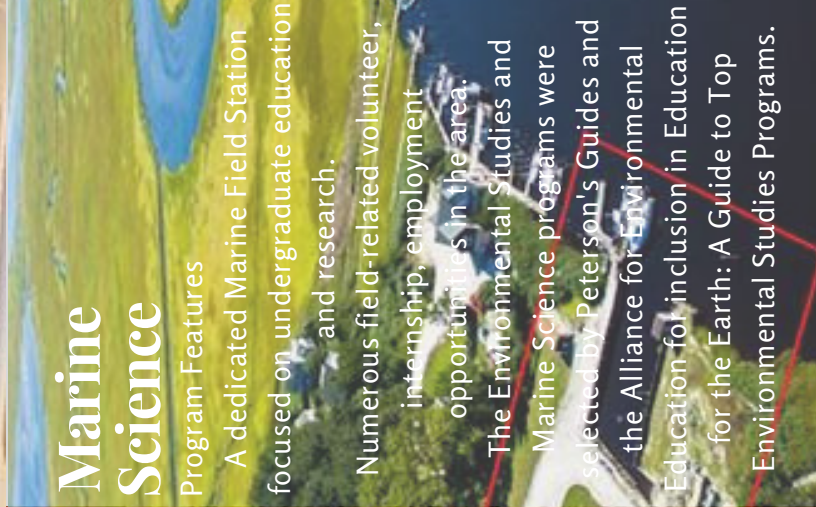


All programs provide research opportunities (in field / lab work)

All instruments and equipment for the laboratories are available for undergraduate use

All students will have experience with a variety of laboratory techniques, be able to analyze data and write comprehensively about it for presentations

Talk to the professors about their research; they love to talk about it!

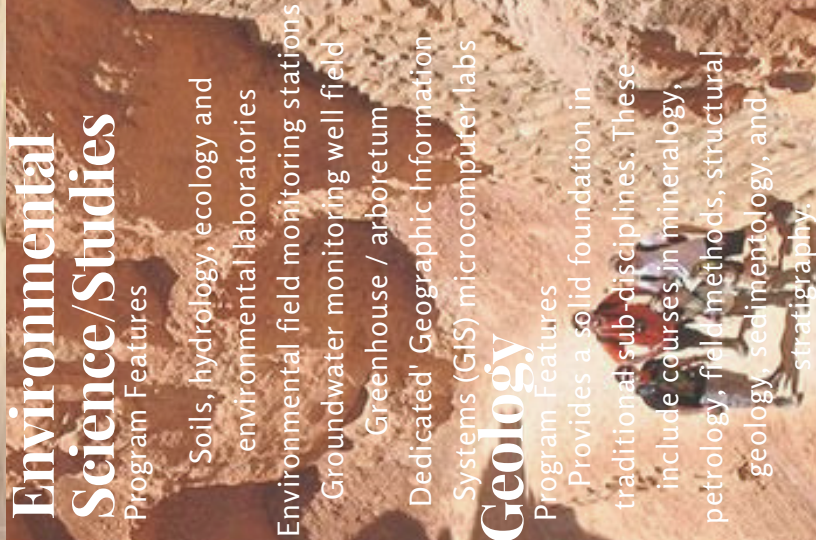


## Marine Science

**Program Features**

- A dedicated Marine Field Station focused on undergraduate education and research.
- Numerous field-related volunteer, internship, employment opportunities in the area.

The Environmental Studies and Marine Science programs were selected by Peterson's Guides and the Alliance for Environmental Education for inclusion in Education for the Earth: A Guide to Top Environmental Studies Programs.



## Environmental Science/Studies

**Program Features**

- Soils, hydrology, ecology and environmental laboratories
- Environmental field monitoring stations
- Groundwater monitoring well field
- Greenhouse / arboretum
- Dedicated Geographic Information Systems (GIS) microcomputer labs

**Geology**

**Program Features**

- Provides a solid foundation in traditional sub-disciplines. These include courses in mineralogy, petrology, field methods, structural geology, sedimentology, and stratigraphy.



## Applied Physics

**Program Features**

- Most introductory courses and all upper-level courses taught by full-time faculty
- Program faculty hold doctoral degrees in Physics from highly reputed institutions
- Small class sizes
- Physics majors have program faculty as academic advisors

## Mathematics

**Program Features**

- Small class sizes
- All upper level courses taught by full-time faculty holding Ph.D.'s
- Easy one-on-one assistance from faculty
- Math majors have program faculty as academic advisors
- Broad training in theoretical and applied mathematics provided together with ample opportunities to specialize.



## Chemistry

**Program Features**

- All CHEM / BCMB majors complete a senior project
- Research done in conjunction with a faculty mentor on campus or as an off-campus internship
- Can span multiple semesters for credit or non-credit
- Graduating seniors present research at Senior Research Symposium at the end of each semester

## Biochemistry / Molecular Biology

**Program Features**

- Emphasis on the development of laboratory skills
- All upper level labs are taught by program faculty
- Allows for extensive interaction between faculty member and student

## Biology

**Program Features**

- Biology seminar series
- Diversity concentrations allows for freedom in choosing coursework



# Stockton University School of Natural Sciences & Mathematics



All programs provide research opportunities (in field / lab work)  
All instruments and equipment for the laboratories are available for undergraduate use  
All students will have experience with a variety of laboratory techniques, be able to analyze data and write comprehensively about it for presentations  
Talk to the professors about their research; they love to talk about it!

## Certificate Programs

**Energy Certificate**  
Students are expected to have a solid foundation in biology, chemistry, physics and mathematics regardless of their choice of major.  
Provides an opportunity for the in-depth pursuit of non-science subjects of interest.  
Provides an opportunity for developing a well-rounded liberal arts and sciences background.

**Geographic Information System (GIS)**  
Students are expected to have a solid foundation in biology, chemistry, physics and mathematics regardless of their choice of major.  
Provides an opportunity for the in-depth pursuit of non-science subjects of interest.  
Provides an opportunity for developing a well-rounded liberal arts and sciences background.

## Dual Degree Programs

**Health Professions**

Students are expected to have a solid foundation in biology, chemistry, physics and mathematics regardless of their choice of major.  
Provides an opportunity for the in-depth pursuit of non-science subjects of interest.  
Provides an opportunity for developing a well-rounded liberal arts and sciences background.

