

# Conceptual Approaches to International Cooperation between Higher Education Institutions

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**ABSTRACT.** The existing conceptual and technological approaches to the organization and implementation of international cooperation between higher education institutions with the performance of international accreditation based on education quality system have been characterized in complex, considering the key trends of internationalization of higher education. Priority strategies of higher education internationalization and types of international academic cooperation between universities regarding education services were defined. It has been substantiated that the most important manifestation of higher education internationalization is international cooperation between universities regarding rendering education services, while the highest level of internationalization of this service is joint educational programs. A complex analysis of international accreditation requirements to joint education programs was made on the basis of the system of education quality improvement, its advantages were proven and its distinct features that influence the choice and substantiation of international cooperation, marketing and branding of individual programs were characterized. Technology of international accreditation for joint programs was detailed. Special attention was paid to the practical component of launching joint degree programs between Ukrainian and foreign higher education institutions. The experience of joint master's degree programs of Kyiv National Economic University named after Vadym Hetman and the University of Redlands Business School (California, USA) was analyzed.

**KEYWORDS.** Conceptual approaches, internationalization, strategies of internationalization, international accreditation, joint degree programs, international cooperation, higher education quality.

## Introduction

Globalization and internationalization in the sphere of education are caused by growing demand in international economic activity, intercultural understanding caused by the global nature of global processes and means to exchange knowledge, technologies and information, and form an objective dynamically developing process.

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Taking into account the internationalization trends in the sphere of higher education, the acknowledgement of educational programs by means of providing international accreditation, including regional ones, stipulate for development of cooperation between higher education institutions on the globally acknowledged principles of higher education quality.

Important aspects of the problem of cooperation between higher education institutions on the basis of the trend of higher education internationalization, contemporary requirements to the quality of higher education and international accreditation of education programs are highlighted in the scientific works of domestic (N. Avsheniuk<sup>2</sup>, V. Andruschenko<sup>3</sup>, V. Zahorskyi<sup>4</sup>, K. Korsak<sup>5</sup>, V. Kremen<sup>6</sup>, V. Luhovyi<sup>7</sup>, I. Motunova<sup>8</sup>, A. Sbrueva<sup>9</sup>, V. Soloschenko<sup>10</sup>) and foreign researchers (P. Altbach<sup>11</sup>, J. Knight<sup>12</sup>, T. Whalley<sup>13</sup>).

Along with this, the brand new forms of international academic cooperation require adequate coverage, in particular, they require establishment of joint accredited educational programs in various knowledge areas. This is why the purpose of this research is to detail conceptual approaches regarding organization and implementation of international cooperation between higher education institutions in the form of introducing joint accredited education programs that take into account the trends of higher education internationalization.

<sup>2</sup> Avshenyuk N. "Internationalizatsiya vushoyi osvitu v umovah globalizatsii svitovogo osvitnyogo procesy." *Naukovy visnik Chernivetskogo universitetu: [zb. nauk. pr.]* 468 (2009): 3-11. [In Ukrainian].

<sup>3</sup> Andruschenko, V. and V. Moloduchenko. "Akademichna mobilnist: problema realizatsii v Ukraini I sviti." *Vusha osvita Ukrainu* 1 (2010): 34-42 [In Ukrainian].

<sup>4</sup> *Upravlinnya yakisty osviti u vishchih navchalnyh zakladah [text]: navch. Posibnik.: u 2 chastynah. Ch. 1: teoretichni zasady formuvannya system upravlinnya yakisty nadannya osvitnih poslyg.* Edited by V. Zagorskogo. Lviv: LPIDU NADU, 2011. [In Ukrainian].

<sup>5</sup> Korsak, K. "Nove stolittya-nova vyshcha osvita: aspekti transformatsiji zmisty vishchoji osviti v suchasnomy sviti ta v Ukraini, shlyahu vdoskonalennya vushchoji osviti z perehodom jiji do bagatocupenevoji struktury." *Vushcha shkola* 3/4 (2001): 62-71. [In Ukrainian].

<sup>6</sup> Kremen, V.G., Bolyubash, M.F., Shunkaruk, V.D., Grubinko, V.V. and I.I. Babun. *Vushcha osvita Ukraini I Bolonskyi process: navchalnyi posibnik.* Edited by V.G. Kremen.-Ternopil. Navchalna knyga-Bohdan, 2004. [In Ukrainian].

