



7<sup>th</sup> Annual Conference for  
*Effective Compliance Systems  
For Higher Education*

*202: Setting up International  
Programs*

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**Hilton Austin, Texas**



# Presentation Outline

1. Overview: International/Transnational Programs
2. Key Challenges in Setting Up International Programs
3. Learning Framework
4. Compliance Framework
5. Case study:
  - Case 1: DLSU-Marannatha University (Indonesia)
  - Case 2: DLSU-IVY League (Korea)



# 1. Overview: International Programs

## What are International/Transnational Programs?

- Any teaching or learning activity in which students are in a different country (**host** country) from the provider country (**home** country) (GATE, 1999)
- Scope varies – from general programs to more targeted/specific programs such as MBAs and ESLs
- Important aspect – sharing or twinning between universities
- Transnational educational model requires educational knowledge and information presented across national boundaries by educators or educational materials through mail, computer networks, radio, television broadcast, or other means (GATE, 2003)

# 1. Overview: International Programs

## Context of International Programs

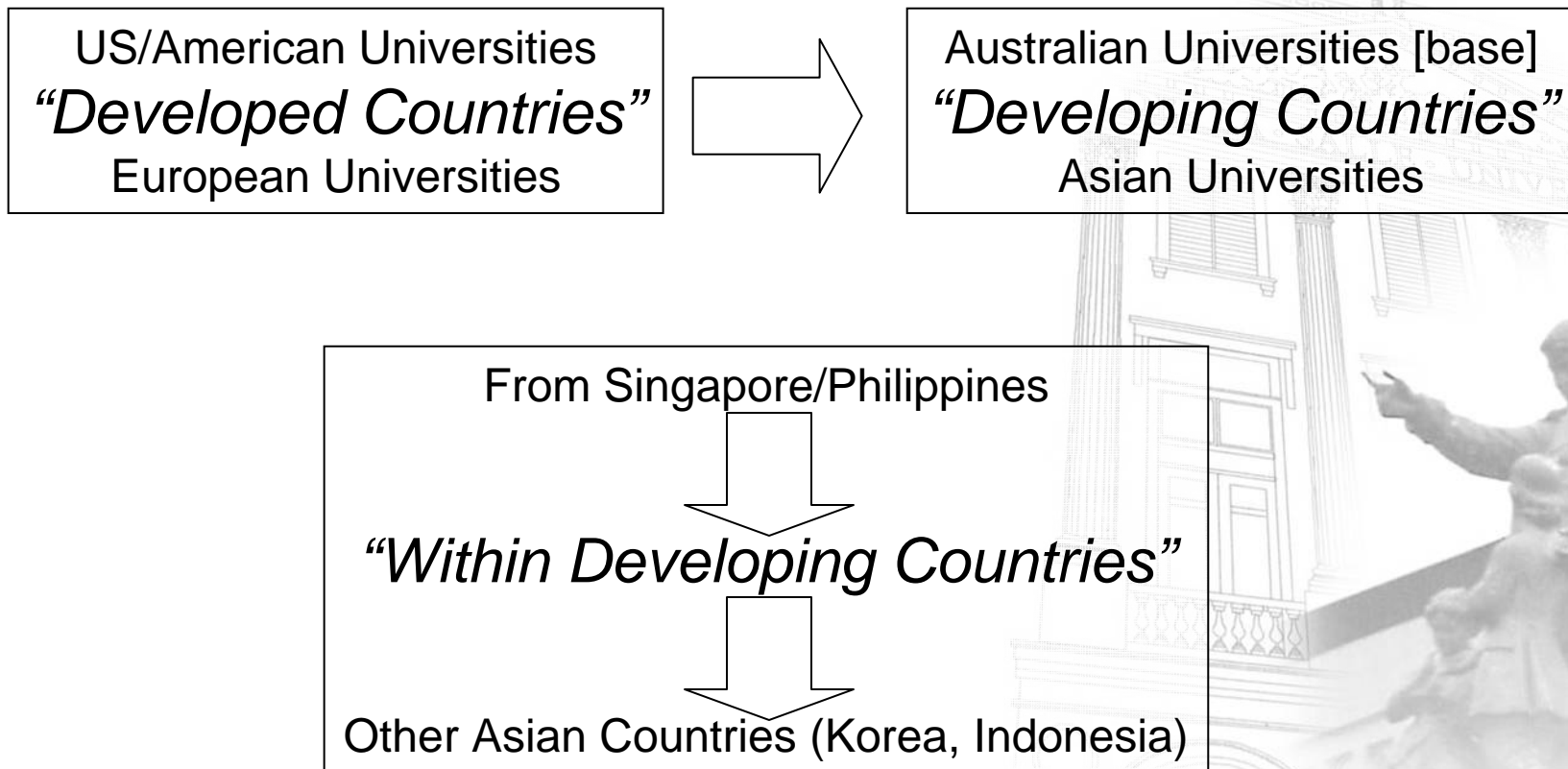
- Internationalization and the “**borderless** university”
- Transnational educational courses and training offered to “**partner institutions**” usually in offshore campuses
- Market size : **\$2.2 Trillion** worldwide (Merrill Lynch study cited in Savage, 2004)