**Engineering**

- Combines a strong foundation in science, mathematics and basic engineering and breadth in the liberal studies in the first three years at Stockton, with well-developed, in-depth technical courses in the last two years at NJIT, Rowan or Rutgers.
- Student receives a BS degree in chemistry, mathematics or physics a BS degree in engineering after program completion.
- There is also an MS option for students pursuing this five-year dual degree program with an interest in chemistry and pharmaceutical engineering.

## Graduate Programs

**Environmental Science**

This program is designed as a terminal degree for students who want to obtain advanced skills that will prepare them for the workplace.

The Accelerated BS/PSM program is an intensive five-year curriculum that offers students the opportunity to earn both a Bachelor's and Master's degree in Environmental Science.

The Data Science and Strategic Analytics

A student entering the program will acquire substantial experience in sophisticated, industry standard, computational software and programming tools that will allow the student to explore data driven problems in the science, business, social science, medicine and/or the humanities. The course work is supplemented with real world projects and/or internships.



An associate professor of psychology has begun a research project to monitor how the brain function changes as people age and if changes can be identified before they become visibly noticeable.

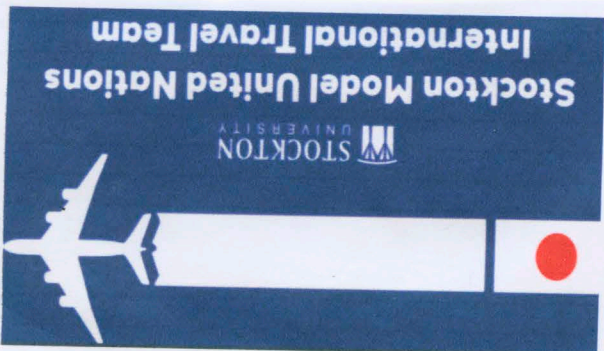


The Washington Internship program is an intensive para-professional and academic experience in which Stockton students live, work, and study in the Washington, DC metropolitan region.

# POLITICAL ENGAGEMENT PROJECT



Stockton University Model United Nations is a campus-wide innovative experiential learning experience that increases opportunities for our students to gain skills such as communicating complex issues concisely, dealing effectively with crises under a time constraint, working with people from a variety of backgrounds, solving challenges with creative solutions, and applying discipline-specific knowledge.





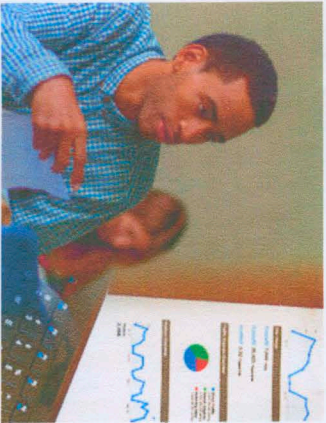


**Sociology and Anthropology**  
The Sociology program focuses on the analysis of human beings as members of societies. The Anthropology program broadens this focus to the study of human cultures worldwide.



**Psychology**  
The systematic study of the behavior and experience, such as thoughts, desires and emotions of humans and other animals.

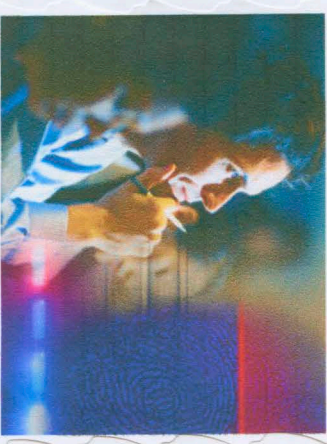
**Economics**  
The Program provides insight into how societies are organized to enable people to provide for their material needs and wants.



**Social Work**  
Promotes social change and empowers people to enhance and well-being. Social work is based on a set of values and ethical principles, such as respect for human dignity, that are articulated in its Code of Ethics.



**Criminal Justice**  
Program provides students with an understanding of the criminal justice system from the perspective of the social sciences.



**Political Science**  
Program is focused on the analysis of the power relationships and decision-making patterns that shape and determine the outcomes of vital social, economic and policy issues.







❖ Workshops and Seminars

❖ Internship Advising

❖ Work and Internship

❖ Academic Advising

**Services for International Students**



❖ International students are encouraged to participate in **Cultural Immersion Program events** including game nights, trips to New York City and Washington D.C., and many other social gatherings



Welcome to Stockton University



We are proud to

welcome international students to our diverse and multicultural student body.



Welcome to Stockton University



We offer our international students an opportunity to enroll in Undergraduate or Graduate degree programs. To be considered for admission, students must submit ALL required documents by the application deadline

❖ Fall Admission  
(September): March 15

❖ Spring Admission  
(January): November 15



❖ One of America's most **distinctive public universities**, consistently ranking among the nation's finest educational institutions.

❖ This distinguished university of arts, sciences and professional studies is noted for exceptional program offerings and an interdisciplinary approach to learning, while also providing students with a diverse, high-quality student, faculty and staff population



About Stockton University

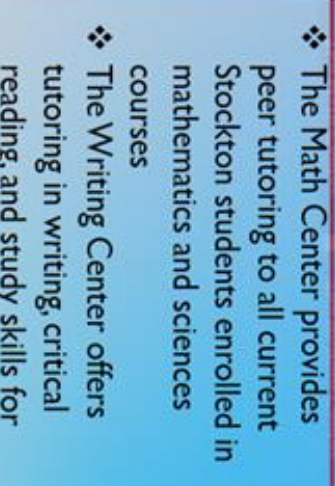
**The Global Engagement Ambassador Program** is available to connect international students with current Stockton students to assist new international students in their transition to life and study in America, and to provide an opportunity to learn more about **American life and culture**.







