



Think globally, act locally: Case study BSU summer school in Shanghai, China 2018

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Abstract

Aim: This article examines the perspectives of Chinese students and faculty regarding their learning and teaching styles, intercultural understanding, and pedagogical skills. With the backdrop of declining state and federal funding for public education in the United States, competition for students, and a strong academic desire for the internationalization of higher education, universities have begun to focus on global issues to promote global citizenship among their student bodies. Bridgewater State University (BSU), a public institution of medium size, was an early adopter of signing a partnership agreement and collaborating with a third-party organization in China to recruit students.

Method: Quantitative and qualitative methods were used to compile the analytical discussion analysis. This article focuses on the international educational model KAP: Knowledge, Attitudes, and Practice and how it applies to theories of interpersonal communication and the growth of communication and management.

Findings: The results indicate that students across China are drawn to BSU's summer program in Shanghai. Colleges and universities in the United States and Canada have no problem recognizing, accepting, and transferring credits earned at American institutions like Bridgewater State University and Canadian university summer programs.

Implications/Novel Contribution: The significance of this case is

- 1) To showcase the innovative approach of BSU to provide academic opportunities for international students to complete a portion of required and elected courses taught by BSU faculty and
- 2) To avoid the cost of building and maintaining international campuses or branches abroad.

Keywords: International education, Satellite campus, Third-party educational organizations, Educational model KAP, Triple helix model of innovation

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INTRODUCTION

As state and federal funding for public education has decreased, colleges and universities have focused on global citizenship education to attract and retain students. Some of these schools have partnered with their counterparts in other parts of the world for academic and cultural exchange. For example, many U.S. colleges and universities have established overseas branches in Asia, the Middle East, and Africa over the past two decades (MENA). There was also a proliferation of 2+2 and other joint degree programs. Some forward-thinking American universities have reached out to educational institutions in Asia and the Middle East, and North Africa to act as a third party in the target country, recruiting local students and providing a curated selection of 100-, 200-, 300-, and 400-level courses to paying international students. Bridgewater State University (BSU) is the tenth largest university in Massachusetts, and it is committed to providing educational and cultural opportunities for its students, faculty, and staff in line with the university's ongoing efforts towards internationalizing the curriculum. Bridgewater State University's College of Continuing Studies (CCS) and Massachusetts Education International (MEI), and the Office of International Programs and Services (ONPS) hosted an international summer program from July 2 through August 2, 2018. Eight instructors from the departments of accounting, art and art history, communication studies, English, history, management, philosophy, and psychology participated. For the summers of 2017 and 2018, the latter is one of MEI in Boston's Chinese partners. It's a global online community for summer schools that

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opened in 2010. Beijing Simpway Education Consultation Co., Ltd., with whom it is associated.

The Dean of CCS hired 13 professors to teach classes in Shanghai, and they were all able to find each other through the Global Studies Program at the Minnock Institute for Global Engagement (MIGE). All the students enrolled in these classes were originally from China but now reside in North America to further their education. The number of Chinese students attending summer schools is rising steadily, making it possible for Chinese undergraduates studying in the West to return home and keep their education over the summer. Students at affiliated universities can "continue their degrees earning points/credits and return to their schools in September academically enhanced," as the ONPS's Shanghai-based On-Site Coordinator stated. "This program was designed for the US and Canada and has been very successful in those countries" (Bai, 2018). It's important to note that most Chinese students enrolled in the program were based in Canadian universities.

Encouraging and facilitating BSU faculty members' travel abroad to teach, research, and explore alternative educational systems is not novel. This paper is an example of interdisciplinary faculty members working together to study Chinese educational and cultural landscape abroad. Internationalization of the campus and the globalization of the educational and cultural experience for students, faculty, and staff are stressed in the strategic plans of BSU and MIGE. The mission of the MIGE is to globalize the curriculum and broaden students' horizons, as stated by (Minnock Institute for Global Engagement, 2018), a proponent of the MIGE. Accordingly, this program, along with others like it, has the potential to serve as a highly enlightening and rewarding experience for all involved.