## Key rationale for International Programs

- **Economic/Profit** (Alexander & Rizvi, 1993; Dobson, 1998; Starck, 2000; Matthews, 2002; Marginson, 2003)

# 1. Overview: International Programs

## Flow of International Programs



# 1. Overview: International Programs

## Modes of Operation

- Distance Learning
  - Offered by home university via internet
  - With local/host university
  - Twinning/joint degrees
  - Franchises
- Conventional Programs
  - Branch/Satellite campuses
  - Franchises
  - Articulation
  - Twinning
- Corporate programs



## 2. Key Challenges

### Challenges

- Overcoming restrictive practices of host countries
- Cultural conflicts
- GATS
- Effective quality governance structure (Lim, 2008)

### Compliance Framework

- Local law/regulations of host countries
- Accreditation and credentialing



## 2. Key Challenges

### Culture

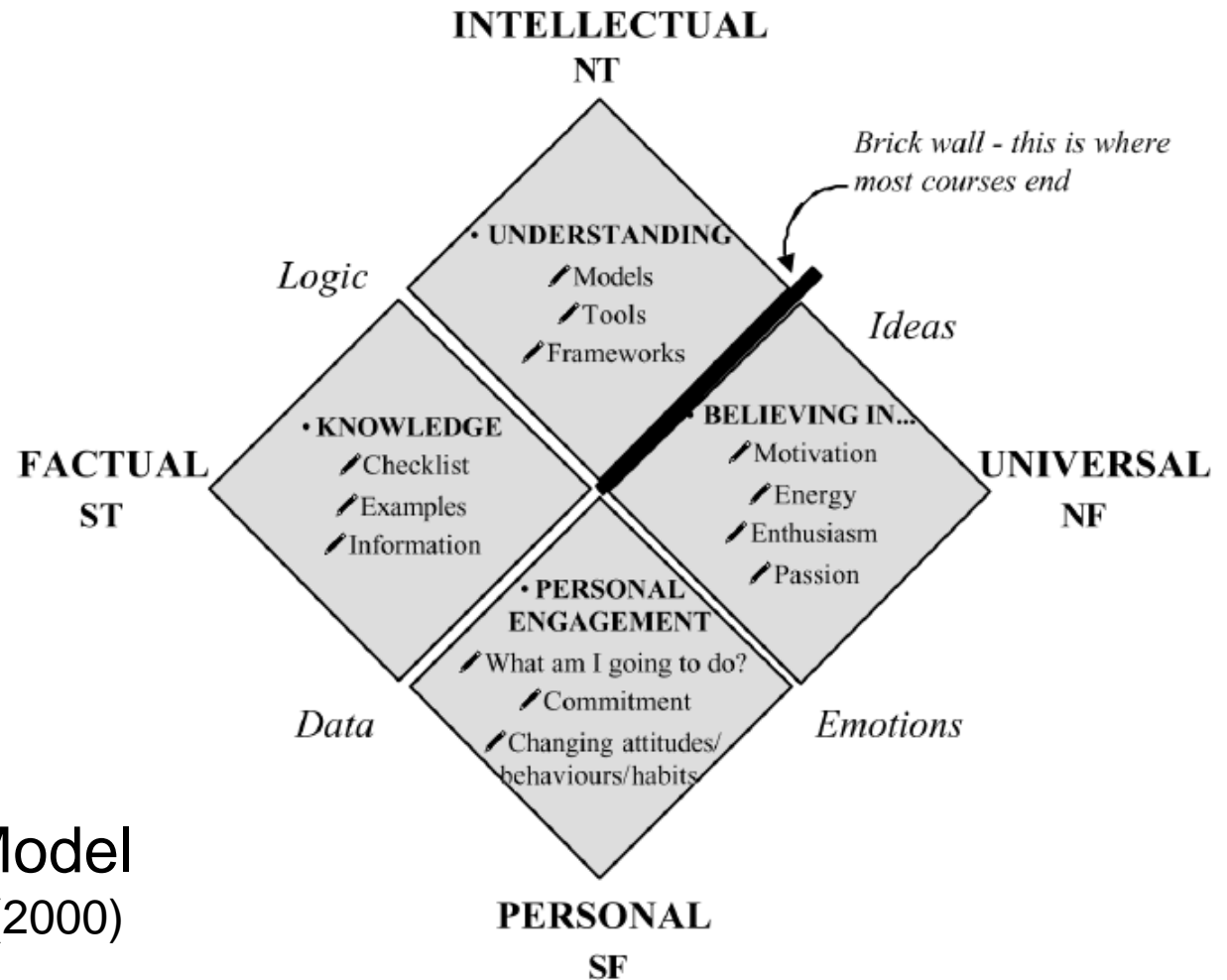
- Shared values/in sync value systems
- Conflict resolution mechanism
- Instruction/Learning