### Tutoring Center



The Tutoring Center is two centers in one:

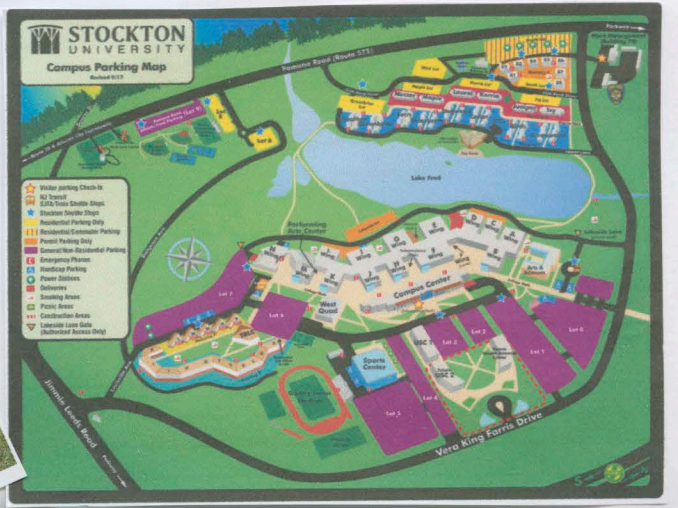
- ❖ The Writing Center
- ❖ The Math Center



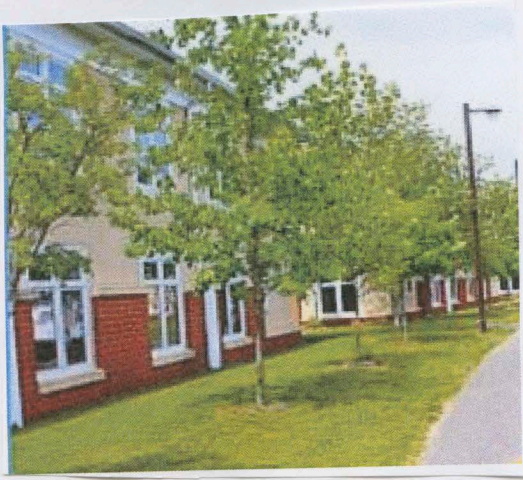
- ❖ The Math Center provides peer tutoring to all current Stockton students enrolled in mathematics and sciences courses
- ❖ The Writing Center offers tutoring in writing, critical reading, and study skills for current Stockton students.
- ❖ No appointments required; "drop in" any time during scheduled hours to receive help on their coursework



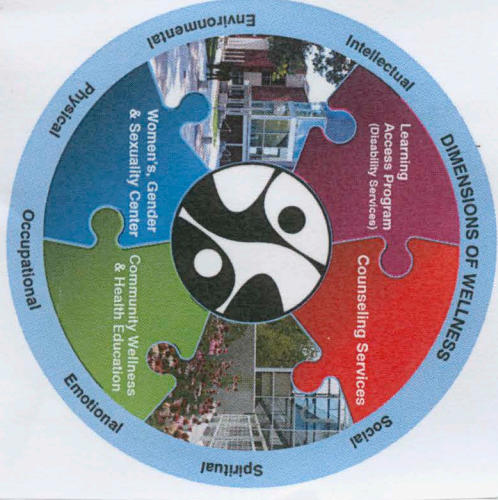




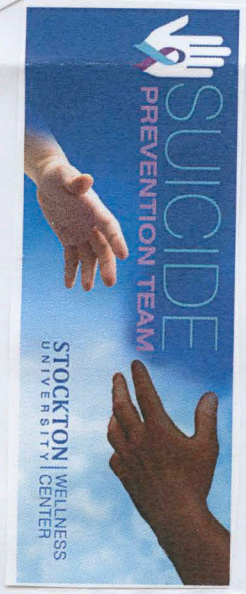
Stockton University students can choose from a variety of themed residence halls intentionally designed to help students achieve career goals and personal growth. We call these experience-based learning places Theme Living Communities(TLC)







The mission of the Wellness Center is to encourage the pursuit of healthier lifestyles, balancing study, family and life commitments, interacting in an environment that fosters positive changes and integrates wellness into the community culture.







ng finals



STOCKTON UNIVERSITY

# ASA

ASIAN STUDENT ALLIANCE

MEETINGS EVERY OTHER TUESDAY  
4:30PM  
ROOM C-135



**STOCKTON MUSIC UNION  
SPRING CONCERT 2018**

**04.27.2018**

Allen Auditorium  
Doors open at 7:45  
Donation Only

The African Student Organization Proudly Presents

## 2nd Annual Multicultural Fashion Show

Date: Wednesday, April 11th, 2018  
Location: Stockton University  
Campus Center Event Room  
101 Vera King Farris Drive, Galloway, NJ 08205  
Time: door opens at 7:30pm & show starts at 8:00pm

**FREE ENTRY**

ASO STOCKTON

**Emerging Choreographer's Showcase**

**Stockton Events and  
Concerts**

April 19-21, 7:30 p.m.  
in the Experimental Theatre

\$12 general admission • \$10 students & seniors

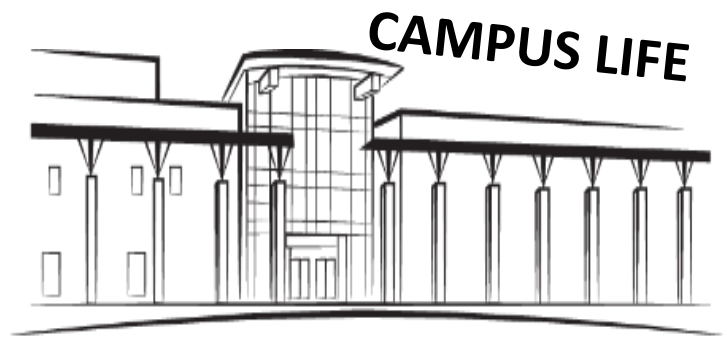
Box Office  
stocktonperc.org | (609) 652-9000

STOCKTON | SCHOOL OF  
ARTS & HUMANITIES

STUDENT LEADERSHIP

STOCKTON UNIVERSITY





LET'S MAKE DREAMS  
COME TRUE



Alumni Career Talent Network (ACT) CAREER CENTER

Career Fairs Career Advising

Alumni Career Talent Network (ACT)

Career Communities

- Arts, Entertainment, & Communications
- Business and Hospitality & Tourism
- Education
- Public & Social Services
- Health Sciences & Medicine
- Law & Politics
- Science, Technology, Engineering, and Mathematics
- Undecided





**Virtual PARKING PERMITS**  
COMING SOON

**No More Hangtags!**



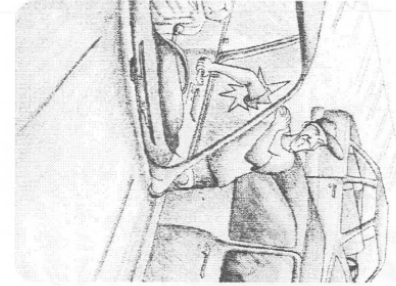
**CLERY ACT & CRIME REPORTING**

TAKE NOTICE • TAKE ACTION  
HELP KEEP STOCKTON

**BUS FREE**

ALWAYS DIAL **911** TO REPORT A CRIME

National Crime Prevention Council



**Road Rules**

Getting a driver's license is a big deal for every teenager. It represents freedom, the chance to go new places, and a great deal of responsibility. The vehicle you drive—the family car, a motorcycle, even your own car—may seem like an oasis, safe from the hassles of everyday life. But you are still vulnerable to crime.