Significance of the Study

U.S. universities have implemented a global strategy that centers primarily on establishing physical international campuses in some countries in Africa, Asia, South America, and the MENA region to attract students seeking undergraduate and graduate degrees in these regions. Significant capital, labor, operational, and protection expenses are associated with this. The list includes, but is not limited to, institutions such as John Cabot University in Italy, McDaniel College in Budapest, Hungary, American University in Beirut and Dubai (UAE), New York University in Italy, Duke Kunshan University in China, and Duke-NUS Medical School in Singapore. Universities and colleges in the United States choose these businesses "with the primary objectives of generating income and by the import of nations to build knowledge economies" (Knight & Routti, 2011). Christine Gulbranson, senior vice president at UC's office of innovation and entrepreneurship, told CNBC that the world's second-largest economy also contributes the largest number of international students to the university. This is especially true of universities like New York University, Duke University, and the University of California, Berkeley. These institutions have established campuses in Shanghai, Kunshan, and Shenzhen (usa.chinadaily.com.cn). The Cross-Border Education Research Team (Cbert, 2011) at the State University of New York at Albany also reported in 2017 that 38 international institutions, including 14 from the United States, have established campuses in mainland China. Universities. There were 183 international campuses, and satellite locations as of 2011 (Cbert, 2011). The next highest number of locations is in the United Kingdom with 8, then France with 3. Therefore, this case is important because

- 1) it exemplifies BSU's novel approach to allowing international students to fulfill a subset of their degree requirements and electives through instruction provided by BSU faculty and
- 2) it helps institutions save money by not establishing and maintaining overseas campuses or satellite locations.

The BSU-Shanghai Summer program has been so well received that it has sparked significant interest from Japanese partners in Tokyo, Japan, who are considering bringing it to Japanese and international students. Furthermore, it piqued the interest of Tafila Technical University in Jordan, which is now in talks with BSU about bringing the program to Jordan in 2021. In his book *The World Is Flat*, Thomas Friedman discussed the global effects of globalization, arguing that it had led to the development of global markets and an even playing field for competitors operating within them (Friedman, 2005).

LITERATURE REVIEW

The United States has been at the forefront of the internationalization of education since its inception, both in terms of its mission and strategic planning. Higher education has progressed in both developed and developing nations due to the Internet, and the concept of a knowledge-based economy (Altbach, Reisberg, & Rumbley, 2009; Skoric & Kupresanin, 2018). The U.S. government and society have acknowledged and endorsed universities'

internationalization strategy. The United States government showed a willingness to develop international education and support the internationalization of higher education by passing the International Education Act in the early months of 1966. It encourages students to become experts on global issues by developing a deeper familiarity with global politics, economics, science, culture, race, and customs. American universities have established culture-diverse courses and programs and provided several scholarships to encourage professors and students to participate in international exchange activities, all to foster a more globalized and inclusive student body and faculty. Because of these events, students and scholars from around the world have traveled here to participate in exchange programs of study, research, and instruction (Bodycott & Walker, 2000; Mueller, 2017). Canada is a world leader in international education thanks to its advanced research institutions and world-class faculty. The educational system's framework, content, and programs are all adapted to a global audience. The United States and Canada have extensive experience and expertise in the internationalization of faculty and students.

University faculty play a crucial role in the internationalization of education as the primary group responsible for cultivating students' talents and conducting research, all while raising the universities' academic standing and reputation (Bodycott & Walker, 2000; Thiangthung, 2016). It is essential to hire international faculty members who can speak multiple languages and come from various cultural and linguistic backgrounds. Providing faculty opportunities to gain international experience and training in cross-cultural communication is also crucial. Specific measures of faculty development and internationalization that also contribute to internationalizing students include organizing seminars, attending international conferences, inviting visiting scholars for exchange, and instructing abroad.

The internationalization of students is the most important indicator of success in internationalizing education. For education internationalization to make meaningful, long-term gains, it is essential that students become global citizens. The first Chinese student was accepted to Yale in 1850. The first Latin American student was accepted at Yale in the 1930s. Universities across North America have followed Yale's lead and begun accepting international students, developing international curricula, and offering financial aid to international students to promote student mobility (Hagedorn & Hu, 2014).