<sup>7</sup> Lugovyj, V. I. "Evropeyska konceptsyja kompetentnisnogo pidhodu u vishchyi shkoli ta problemi realizatsii v Ukraini." *Visnyk APN Ukraini* 2 (2009): 14-27. [In Ukrainian].

<sup>8</sup> Motunova, I.G. "Universitet jak prostir mizkulturalnogo dialogy." *Visnyk LNU named after Taras Shevchenko* 2 (2011): 177-186. [In Ukrainian].

<sup>9</sup> Sbryjeva, A.A. "Internatsionalisatsyja vishchoji osviti: sutnist ponyattya ta sistemni zminu." *Pedagogichni nauki. Sumi: SumDPU*, 2001: 157-167. [In Ukrainian].

<sup>10</sup> Soloshenko, V.M. *Internatsionalizatsiya universitetski osviti: dosvid nimetskomovnyh krain. Sumi: Mria*, 2012. [In Ukrainian].

<sup>11</sup> Altbach, P. G. "Globalization and the university: Realities in an unequal world." In J. J. F. Forest and P. G. Altbach (Eds.). *International handbook of higher education Dordrecht*. The Netherlands: Springer, 121-139.

<sup>12</sup> Knight, J. "Internationalization Remodeled: Definition, Approaches, and Rationales." *Journal of Studies in International Education*. Amsterdam: SAGE Publications, Spring 8, no 1. (2004): 5-31.

<sup>13</sup> Whalley, T. *Best practice guidelines for internationalizing the curriculum.* <http://www.jcu.edu.au/office/tld/teachingsupport/documents/Whalley-Best-Practice.pdf>.

## Modern Forms of Higher Education Internationalization, Types of International Academic Cooperation and Strategies of Its Development

Internationalization of higher education acquires features of a qualitatively new stage – the integration that accumulates the potential to resolve a triunique task: achievement of such level of higher education that would conform to the needs and demands of modern international society; alignment of the level of national educational systems; training of qualified staff for national economy.

By its content, the higher education integration is a comprehensive convergence of national education systems, their complementarity, transformation of higher education into a global open social system with civilization values and goals, flexible ties between its components and elements, systematicity of the elements themselves, and variability of normative regulation.

The most well-known form of internationalization of higher education is mobility of students – the increase of the number of students who study abroad. The reason for growth in the number of students who study abroad is more and more often a market process<sup>14</sup>. The international market of education services transforms into a rapidly developing economy sector the central elements of which are the international marketing of universities and education programs that have been accredited internationally.

The second most important form of higher education internationalization may be mobility of scientists (postgraduates and Ph.D. candidates)<sup>15</sup> and teaching staff, which is conditioned by both educational and research activity. The essence of globalizational and integrational processes in the sphere of higher education and peculiarities of their forms for higher education in Ukraine are considered respectively in the works of researchers O. Khomeriki<sup>16</sup> and O. Chabala<sup>17</sup>.

From the point of view of internationalization of higher education, the following strategies approved by the Organization of Economic

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<sup>14</sup> Meshko, N. P. and O.V. Prusvitla. *Internalizatsiya yak dominantna rozvutku globalnogo runku osvitnih poslug: elonomichnyi aspekt*. [http://www.economy.nayka.com.ua/pdf/9\\_2015/6.pdf](http://www.economy.nayka.com.ua/pdf/9_2015/6.pdf) [In Ukrainian].

<sup>15</sup> Krasovska, O.J. "Internatsionalizatsuya vushchoji osviti v umovah globalizatsiji svitivigo osvitnyho prostoru." *Visnuk Akademiji mutnoji sluzhbi ukrajini*. Ser.: *Ekonomika* 2 (2011): 102-109. retrievable: [http://nbuv.gov.ua/UJRN/vamsue\\_2011\\_2946\\_13](http://nbuv.gov.ua/UJRN/vamsue_2011_2946_13) [In Ukrainian].

<sup>16</sup> Krasovska, O.J. "Internatsionalizatsuya vushchoji osviti v umovah globalizatsiji svitivigo osvitnyho prostoru." *Visnuk Akademiji mutnoji sluzhbi ukrajini*. Ser.: *Ekonomika* 2 (2011): 102-109. retrievable: [http://nbuv.gov.ua/UJRN/vamsue\\_2011\\_2946\\_13](http://nbuv.gov.ua/UJRN/vamsue_2011_2946_13) [In Ukrainian].