**Avoid Scams**

- Hacked Email
- Tech Support Scams

[View more articles](#)

**Protect Kids Online**

- Kids, Parents, and Video Games
- Kids and Mobile Phones

[View more articles](#)

**Be Smart Online**

- Understanding Mobile Apps
- Tips for Using Public Wi-Fi Networks

[View more articles](#)

**Secure Your Computer**

- Securing Your Wireless Network
- Malware

[View more articles](#)



**Get Your Parking Permit**  
Parking & Transportation Information

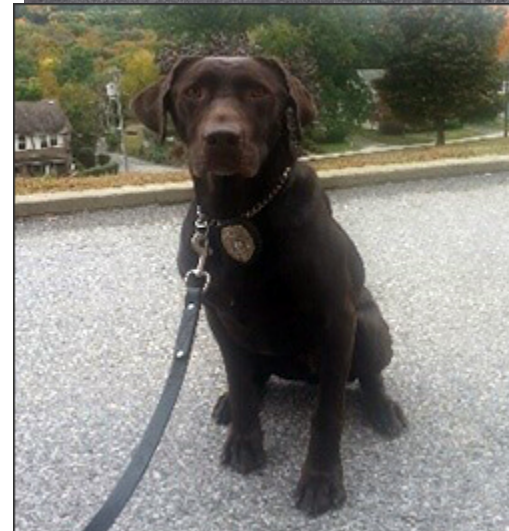




Stockton University Campus Police values:  
 Integrity, Dedication, Excellence, Achievement, Loyalty



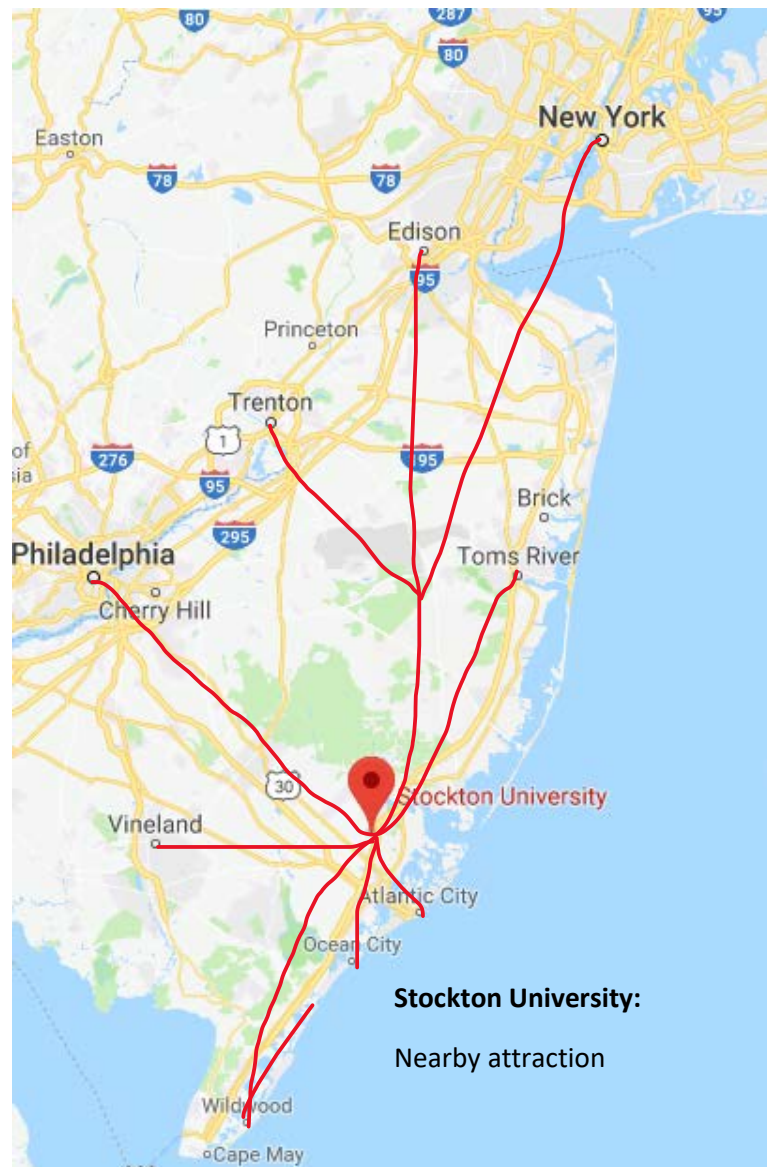
**STOCKTON**  
 UNIVERSITY



**Stockton University K-9:**

Hemi is certified by the NJ State Police as well as the United States Police Canine Association in explosives detection

**Breed:** Labrador Retriever, Chocolate



**Stockton University:**  
 Nearby attraction

**Stockton Neighborhood Watch**

**STOCKTON COLLEGE RESIDENTIAL LIFE**

**Making Safety Happen**

Phone: (609) 652-4390



# 2020 Initiatives Proposal Form

Thank you for your interest in submitting a proposal to the 2020 Initiatives process.

Please complete this form, save it to your hard drive, and then email a copy to: [2020@stockton.edu](mailto:2020@stockton.edu). Please copy your Dean/Director on the email. You will then be contacted by the appropriate 2020 Initiative Team representative/LEGS facilitators.

Proposals will be evaluated based on general criteria including the following:

- University-wide impact
- Clearly addressing one of the four LEGS themes from the 2020 strategic plan
- Specific budget details provided
- Realistic outcomes identified
- Assessment measures specified

**Please consider the following questions as helpful prompts:**

### University-wide Objective(s)

- Does your proposal clearly address an issue relevant to your selected “primary strategic (LEGS) theme”?
- What specifically do you wish to accomplish with your project?
- How will Stockton, as a whole, benefit?