According to quarterly data on student visa holders published by the U.S. Department of State, the number of international students pursuing postsecondary degrees in the United States fell by 2.7% between March 2018 and March 2019. Customs and Border Protection (Ramsden, 1991). Despite this, more and more Chinese students are enrolling in the U.S. The number of Chinese students attending U.S. universities in 2019 surpassed 370,000. (statista.com). It should be noted, however, that the flow of international students coming to the U.S. could be seriously disrupted by the Coronavirus (COVID-19) outbreak. The cost to universities in the United States is estimated at \$41 billion (Dickler, 2020).

Universities in the United States and Canada encourage their students to broaden their horizons by participating in one of many studies abroad programs, such as a semester or junior year abroad, a study tour, an internship, a summer school, or even a branch campus of a university in another country. Kean University and Duke University have campuses in China; Kean's (www.kean.edu) is located in Wenzhou, and Duke's is in Kunshan (www.dukekunshan.edu). There are two programs and business models for an international summer school. The first variety is the conventional summer school format, designed to assist students from the United States and Canada in studying abroad during the summer to gain a deeper understanding of the world and its people. Few academic subjects and disciplines are offered beyond language and culture classes. Harvard University (Harvard Extension School, 2019), Columbia University (Global Perspectives, 2019), New York University (New York University, 2020), and the University of Toronto (University of Toronto, 2019) are just a few of the prestigious American and Canadian institutions that have adopted this model. The second type is a more modern phenomenon and a novel model aimed at Chinese students who attend universities in the United States and Canada but spend their summers in Asia or China. Students spend their summers in Asia/China, attending university classes in various fields, from the arts and humanities to the hard sciences and social sciences to the practical fields of business and economics. Upon completing their summer courses and receipt of course credits, students return to their original colleges and universities within the United States and Canada to complete their degree requirements. There has been a recent uptick in the number of Chinese universities that offer summer school programs and issue

Chinese university transcripts to international students so they can transfer credits from their home institutions. Some American universities, like ONPS (onpssummer.org) and UnivPlus (univplus.org), offer equivalent summer school programs in Asia/China with local Chinese partners. Still, they provide American university transcripts widely accepted at universities in the United States and Canada. Bridgewater State University, Framingham State University, and Northwest Missouri State University are just a few state universities that have adopted this model.

Theoretical Ground

The focus of L&T in universities around the world has "shifted from teaching to learning" (Barr & Tagg, 1995; Fendler & Gläser-Zikuda, 2013; Harvey, 1997; Leiber, 2019; Schneider, Szczyrba, Welbers, & Wildt, 2009; Wildt, 2003), with an emphasis placed on the acquisition of information, expertise, and an expanded worldview. Acquiring a global perspective is no longer nice but a necessary and pressing concern for students and teachers. The Shanghai Summer Program is one example of the kind of international exchange and study abroad opportunities made possible by the dedication of the leaders of the world's universities and colleges. Tracking Globalization in the United States Critical needs to improve the theoretical and practical approach of Knowledge-Attitude, and Practice was revealed on campuses that prioritized curriculum, partnerships, organizational structures, and (American Council on Education, n.d.) students from abroad (KAP). High-impact practices emerge from a combination of participants' positive and supportive attitudes and the knowledge they possess, which in turn strengthens the economy. The attitudes, communication skills, and wise practices necessary for intercultural and global engagement are modeled in higher education, which is called upon in intercultural settings and multiculturalism environments. Institutions of higher education in China and the United States, such as BSU, collaborate with government and industry partners on innovative, entrepreneurial projects and promote global engagement in education. In addition, the international summer school is a relatively new phenomenon that serves as a model for long-term international cooperation and participation through the Triple Helix Model of innovation (university, industry, and government). Yu (2019) said in his talk at China's Beijing Jiaotong University that the Triple Helix Model promotes collaboration between the private sector (UnivPlus-Partner with Bridgewater State University in 2019) and the public and private sectors in China and the United States to realize the ambitious goals of the summer program's innovative curriculum (Yu, 2019). According to the Uncertainty Reduction Theory, effective interpersonal and group communication improves internal and external relationships by establishing a sense of familiarity and trust between participants (URT). Any initial exchange of words between the players can be explained this way. The central hypothesis is that "an individual's primary goal in initial communication is to increase predictability and decrease the uncertainty of one's behaviors and the behaviors of others" (Zhaoxia, Shunsui, Ying, & Fengyu, 2016). Knowledge and "skills of discovery and interaction from a component of the larger construct of intercultural communicative competence" (Ware, 2013) are emphasized in short-term travel courses (ten days to three weeks), semester- or year-long exchange programs, and summer teaching programs. Therefore, learning in a different culture fosters personal development, interpersonal and group communication skills, social and cultural networking, teamwork and collaborative management, and creative and critical thinking.