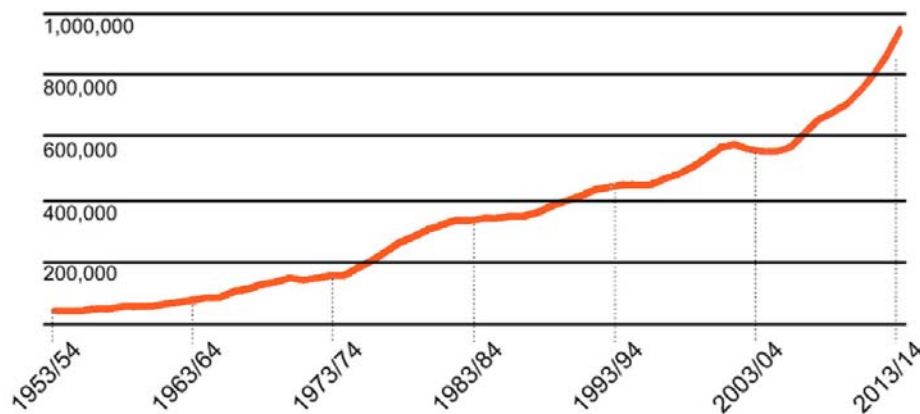
<sup>17</sup> Chabala O. "Internatsionalizatsija ta globalizatsija yak kluchovi chunnuki mizhnarodnogo spivrobitnitsva v sferi vushoi osviti." *Problemy ta perspektivu formuvannya natsionalynoji hymanitarno-technichnojio eliti: zb. nauk. pr.* By editors Tovazhnyansky, O.G. Romanovsky. Kharkiv: HTU "HPI" 43 (2015): [http:// repository.kpi.kharkov.ua/handle/KhPI-Press/15349](http://repository.kpi.kharkov.ua/handle/KhPI-Press/15349). [In Ukrainian].

Cooperation and Development (OECD) in 2004 can be apportioned as determinant<sup>18</sup>:

- *the mutual understanding approach*, built on the commonly acknowledged value of academic cooperation, institutional partnership and interchange;
- *the revenue-generating approach*, within the frameworks of which educational services are offered by countries on a completely paid basis;
- *the capacity-building approach*, which stipulates studies of students, advanced training for scientists and the professor and teaching staff abroad or at foreign universities.

Each of the specified strategies is aimed at optimizing the flows of academic mobility depending on the needs of students and the society. The detailed description of the given strategies can be found in the works of researchers H. Voskoboynykova, M. Holovianko and S. Hryshko<sup>19</sup>.

The modern stage of development of the global economy of knowledge is accelerating due to the rapid growth of the process of higher education internationalization. Thus, based on the data of the Institute of International Education<sup>20</sup>, the number of international students in the territory of the USA only in the years 2014-2015 grew by 10% compared to the previous year, and made 974 926 students, which is the highest index since 1978-1979 (Fig. 1).



**Fig. 1.** Number of International Students in the USA in 1953/54-2014/15<sup>21</sup>

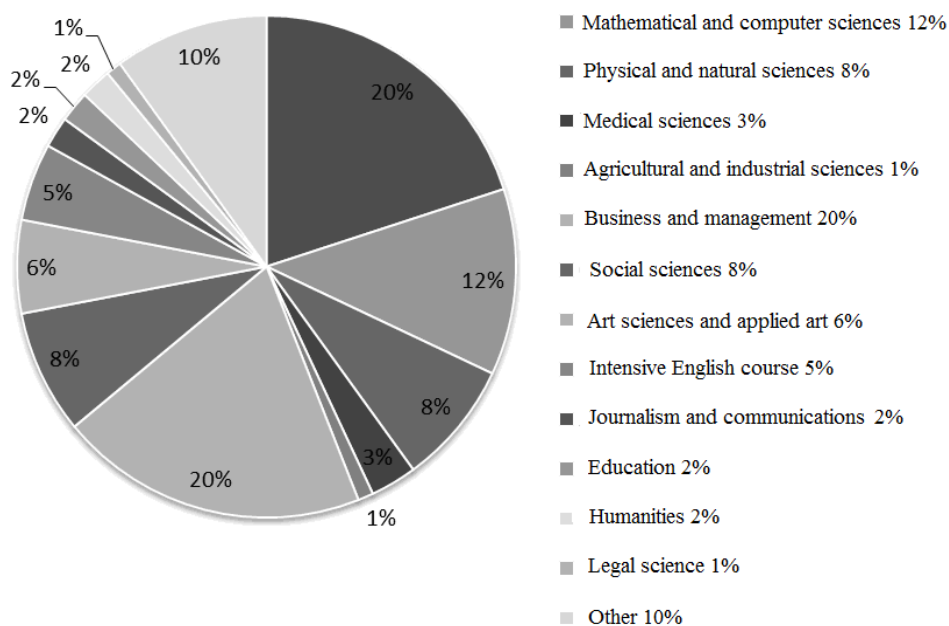
<sup>18</sup> Internationalisation and Trade in Higher Education, Opportunities and Challenges, OECD. Paris, 2004.