### Expected Results

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- Does your proposal clearly indicate the person(s) or department(s) that will assume responsibility for the various work tasks?
- What is your project's "finish line"?

| General Application Information  |  |
|----------------------------------|--|
| Your Name                        |  |
| Your Email                       |  |
| Title of Project                 |  |
| Project Leader                   |  |
| LEGS Initiative Team Coach       |  |
| Project Partner(s)               |  |
| Duration / Time Frame of Project |  |

| Proposal Category (choose one: one-time or ongoing) |  |                           |  |
|-----------------------------------------------------|--|---------------------------|--|
| One-Time Event or Activity                          |  | Ongoing Event or Activity |  |
| (A) \$5,000 or less                                 |  | (C) \$5,000 or less       |  |
| (B) More than \$5,000                               |  | (D) More than \$5,000     |  |

| <b>Strategic Theme (choose one)</b> |                            |
|-------------------------------------|----------------------------|
|                                     | <b>Learning</b>            |
|                                     | <b>Engagement</b>          |
|                                     | <b>Global Perspectives</b> |
|                                     | <b>Sustainability</b>      |

**Strategic Objectives: choose one primary (P) in main theme and up to three secondary (S) In any themes**

| <b>Learning</b>                                                                   |                                                   |
|-----------------------------------------------------------------------------------|---------------------------------------------------|
| Deliver high value-added learning experiences and promote scholarly activity (S1) | Reward scholarly applications (ER2)               |
| Promote liberal arts ideal to develop lifelong learners (S2)                      | Establish additional revenue sources (RS1-L)      |
| Strengthen internal processes to support learning (IP1-L)                         | Reduce expenses (RS2-L)                           |
| Develop faculty and staff skills to support learning (ER1-L)                      | Align resources to support strategic plan (RS3-L) |

| <b>Engagement</b>                                                                                                      |                                                                                         |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Establish Stockton as an integral part of the identity of students, faculty, staff, alumni, and community members (S3) | Foster an interactive environment among students, faculty, staff, and community (ER3)   |
| Prepare students for active citizenship role (S4)                                                                      | Increase opportunities for interactions between internal and external communities (ER4) |
| Create mutually reinforcing intellectual and co-curricular experiences (S5)                                            | Establish additional revenue sources (RS1-E)                                            |
| Strengthen internal processes to support engagement (IP1-E)                                                            | Reduce expenses (RS2-E)                                                                 |
| Develop faculty and staff skills to support engagement (ER1-E)                                                         | Align resources to support the strategic plan (RS3-E)                                   |

| <b>Global Perspectives</b>                                                    |                                                                                               |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Develop a globally diverse Stockton community (S6)                            | Strengthen opportunities for global interaction among members of the Stockton community (ER5) |
| Enhance capacity to participate globally (S7)                                 | Establish additional revenue sources (RS1-G)                                                  |
| Strengthen internal processes to support global education (IP1-G)             | Reduce expenses (RS2-G)                                                                       |
| Integrate global program efforts among multiple units of the university (IP2) | Align resources to support the strategic plan (RS3-G)                                         |
| Develop faculty and staff skills to support global education (ER1-G)          |                                                                                               |

| <b>Sustainability</b>                                                   |                                                                    |
|-------------------------------------------------------------------------|--------------------------------------------------------------------|
| Increase sustainable infrastructure (S8)                                | Develop and implement sustainability programs (IP5)                |
| Enhance sustainability education and research (S9)                      | Develop faculty and staff skills to support sustainability (ER1-S) |
| Increase recognition as a model of sustainability (S10)                 | Reward sustainable practices (ER6)                                 |
| Partner to promote global sustainability (S11)                          | Establish additional revenue sources (RS1-S)                       |
| Strengthen internal process to support sustainability (IP1-S)           | Reduce expenses (RS2-S)                                            |
| Prioritize sustainability in plan operations and residential life (IP3) | Align resources to support the strategic plan (RS3-S)              |
| Promote sustainability across the curriculum (IP4)                      | Seek efficiencies through sustainable practices (RS4)              |



**The tables below allow for summaries of about 350 words. Additional information can be included as an attachment.**

**Narrative Summary of Project**

**Assessment Plan: What are your anticipated outcomes and specific measurements for success?**



| <b>Budget Summary</b> |              |                                                  |                                                  |                                                  |                                                                  |
|-----------------------|--------------|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------|
|                       | <b>Item</b>  | <b>FY2017</b><br>July 1, 2016 –<br>June 30, 2017 | <b>FY2018</b><br>July 1, 2017 –<br>June 30, 2018 | <b>FY2019</b><br>July 1, 2018 –<br>June 30, 2019 | <b>Notes/Comments</b><br>(stipends, supplies, hospitality, etc.) |
| 1.                    |              |                                                  |                                                  |                                                  |                                                                  |
| 2.                    |              |                                                  |                                                  |                                                  |                                                                  |
| 3.                    |              |                                                  |                                                  |                                                  |                                                                  |
| 4.                    |              |                                                  |                                                  |                                                  |                                                                  |
| 5.                    |              |                                                  |                                                  |                                                  |                                                                  |
| 6.                    |              |                                                  |                                                  |                                                  |                                                                  |
| 7.                    |              |                                                  |                                                  |                                                  |                                                                  |
|                       | <b>Total</b> |                                                  |                                                  |                                                  |                                                                  |

| <b>First-Year Funding Questions</b>                                 |            |           |
|---------------------------------------------------------------------|------------|-----------|
| Will you need funds for <u>immediate</u> use to begin your project? | <b>Yes</b> | <b>No</b> |
| If so, how much?                                                    |            |           |
| Date when funds will be needed                                      |            |           |

CC: Dean/Director



**2020 Initiative Proposal to the Learning Team**  
**JY Zhou and Lois Spitzer**

**Title:** Developing Stockton's Global Learning and Engagement at NAFSA 2018

**Introduction/Background:**

Global learning advances learning and engagement in a global context and fosters understanding and respect among people of diverse backgrounds and perspectives. It is essential for developing globally competent individuals, and builds leadership for the global community. Stockton has highlighted the importance of Global Perspectives as one of our strategic themes and listed Global Awareness as one of Essential Learning Outcomes (ELOs).

NAFSA: Association of International Educators (<http://www.nafsa.org/>) is the world's largest and leading association dedicated to international education and exchange. It aspires to an environment in which every student and scholar seeking the benefits of international education finds a path, and every institution of higher education integrates international perspectives into its teaching, research, and service missions. NAFSA also aspires to enlightened international relations, a globally engaged citizenry, and a more peaceful world. Its annual conference -- one of the largest global events ever within international education -- usually attracts more than 9,000 attendees from over 100 countries. The annual conference's Expo hall is the largest international education expo of the year, with representatives and professionals of higher education institutions and organizations around the world. Hundreds of international student recruiters are also working on collecting information for international students, which is one of the most important goals of NAFSA's Expo hall (see more information at [http://www.nafsa.org/Annual\\_Conference/Exhibiting\\_and\\_Sponsoring/About\\_Exhibiting/](http://www.nafsa.org/Annual_Conference/Exhibiting_and_Sponsoring/About_Exhibiting/)).