METHODOLOGY

Seven multiple-choice questions and one open-ended question that asked for a brief comment provided the raw material for the following quantitative and qualitative analyses. Fifty students participated in the course. Students typically picked only one option per question. The data was gathered through interviews with the program coordinator for the summer program in Shanghai, four other staff members identified as teaching assistants, and eight faculty members who taught twelve undergraduate courses. In addition, researchers interacted with program participants through a series of unannounced interviews. The objectives shifted to include a focus on the level of interest shown by Chinese students in the program, the gathering of their opinions, and the elucidation of opportunities and challenges based on qualitative indicators of teaching and learning for the sake of progress. The two academics were surveyed between July 25 and July 31.

Leading and Managing International Programs

Transparent Quality Management (QM) is essential for T&L abroad to ensure the success of students and

the continuation of programs. This research aimed to understand better the educational prospects, obstacles, and recommendations for directing and managing international programs in the host country. [Leiber \(2019\)](#) noted that QM appears indispensable for any systematic approach to developing and improving academic programs and performance, setting goals, assessing and evaluating the T&L process, facilitating monitoring, stimulating communication, and operationalization. The Quality Management (QM) for the BSU-Shanghai summer programs of 2018 and 2019 was rigorously enforced by the Dean of the College of Continuing Studies (CCS), the Assistant Provost for Global Engagement, the Coordinator of the Asian Studies program, and the Academic Director of Global Programs at the Minnock Institute for Global Engagement (MIGE). The quality management model used here successfully balanced the effectiveness of instruction, the quality of student learning, the reliability of student assessments, and the promotion of cross-cultural understanding and appreciation. To further ensure that students everywhere are equipped with "abilities or traits for personality formation and development of academic knowledge and methodologies and, where appropriate, with knowledge and skills that can be used directly for profession and employment," QM mandates the use of performance indicators as elucidated by Theodor Leiber. It is important to note that faculty performance is not evaluated using performance indicators; rather, institutional units such as colleges, departments, and academic units are evaluated using these tools ([Leiber, 2019](#)). Therefore, the following six principles of learning based on research can be used to further distinguish this understanding of L&T in higher education institutions. ([Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010](#)) Teaching students from any country requires adhering to the six principles of learning outlined in [Ambrose et al. \(2010\)](#) and [Groccia, Alsudairi, and Buskist \(2012\)](#). Ambrose and her coworkers proposed the following tenets as a framework for effective international cooperation:

1. Quality learning requires goal-directed learning practice, including directed feedback from learners.
2. Students prior knowledge can affect learning for better or worse.
3. Students organization of knowledge can affect learning and how they apply their knowledge and skills for better or worse.
4. Students motivation is critical to their learning behaviors (direction, intensity, persistence, and quality) and engagement.
5. The climate (the intellectual, social, emotional, and physical aspects) of the learning situation can affect students learning and performance for better or worse.
6. To become autonomous (self-determined) learners, students need to learn to monitor and adapt their learning approaches ([Ambrose et al., 2010](#)).