### Congruence of goals

- Alignment of institutions' objectives and thrusts.
- Motivations/Rationale



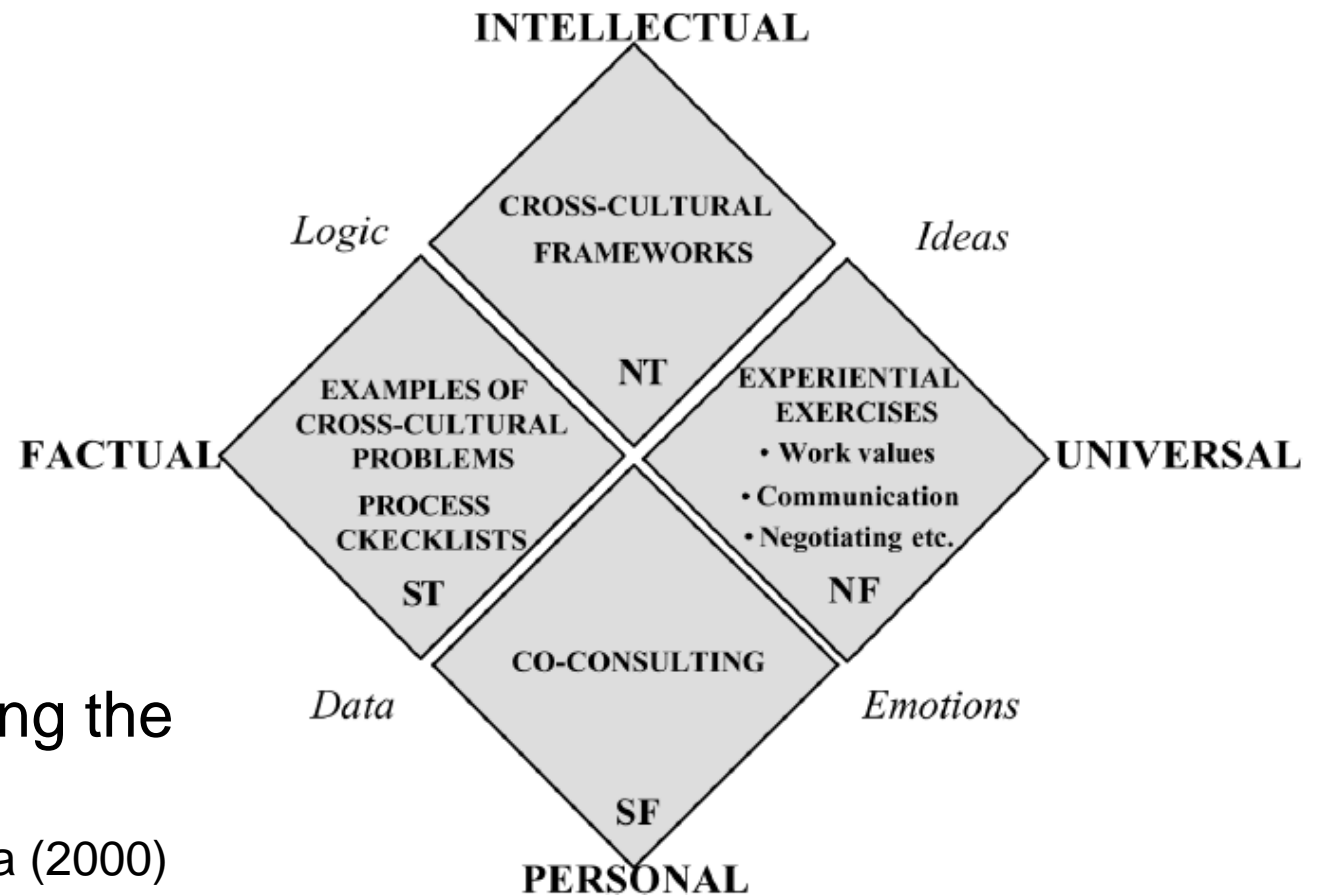
# 3. Learning Framework



## Learning