A small group of Stockton faculty and staff members participated in previous NAFSA conferences and found the experience extremely rewarding and exceptional. NAFSA 2018 Annual Conference & Expo will be held in Philadelphia on May 27-June 1, 2018. Since the proximity of the conference makes the attendance of Stockton students a feasible option, we propose this project to take advantage of this great opportunity to develop Stockton's global learning and engagement.

**Purpose/Goals:**

Collaborating with multiple programs and offices in both Academic and Student Affairs, this project aims to:

1. Develop students' global learning knowledge and skills, including topics and trends of global learning, intercultural communication skills, and engagement and leadership skills;
2. Establish potential collaborations on designing and promoting projects for the 4Cs Collaborative Global Learning Modules to further globalizing the curriculum at Stockton;



3. Promote the visibility of Stockton University in international education market world-widely, including potentials to establish partnerships with international education institutions and to boost the international student population with recruiters to identify Stockton University as an option for international students

**Activities:**

This proposal includes taking fifteen (15) students who will be enrolled in a spring 2018 subterm B course entitled Topics and Trends of Global Learning to NAFSA 2018 from May 27-June 1, 2018 at the conclusion of the course. This course will prepare the students to participate in the plenary lectures and sessions on global learning at the conference. In addition, we also hope to receive funding to host a booth in the exhibition hall at the conference which annually attracts approximately 10,000 attendees from all over the world.

We will collaborate with the following Academic and Student Affairs programs and offices, and their involvement and responsibilities are listed below:

- The Global Studies Minor (GSM)
  - We will invite faculty who teach the GSM courses to announce this opportunity in their courses and encourage students to enroll in the course,
  - The project leaders and students will work with GSM to offer a globalization lecture on topics and trends of global learning along with sharing their NAFSA experience
- Office of Service-Learning
  - We will work with the Office of Service-Learning to prepare and train students for the service-learning project in the course
  - We will employ a pre- and post-assessment developed by the Office of Service-Learning to evaluate student understanding and growth during the project
- Office of University Relations and Marketing
  - We will work with Office of University Relations and Marketing to prepare and train students on using social media to broadcast Stockton during NAFSA 2018
  - We will borrow portable devices to show students' NAFSA experience on Stockton's YouTube channel, Snapchat, or Instagram accounts
  - We will work with Graphics on designing flyers for Stockton booth
  - We will work with Media on writing an article for *The Stockton Times*
  - Following the conference, the social media productions will be broadcast on Stockton's YouTube channel, websites, etc.
- Office of Student Development
  - We will work with Office of Student Development on organizing a session in the Multicultural Month (October 2018) to share students' experience
  - We will work with them on developing a training session on developing students' leadership skills



- We will work with them on writing a series of articles for *The Argo*
- Office of Global Engagement
  - We will work with Office of Global Engagement (Office of the Provost) to publicize the students' experiences at NAFSA to encourage students to seek global opportunities while at Stockton
  - The material will be shared during next year's International Education Week.
- Office of Admission
  - We will disseminate Stockton admission materials at NAFSA to publicize Stockton as a place where students can receive a global education
- Office of Residential Life
  - We will distribute information at NAFSA about the Residential Life services available at Stockton
- The Wellness Center
  - We will work with the Wellness Center to prepare materials to distribute at NAFSA outlining the support services offered at Stockton

All the participating students will be required to enroll in a sub-term B course in spring 2018 - *Topics and Trends of Global Learning*. In this course, they will read materials and discuss about the latest trends and topics of global learning and strategies to develop effective intercultural communication. They are also required to prepare a service-learning project with two parts:

- Volunteering at NAFSA 2018
- Hosting a Stockton University table at the Expo Hall (with equipment possibly borrowed from the university), including preparing, designing, and collecting flyers, pamphlets, videos, and giveaways at the table (from schools and other entities), training on utilizing Stockton's various social media accounts, developing intercultural communication skills, and preparing information to introduce Stockton and to answer questions from the international institutions representatives and international student recruiters.

At NAFSA 2018, students (who will be wearing T-shirt with Stockton logo) are expected to:

- Participate in a variety of pre-selected sessions on global learning, including plenary lectures, panel discussions, and poster sessions
- Broadcast Stockton using social media, such as Instagram, YouTube, Snapchat, Twitter, or Facebook
- Perform the exhibitor's role at the Stockton booth at the Expo Hall
- Collect and compile the contact information of attendees at the Stockton booth (i.e. international institution representatives and international student recruiters)
- Experience unique interactions with attendees from various professional, geographic, and cultural perspectives and backgrounds



After NAFSA 2018, students are expected to present and share their experience at Stockton events, including Globalization Lecture Series, the Multicultural Month, The Argo article series, and the Stockton Times, etc.

All the information collected at the Stockton booth will be shared with various offices and programs to boost potential institutional partnerships and international student population.

**Outcomes and Assessments:**

The expected outcomes and assessment plans of this project are:

**Outcome 1:** Stockton students gain more knowledge and skills on global learning

**Assessment plan:**

1. Students will be assessed with a pre- and post-assessment using a global learning inventory instrument, such as AAC&U VALUE Global Learning Rubric, Beliefs, Events, and Value Inventory (BEVI), or Stockton ELO Global Awareness Map
2. Students will be assessed for the course work based on their preparation, participation and presentation. They will write reflection papers on the latest trends and topics in global learning, effective ways to develop global learning skills, including global self-awareness, perspective-taking, cultural diversity, intercultural communication, and understanding global systems

**Outcome 2:** Stockton University creates more opportunities on developing global learning

**Assessment plan:**

1. A list of contact information and interests of potential partners from international institutions to collaborate on various global learning modules
2. A list of students' ideas on further globalizing the curriculum and co-curriculum at Stockton

**Outcome 3:** Stockton gains more visibility in the international education market

**Assessment plan:**

1. The number of Stockton flyers, pamphlets and materials given at the booth
2. A list of contact information (business cards and sign-in sheet) of international institution representatives and international student recruiters

*\*Note.* With the funding for this 2020 proposal, we hope to see the development of potential partnerships with international institutions and interest from international student recruiters to boost our international student population.