The eight faculty members told the researchers that the pursuit of innovative programs like the summer program in Shanghai "offered us not academic opportunity to improve teaching and learning pedagogy, but also made it possible for us to experience Chinese culture, cuisines, and how to be interculturally sensitive." Meanwhile, the program's Chinese coordinator and her team were able to use their newfound knowledge of QM as an agent and turning point in management to improve the quality of education at their institution. During its five weeks in Shanghai, the program generated enough money to pay for the faculty's salaries and living expenses. BSU maintained its high-quality standards by maintaining open lines of communication with the home organization or host agent and the home institution. As the agent has seen and heard firsthand, there can be some confusion about whether or not the same academic and ethical policies and regulations of the home school are being effectively applied in the host school. To ensure the program's success, both parties maintained a decent level of communication and engaged in daily conversation. There would be no way to save a program that didn't properly plan and communicate with all involved parties, including the students. Some international campuses and programs, for instance, have shut down due to an inability to adapt to the local environment or flawed or inaccurate business plans, as reported by the C-BERT ([Lane & Kinser, 2008](#)). Among the difficulties teachers face are "teaching students with different linguistic and cultural backgrounds" ([Bodycott & Walker, 2000](#); [Lane & Kinser, 2008](#)). Compared to "dialogue, active learning, and critical thinking," for instance, the Chinese student body is more accustomed to the former ([Rostron, 2009](#)) practices of oral presentation, memorization, and knowledge transmission by faculty.

RESULTS AND DISCUSSION

Many US universities are considering opening a satellite campus abroad, but this massive endeavor is expensive, fraught with cultural difficulties, and unpredictable political stability. Although it may have seemed easier and more appealing to offer a program in the host country during the academic year, the BSU-Shanghai summer program was beneficial for both the home and host institutions in this case study. According to the reviewed literature, "higher education cannot choose to ignore the global environment because its effects are inevitable." Nevertheless, "local realities of wealth, language, academic development, and other factors all affect the extent to which institutions are motivated and able to internationalize" (Altbach et al., 2009). Researched here are the enormous educational and cultural experiences of the United States and their effects on classroom instruction and student achievement (Altbach et al., 2009). There was a resoundingly positive response from the Chinese teaching staff, students, and faculty. Appropriate solutions were found for problems arising from differences in language, setting, and cultural background. Summer study abroad programs are a novel and credible response to the problem of dwindling interest in establishing new campuses in the United States. The following chart from the Association of International Education Administrators shows that the percentage of colleges reporting that internationalization is a high priority in their strategic plans and mission statements increased from 2006 to 2017 before leveling off in 2017.

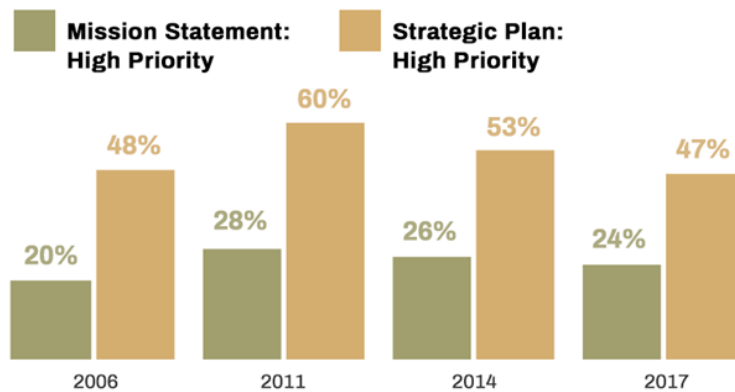


Figure 1. Mission statement, strategic plan and priorities (Source: Association of International Education Administrators)

On the other hand, the Registrar's Office at BSU confirmed that the summer program highlighted by this research had increased its enrollment from roughly 50 students in 2018 (in partnership with ONPS) to 250 students in 2019 (in partnership with UnivPlus). As a result, we have good reason to value the results of this investigation. The supporters of internationalization today are more concerned with defense than they were during the era of empire-building. If the previous era was one of empire-building, then those who support internationalization today are engaged in defensive maneuvers, as argued by Fischer (2019). In addition, Boston College's Center for International Higher Education's first director, Philip G. Altbach, said, "The landscape is changing. This research presented a fresh approach to internalization, suggesting that globalization may have reached its end or be on life support.

Discussion

This research discusses the academic and pedagogical potential of Bridgewater State University's 2018 international summer program in Shanghai. We made concrete suggestions for the future of the summer program based on our time in the classroom, discussions with faculty and students, our knowledge of the city of Shanghai and its administrative structure, and our knowledge of China as a whole. The study's authors argued that the BSU Summer Program in Shanghai provides a rare opportunity and could serve as a model for other universities. BSU professors were able to gain first-hand experience instructing BSU courses in China for Chinese students, using American pedagogical principles and the latest in educational technology. Credits earned at this institution were accepted by universities in China, Canada, and the United States where the students were enrolled. For both the faculty and the students, this is a win-win situation.