Diamond Model

Source: Harris and Kumra (2000)

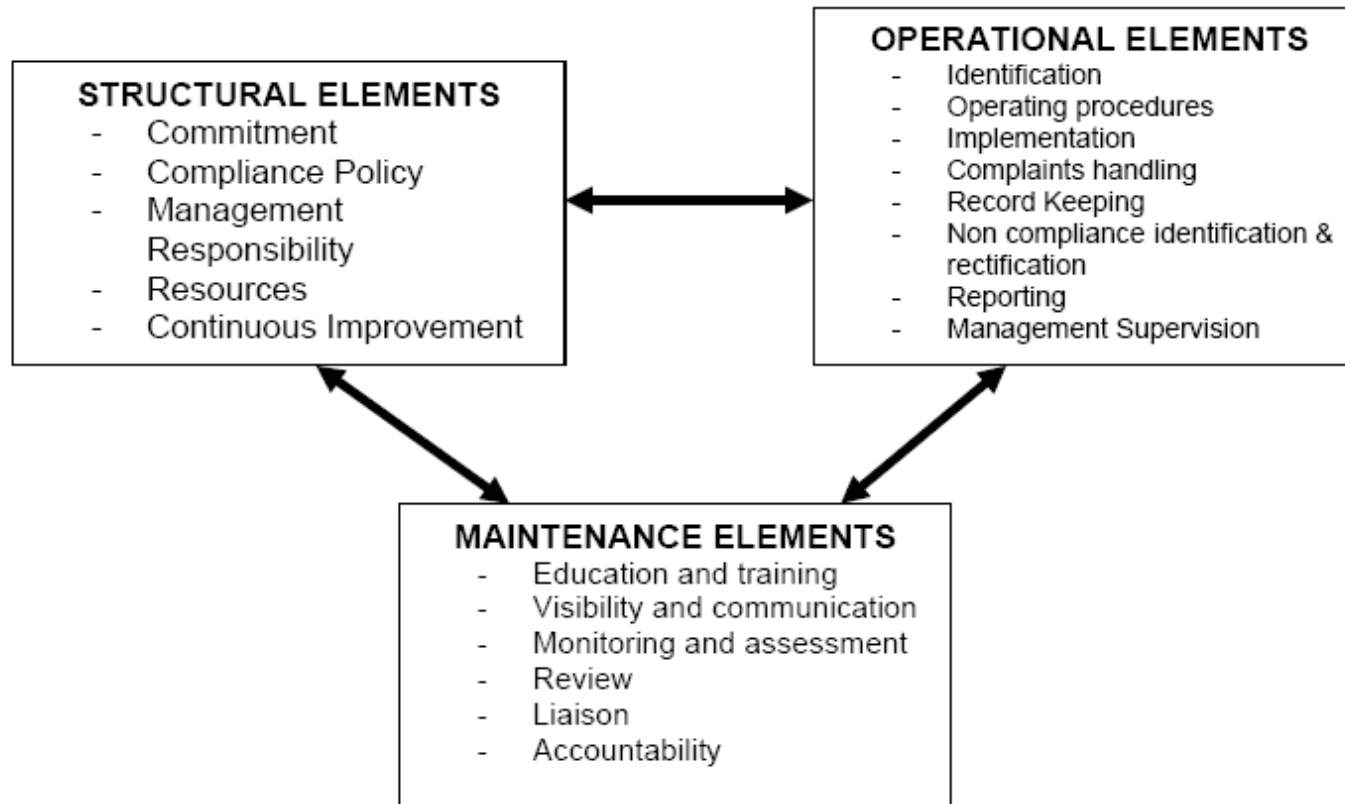
# 3. Learning Framework



## Course Design Using the Diamond Model

Source: Harris and Kumra (2000)