**Budget:**

Total: **\$12,500** with the following three parts:



1. \$6,000 (\$400 per student x 15 students): student conference registration (\$315 per student for early bird rate) and meals (\$12 lunch + \$5 incidental expense / student / day x 5 days)
2. \$6,000: Stockton Exhibition Booth (see the NAFSA 2018 Expo Prospectus at [http://www.nafsa.org/\\_/File/\\_/ac18/2018\\_exhibitor\\_prospectus.pdf](http://www.nafsa.org/_/File/_/ac18/2018_exhibitor_prospectus.pdf))
3. \$500: Other expenses, including printing, Stockton van parking, etc.

**Subject:** Meeting Nafsa 2018

**Date:** Friday, June 15, 2018 at 06:52:20 Eastern Daylight Time

**From:** Abbenbroek, M. (Monique)

**To:** Zhou, Jiangyuan

Dear Jiangyuan,

It was very nice meeting you at the Nafsa in Philadelphia and I would like to follow up on our short conversation.

I'm the international coordinator of the Communication bachelor and eagerly looking to expand our collaborations with US based universities. My main purpose is to offer our mutual students an exchange experience for one semester, however faculty led programmes or collaborative (online) projects are also opportunities I am very much interested in.

Working for a university of applied sciences means that the main focus in our curriculum is on aligning our educational concepts with the working field. This idea is of course also extended to the Communication programme we offer during the Fall semester for international students: #GetConnected. Students will write an Ebook for a specific target audience with whom they will have to engage in a community, they work in Pressure Cookers for clients from several organisations and they will gain knowledge from (international) professionals who share their experiences. Please have a look at our international website for more information  
<https://rotterdamuas.com/programmes/exchange/getconnected-interactive-communication-in-the-global-village/>.

I'm convinced bringing students together from many different cultural backgrounds will foster the development of brilliant people with brilliant ideas!

I'm looking forward to a possible collaboration and if you should need any additional information, please let me know!

Kind regards,

**Monique Abbenbroek MA**

International Coordinator Communication Studies

Lecturer Corporate Communication

Rotterdam University of Applied Sciences

School of Communication, Media and Information Technology

[m.abbenbroek@hr.nl](mailto:m.abbenbroek@hr.nl)

+31 6 54 69 54 03



## Stockton News: June 7, 2018

Retrieved at: <https://www.stockton.edu/stockton-news/stockton-news-june-7-2018.html>

### POTLIGHT ON



**JY Zhou**, internationalization specialist, and **Lois Spitzer**, associate professor of Teacher Education, took seven students to the 70th anniversary NAFSA 2018 conference in Philadelphia May 29-June 1. NAFSA (Association of International Educators) is the largest conference in international education with around 10,000 participants from over 100 countries.

“The students had a truly global experience and talked with people from all over the world about traveling, studying, working and living abroad,” Spitzer said. “We heard amazing speakers such as Laura Bush, former first lady of the United States and an advocate for literacy, education and human rights, Bill Nye, scientist, author and inventor, Joyce Banda, former president of the Republic of Malawi, and Terry Gross, renowned journalist and long-running host and co-executive producer of *Fresh Air* on National Public Radio.”

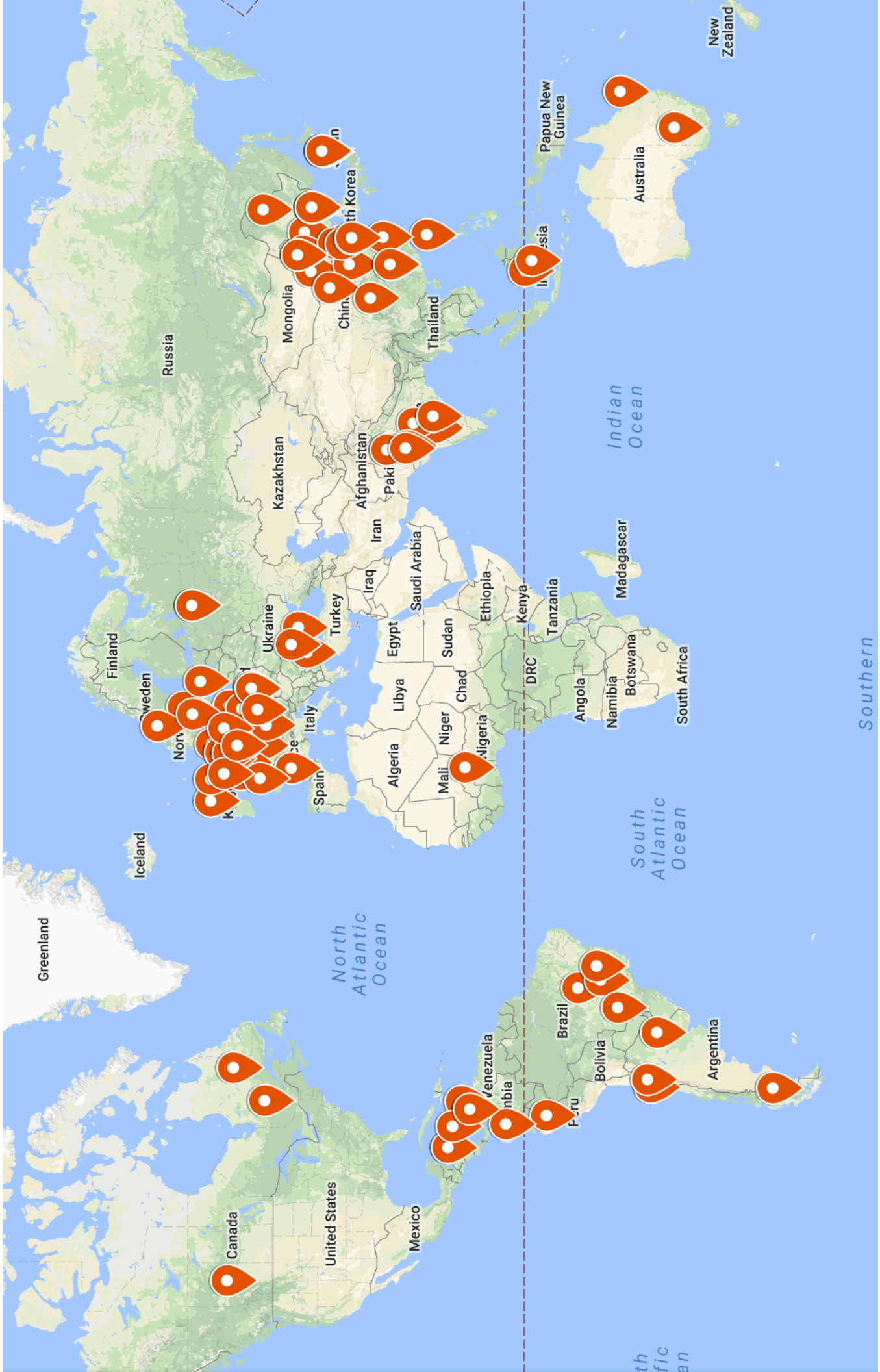
Zhou said the Stockton group was able to host a booth and “broadcast Stockton to the world” through the support from the 2020 Learning Initiative.