<sup>19</sup> Zabezpechennya yakosti vushchoyi osviti: evropejski krashchi praktiki dlya Ukrainu. Uporyadnyk: T. Dobko. Avtoru: H. Voskoboynykova, M. Golovyanko, S. Grushko ta inshi. <http://education-ua.org/ua/analytics/305-zabezpechennya-yakosti-vishchoji-osviti-evropejski-krashchi-praktiki---dlya-ukrajini>. [In Ukrainian].

<sup>20</sup> IIE Network for International Educators. *Institute of International Education*, 2016: 25-32.

<sup>21</sup> Ibid.

Among the priority focus areas, foreign students choose engineering (20%), mathematical and computer (12%) disciplines, business and management (20%) (Figure 2). This choice is explained by the role played by universities in the innovative systems of the countries. Thus, currently, 52% of all fundamental researches are covered by research universities of the USA, compared to 38% in 1960. Their leading positions on the global arena are explained by high standards of teaching, essential costs invested in researches, and support by state government.



**Fig. 2.** Disciplines by Choice of International Students<sup>22</sup>

It is not a coincidence that the major number of foreign students arrives from the rapidly developing countries to study. In 2015, 57% of foreign students in the USA were from China, India and South Korea (31%, 14%, and 6% respectively, as specified in Table 1).

<sup>22</sup> IIE Network for International Educators. *Institute of International Education*, 2016: 25-32.

**Table 1 Top-10 Countries Supplying Foreign Students to the USA<sup>23</sup>**

Country	Number of students in percent
China	31%
India	14%
South Korea	6%
Saudi Arabia	6%
Canada	3%
Brazil	2%
Vietnam	2%
Mexico	2%
Taiwan	2%
Japan	2%

Internationalization of higher education leads to the increase of monetary flow to the countries offering competitive education services. Based on the data of the Institute of International Education, in the years 2014-2015 alone the USA economy received over USD 30.8 billion for training foreign students. The process of their education at the universities of the countries providing for key innovations is often prevented by high prices. Allan Goodman, the president of the Institute of International Education, and Stasia Bergman, international expert on professional development, stressed in their book “Preparation for Studying in the USA” that, during the last 25 years, the average annual expenses on education in the USA grew from USD 10,000 in 1985 to USD 59,800 in 2011 and exceeded the inflation level 2.5 times. Today, the average costs of a 4-year education at a university make USD 60,000, which leads to growth of student debts<sup>24</sup>.

In these conditions, various forms of cooperation between higher education institutions of various countries are developing at incredibly fast rates. The Institute of International Education defines the following types of international academic cooperation:

- *Partner teaching*: this type of cooperation is facilitated by development of technologies enabling virtual lectures, video conferences, exchange of electronic mail and web platform use. This type of cooperation enables teachers from partner universities to effectively communicate with the student audiences and is often a

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<sup>23</sup> Ibid.

<sup>24</sup> IIE Network for International Educators. *Institute of International Education*, 2016: 25-32.

precondition of further development of new types of partnership relations.

- *Consortiums of universities*: a group consisting of two or more universities working together and using united resources to achieve the same goals. Such consortiums provide universities with a unique opportunity to expand their partnership and use advantages of their partners. This type of cooperation often stipulates engagement of universities in both the developing and developed countries.

- *Exchange of teachers*: this facilitates deepening of cooperation development and is often financed by such state programs as the Fulbright Program. Invited teachers may read a full course of lectures or just some components of the course.

- *Studies at a partner university abroad under supervision of a lecturer*: this type of cooperation is a basis for further development of cooperation. It does not require many financial resources but acts as a source of enthusiasm at both universities. This type of cooperation does not stipulate transfer of credits. Programs headed by teachers exist in various formats. This helps the participants be creative and experiment.

- *International programs of double degrees*: these programs are jointly offered by two (or more) higher education institutions located in different countries. They envisage a jointly developed curriculum and a coordinated process of acknowledging credits. Students study in both higher education institutions. After completing the program, students obtain degrees of each university.