Table 1: Reasons for choosing ONPS-Bridgewater state university, Shanghai

Why do you want to study at ONPS-Bridgewater State University Shanghai?	
Convenient Location	21
Affordable tuition	2
Wide range of course offerings	8
American and Canadian university recognized credits for transfer	25
Total responses	56

Universities in Canada, including the University of Toronto, do not accept transcripts from summer programs at Chinese universities. Even though the number of students enrolled in the Shanghai program is lower than in Beijing and Qingdao, 21 individuals have opted to study there because of the city’s accessibility. The low enrollment in Shanghai is not due to the city itself but rather to other factors like the higher tuition and program cost in comparison to campuses in other cities.

Table 2: Number of courses chosen in July 2-August 2, 2018

How many courses are you taking?	
One	7
Two	27
Three	19
More	0
Total responses	53

Nineteen students are enrolled in all three classes, while 27 take two. Through tuition reductions for taking two and three courses, ONPS encourages students to increase their course load. As a result of the time commitment, homework, and exams required for each course, most students opt to take only two. In total, only seven people enroll in that single class. This could be because they don’t face the same financial burdens as out-of-town students, who must cover the cost of their travel to Shanghai and their lodging while there. Students from other cities can generally reduce their overall costs of attendance and living by taking more classes.

Table 3: Suggested number of courses in the future

How many courses would you like to take in the future?	
None	5
One	12
Two	20
Three	11
More	4
Total responses	52

This question was formulated with the expectation that most participants would return to the ONPS-Bridgewater State University Summer Session the following year. While 12 students will take only one class, 11 will take all three. Ideally, four students would be enrolled in all four classes offered. Only five people out of the entire class won’t be returning. Most students who participate in summer programs in the future will take two courses. An impressive 90% retention rate can be inferred from the responses to this question.

Table 4: Preferred teaching methodology and style

What kind of teaching style do you like?	
Lecture	8
Discussion	7
Lecture and discussion	17
Lecture, discussion and multimedia	23
Total responses	55

Students from China who participate in the summer program all have prior experience with the United States or Canadian educational system. They are more outspoken and interactive in class than their Chinese counterparts who have never studied abroad and are content with a passive listening role. A total of 23 students indicated that they prefer either a lecture and discussion format or a lecture, discussion, and multimedia format. As a supplement to the lecture and discussion, students in American and Canadian classrooms appreciate the use of YouTube videos and other multimedia tools. In China, it is illegal and impossible to access Google or YouTube. This hampers the ability of our educators to screen American videos they have purchased for use in the classroom. As internet access and other forms of technology spread into Chinese classrooms, teachers face new challenges.

Table 5: Types and levels of courses offered in Shanghai location 2018

What courses are you taking?	
Science and business courses	25
Liberal arts courses	20
Lower-level courses	11
Upper-level courses	13
Total responses	69

The number of students taking science, business, and liberal arts courses is almost the same. Twenty-five students take classes in science and business, and 20 students take classes in the liberal arts. Two psychology classes have the most students enrolled in the program. The next class with the most students is a business class. The number of students taking lower-level courses and those taking higher-level courses is almost the same. Professors find that students who take upper-level classes at their home universities in the U.S. and Canada are not as well prepared or trained in the lower-level classes they need to take first.

Table 6: Preferred courses in the future

What courses would you like to take in the future?	
Science and business courses	24
Liberal arts courses	9
Lower-level courses	5
Upper-level courses	23
Total responses	61

Students would like to take more science and business courses and more advanced courses in the summers. Twenty-four students are planning to take classes in science and business. Twenty-three students want to take classes at the next level up. Most of these students in the program are sophomores or juniors and have already finished their basic and lower-level classes at their home schools. But it's hard for BSU to offer upper-level courses similar to those at students' home schools to transfer credits. Getting many people to sign up for each upper-level class is also hard. Most people who sign up for summer classes are sophomores and juniors. Future summer sessions will benefit from finding a good mix of science and business courses with upper-level courses.