"What I liked the most is that after a four full-day experience at NAFSA, our students all found their unique connections with international education: they discovered strong passion for global learning, identified possible career pathways and internship positions in international education, communicated with academic programs in another country, and expanded their understanding on diversity and inclusion in higher education," Zhou said.

Students on the trip included **Amanda Zhou, Jorge Tellez, Alejandra Londono, Kateryna Drach, Anuj Patel, Sabrina Sarwar,** and **Puiman Chan**, an international student from Southern China.

"Dr. Zhou and I bonded with these wonderful students, and in sharing hopes and dreams for their futures, eating wonderful food and collecting gifts from all over the world, we all came away with a renewed appreciation that we are all global citizens," Spitzer said.





**Attachment 5**  
**List of Stockton Connections outside of the U.S. (NAFSA 2018)**

1. Aalen University, **Germany**
2. Acharya Institutes, **India**
3. Alpen-Adria-Universität Klagenfurt, **Austria**
4. Australian Homestay Network (AHN VIC), **Australia**
5. Beijing Jiaotong University, **China**
6. Beijing University of Technology, **China**
7. British Consulate General New York
8. Bunkyo Gakuin University, **Japan**
9. Centro Federal de Educação Tecnológica Celso Suckow da Fonseca, **Brazil**
10. China Higher-education Student Information and Career Center, **China**
11. China Scholarship Council, **China**
12. City University of Hong Kong, **Hong Kong, China**
13. Cohort Go, **Australia**
14. Columbus University Panamá, **Panama**
15. CRCC Asia: International Internship & Programs, **China**
16. Dalian University of Technology, **China**
17. Disha Consultants, **India**
18. Education University of Hong, **Hong Kong, China**
19. EducationUSA Advising Center, **Togo**
20. Erasmus University Rotterdam, **Netherlands**
21. ESPM, **Brazil**
22. Global Reach Education, **India**
23. Goldsmiths, University of London, **UK**
24. Graduate Women International (GWI), **Switzerland**
25. Groupe Sup de Co La Rochelle, **France**
26. Guizhou University, **China**
27. Hanzehogeschool Groningen Professionals en Bedrijven, **Netherlands**
28. Harbin Institute of Technology, **China**
29. Higher School of Economics, **Russia**
30. Hohai University, **China**
31. Howest College, **Belgium**
32. Huaiyin Institute of Technology South Area, **China**
33. İbn Haldun Üniversitesi, **Turkey**
34. IHECS Academy, **Belgium**
35. Immanuel Kant BFU, FGOU, **Russia**
36. Independent College Dublin, **Ireland**
37. InSitu Programs, **Argentina**
38. Institute for Future Education, Entrepreneurship and Leadership (iFEEL), **India**



39. Jiangsu University, **China**
40. Jinzhong University, **China**
41. Kanagawa University, **Japan**
42. Keystone Academic Solutions, **Norway**
43. KIC UnivAssist, **India**
44. Kyung Hee University, **South Korea**
45. Lead University, **Costa Rica**
46. Linnaeus University, **Sweden**
47. Lund University, **Sweden**
48. McGill University, **Canada**
49. Middle East Technical University, **Turkey**
50. Ministerio de Turismo, **Ecuador**
51. Minzu University of China, **China**
52. MISIS, **Russia**
53. Mosque Ulul 'Azmi, Airlangga University, **Indonesia**
54. Musashi University, **Japan**
55. Nankai University, **China**
56. Normandy Business School, **France**
57. Northwestern Polytechnical University, **China**
58. Ochanomizu University, **Japan**
59. Pandit Deendayal Petroleum University, **India**
60. Pázmány Péter Catholic University, **Hungary**
61. Polytechnic University of the Philippines, **Philippines**
62. Protestant College of Darmstadt, **Germany**
63. Rotterdam University of Applied Sciences, **Netherlands**
64. Semmelweis University, **Hungary**
65. Sheffield Hallam University, **UK**
66. Shinyway Education, **China**
67. SN Global Education, **India**
68. Sogang University, **South Korea**
69. Soongsil University, **South Korea**
70. Szent Istvan University, **Hungary**
71. Technical University of Liberec, **Czechia**
72. Technological University of Tijuana, **Mexico**
73. The Stay Club, **UK**
74. Tutku Tours, **Turkey**
75. Udayana University Rectorate, **Indonesia**
76. Unicollege SSML | Scuola superiore per mediatori linguistici, **Italy**
77. Universidad de Magallanes, **Chile**
78. Universidad Fidélitas, **Costa Rica**

79. Universidad Finis Terrae, **Chile**
80. Universidad Industrial de Santander – UIS, **Colombia**
81. Universidad San Ignacio de Loyola – USIL, **Peru**
82. Universidade Federal de Uberlândia, **Brazil**
83. Universitat Rovira i Virgili (FMCS), **Spain**
84. Université de Caen Normandie, **France**
85. Université du Luxembourg, **Luxembourg**
86. Université Du Quebec, **Canada**
87. University of Calgary, **Canada**
88. University of Congress, **Argentina**
89. University of Göttingen, **Germany**
90. University of Manizales, **Colombia**
91. University of Mannheim, **Germany**
92. University of Seoul, **South Korea**
93. University of South Bohemia České Budějovice, **Czechia**
94. Unochapecó - Regional Community University Chapecó, **Brazil**
95. Vel Tech R&D Institute of Science and Technology, **India**
96. WholeRen Education, **China**
97. Zhejiang Institute of Mechanical and Electrical Engineering, **China**