- *International joint degree programs*: these are offered jointly by two (or more) higher education institutions located in different countries. They stipulate a jointly developed curriculum and a coordinated process of acknowledging credits. Students study at both higher education institutions. Unlike the international programs of double degrees, students of these programs obtain one diploma (degree) signed and certified by both universities. The joint degree programs are offered by universities after many years of cooperation.

- *International public study programs*: academic studies are combined with public activities abroad. Such projects help students gain wider experience, teach them civil responsibility and involve them in international social and public activities. Such programs are usually offered during short-term or long-term trips abroad and are often accompanied by additional extracurricular activities.

- *International probation programs*: universities set up strong ties with employers, which helps organize probations for students. As international companies have representative offices abroad, so universities use these business connections to arrange probations for students.

- *Joint research activity*: is often performed by teachers separately from the general process of internationalization of the given university, but it facilitates educational institutions better when it is performed on long-term institutional basis. Thus, the partner university researchers facilitate expansion of ties of the university to other departments and faculties and often arrange brief visits of students to their university or host conferences at both educational institutions.

- *Activity jointly financed by both universities*: such events as joint publications, conferences, seminars, video conferences, lectures, book clubs, and information visits are effective drivers of cooperation.

- *Mixed “sandwich” programs*: students start studies at their university, then continue their training at the partner university and then return to their base university to complete their studies.

- *Student exchange*: student exchange for short- or long-term period is one of the most common types of partnership. This type of cooperation facilitates creative activity. Besides training courses, students work at laboratories, learn languages, have probation and/or participate in public activities.

- *Joint resources*: universities use laboratories, library resources and curriculums jointly, which facilitates further development of cooperation and interaction between them.

The most important manifestation of higher education internationalization is the international cooperation between universities in rendering education services. On our opinion, the highest internationalization level of such services regarding higher education is the cooperation between universities in developing and implementing joint education programs. For higher education institutions, the development of education services, first of all, lies in the development and implementation of joint education programs, as detailed by N. P. Meshko<sup>25</sup> and O. V. Prusvitla<sup>26</sup>.

More and more higher education institutions located in the centers of the academic world aspire to combine the increase of enrolled foreign students with the expansion of offers of their education services at promising and prospective markets. This trend demonstrates improvement in the process of internationalization and a shift from demand to offer.

A deeper interaction between educational institutions is stipulated when they conclude various agreements on the introduction of approved

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<sup>25</sup> Meshko, N. P. and O.V. Prusvitla. *Internalizatsiya yak dominanta rozvutku globalnogo runku osvitynih poslug: ekonomichnyi aspekt*. [http://www.economy.nayka.com.ua/pdf/9\\_2015/6.pdf](http://www.economy.nayka.com.ua/pdf/9_2015/6.pdf) [In Ukrainian].

<sup>26</sup> Prusvitla, O.V. *Miznarodne ekonomichne spivrobitnustvo u naukovu-technologichnyi sferi — perspective osvitynih poslyg. Suchasna Ukraina v globalnomu sere dovysychi: strategichni orienturi ekonomichnogo rozvutku: monograph*. Dnepropetrovsk, 2015: 449 -462. [In Ukrainian].



education programs. The Global Alliance for Transnational Education (GATE) envisages several types of agreements between higher education institutions:

- *Franchising*: using a franchise agreement, a foreign higher education institution grants a permit to a local educational institution to use its curriculums and issue its degrees on mutually approved conditions.

- *Twin programs*: such agreements between higher education institutions of various countries are concluded for the purpose of offering joint education programs. Students learn the same disciplines at both universities, study by the same textbooks and pass the same exams; but they are taught by local teachers.

- *Mutual recognition of programs*: unlike the previous agreement, higher education institutions do not develop joint programs. Students are accepted to study at a university of another country, and all their marks are considered legal in their native educational institutions. Or students may study at a local higher education institutions at one stage and receive marks recognized by an educational institution of another country, and then they pass the next stage of the program in that other foreign university.

Some international education supporters consider the above-mentioned options of internationalization as stages on the way to resolve a more complex task of harmonization and international integration of national systems of higher education.

Such serious factors as the growing autonomy of higher education institutions, decentralization and delegation of authorities from central national governments to regional authorities make the national education system even more diverse which complicates its international harmonization greatly.