Table 7: Goals and accomplishments

What do you want to accomplish by taking classes at ONPS-Bridgewater State University, Shanghai?	
Taking class credits for transfer	44
Making friends with classmates	16
Meeting faculties for career and graduate study advice and opportunities	9
Studying and living in Shanghai	11
Total responses	80

Forty-four students are interested in taking classes to earn transferable credits at their home universities and colleges in the United States and Canada. Every single one of these students can count on a three- or four-month break during the summer in China. Taking advantage of the opportunity to travel home and enroll in summer school in China would be a great move for them. They consider spending their summer in China worthwhile when they

can receive an education comparable to that offered in the West and have their credits transferred back to their home institutions. They hope to make new friends and expand their social circle during their time spent together at summer school. It would be valuable for them to connect with professors and receive recommendations for graduate study. Shanghai is a vibrant and exciting city, and a student's time there is like a mini-vacation during their summer break. Among other things, this is what drew them to the Bridgewater State University summer program in Shanghai.

Program Improvements

Students provided insightful feedback for program enhancements in the survey's final open-ended question. Most students surveyed said they would like to take more advanced classes to complement their studies at home. They spoke against the current morning and afternoon class schedule and proposed alternatives. Participants compared the ONPS-collaborative programs at various American universities. They found that classes at Bridgewater State University Shanghai were more challenging and time-consuming than at other universities in the United States. Some students have proposed that professors provide a marathon review session covering everything on upcoming tests and quizzes. It was decided that a ninety-minute class period was too long, according to student feedback. Lessons need to be shortened. They all admitted they were worried about getting a failing grade or a grade lower than a C in the class. Generally speaking, Canadian universities will not accept grades or test scores below a C- or a 70 out of 100. The C grade is not a problem for Chinese students who have transferred from American universities, but it remains a serious problem for Chinese students enrolled in Canadian universities. In light of this, the BSU professor's responsibility is to address this issue.

Students have also voiced dissatisfaction with the lack of variety in their lives outside of school. The students have requested more cultural and social events to facilitate bonding among classmates and faculty members while providing an enjoyable outlet for their free time. In addition, students suggested that ONPS find a more suitable hotel, as the one, they used for the duration of the five weeks was located outside the city and inconvenient to get to.

CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS

Over the past two decades, the number of overseas branches established in Asia and the Middle East and North Africa (MENA) region has grown rapidly. The use of 2+2 agreements and joint degrees also increased in popularity. Some forward-thinking American universities have partnered with educational institutions in Asia, the Middle East, and North Africa to act as a neutral third parties in the target country, recruit local students, and provide a curated selection of 100, 200, 300, and 400-level courses to paying international students. Bridgewater State University (BSU), a public institution with about 15,000 students, was an early adopter of forming partnerships with outside organizations and using them to recruit students. As part of its long-term plan to improve lives locally, regionally, and globally, BSU has made significant investments in helping people develop their critical thinking, intercultural competence, and academic skills to tackle pressing issues of public importance.

Students from all over China seem drawn to BSU's summer program in Shanghai. Credits earned at American institutions like Bridgewater State University and Canadian university summer programs are universally recognized, accepted, and transferable to institutions of higher education in the U.S. and Canada. Chinese summer schools only accept transcripts written in Chinese, even though other Chinese universities offer summer programs with English instruction taught by foreign professors. While many colleges and universities in the United States and Canada accept transfer credits from summer programs, a select few do not. Any credits you earn at a college or university outside the United States or Canada will not be transferable. This ensures that standards are met, and institutions are held accountable. Students in the survey noted the increased difficulty or backward academic demands of BSU professors in Shanghai this past summer, but they still saw the situation as hopeless. From a pedagogical standpoint, it makes sense to grant students extra time to study for upcoming exams and quizzes covering the same material. Bridgewater State University takes great pride in its role as a learning institution whose primary mission is to support and advance its students' academic and personal development. To ensure that the teaching service in China of both synchronous and asynchronous learning experiences is centered on the people who matter the most, the students, the BSU summer program in China encourages the development of innovative teaching service designs and critical thinking pedagogies.

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