# 4. Compliance Framework



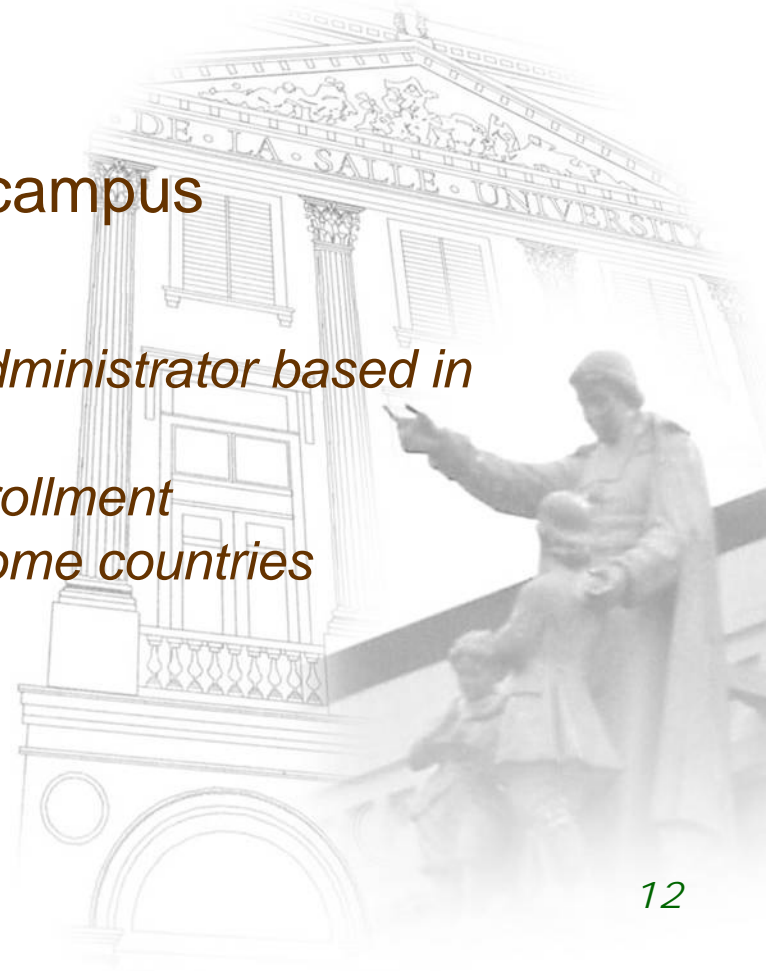
## Compliance Program Structure

Source: Australian Standard 3806

## 5. Case Studies

### Case 1: DLSU and Maranatha University

- Maranatha University (Indonesia)
- Program: MBA
- Mode of Operation: Branch/satellite campus
- Issues:
  - *Quality control on branch campus; no administrator based in Indonesia*
  - *Contract flaws – guaranteed student enrollment*
  - *Goal incongruence between host and home countries*
  - *No compliance system in place*



# 5. Case Studies

## Case 2: DLSU and IVY Global

- Ivy Global (Korea) – training provider
- Program: Continuing education
- Mode of Operation: Franchise
- Issues:
  - *Communication gap – understanding of contract provisions*
  - *IP infringements*
  - *No compliance system in place*



# 5. Case Studies

## Conclusions

- Lack of Operational presence in host countries
  - Implementation of operating procedures
  - Management supervision
- Wanting structural element
  - Management responsibility
- Missing maintenance structure
  - Visibility and communication
  - Monitoring and assessment
  - Accountability
- Quality assurance structure



# Q & A: Open Forum

Any  
further  
questions?





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# *End of Presentation*

## *Session 202 “Setting up International Programs”*

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