Adoption and implementation of the Bologna declaration of July 19, 1999<sup>27</sup>, laid the foundation for the establishment of the following: a system of qualification stages of higher education understandable for all; a system of higher education based on two levels; a system of accumulation and transfer of credits, i.e. certificates of the previous education level to continue education in another country; conditions of mobility of students, teachers, researchers and cooperation in the sphere of quality management; and European standards of higher education.

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<sup>27</sup> Joint Declaration of the European Ministers of Education: "European Environment in the Higher Education", Bologna, 19.05.1999. [http://zakon.rada.gov.ua/laws/show/994\\_525](http://zakon.rada.gov.ua/laws/show/994_525) [In Ukrainian].

### **Advantages, Distinctive Features and Technologies of International Accreditation**

Internationalization of the education market, enhancement of international competition and entry of new players at the stage of education services of Ukraine in the form of foreign higher education institutions and training companies who appear at the Ukrainian market make them aspire to obtain additional certificates on the quality of their education programs and thus enhancing their competitiveness.

International accreditation allows reception of such certificates. International accreditation means recognition of the fact by the competitive international organization that the given higher education institution conforms to the education quality requirements defined by such organization. Such recognition is the result of an approved procedure that includes both the self-analysis of activities by the university and its audit by independent experts. International accreditation makes qualifications of different higher education institutions comparable, unifies their requirements, and enables the process of mobility of students, teachers and researchers. At that, international accreditation does not lead to leveling of national and university peculiarities.

The following reasons of interest of higher education institutions regarding international accreditation can be identified:

- confirmation of elitism of an educational program by a foreign accreditation agency with the participation of international experts;
- possibility to enhance reputation and increase attractiveness of education services rendered by the university;
- international recognition of quality of education programs;
- formation of a positive mass media image of high-quality activities of the university that implements internationally accredited education programs.

Passing the accreditation procedure for an education program in the respective agency of any country that signed an intergovernmental agreement in the sphere of higher education will automatically lead to acknowledgement of the given program in the countries that signed the given agreement.

Distinctive features of international accreditation are the following:

- purpose of international accreditation is confirmation of competitiveness of the education program graduates at the labor market;
- voluntary participation. International accreditation is voluntary: a higher education institution has the right to define independently both the expediency of passing such accreditation and the list of education programs put up for accreditation;

- orientation at education programs, i.e. the assessment of their quality by the professional community;
- multi-subjectivity of assessment, i.e. the commission on international accreditation may include not only representatives of foreign accreditation agencies but also those from the student community and employers;
- the technology of hosting an international accreditation is based on reception of qualitative assessments of work, analysis of the education program content and surveying the consumers of education services;
- the results of international accreditation are reflected, first of all, upon the reputation of the education program and the university as a whole.

International accreditation of education programs pursuits the following goals:

- assessment of conformity of quality and training level of graduates with the requirements of international professional standards and demands of the labor market to the specialists;
- definition of focus areas and tools to improve the processes of education program implementation taking into account the best foreign education practices;
- formation of a system of education quality management at the level of the given education program in accordance with the modern standards and the best global practices;
- development of quality culture among the teaching and professorial staff as well as administrative and managing staff;
- formation of external guarantees of education program quality in the form of its international accreditation;
- development of international academic mobility of students and teachers;
- inclusion in the international education program ratings.

Changes were made in the technologies and procedures of quality assessment used by international and national agencies for quality assurance. Regarding all the necessity of development of coordinated rules and general approaches, practical activities of those agencies confirms the increasing diversity of quality assurance procedures (institutional, program, cluster and system accreditation) and diversity of used “quality assurance tools”: accreditation, audit, evaluation, benchmarking and excellence.

Performance of international accreditation audit stipulates reception of recommendations for strategic development of faculties and the university aimed at the increase of their competitiveness. For example, at the Kyiv National Economic University named after Vadym Hetman experts provided an offer of active introduction of English language in

the curriculums of the university as the main recommendation. This recommendation is logical and understandable as it concerns the international accreditation itself, international recognition that stipulates training sessions and lectures in English, free command of English by both students and teachers. Experts noted a clear practical orientation of education programs, their constant update, consistency and reasoning, high level of English among students and teachers, availability of a modern material and technical base, and compliance with the principles of academic freedom, rating them as competitive advantages of the university.

It is important for a higher education institution to follow the commonly acknowledged technology of international accreditation:

- learning terms and conditions of applying for accreditation;
- preparation of an accreditation application;
- reception of informational and methodological materials by the university;
- self-examination. Report preparation;
- external expertise;
- preparation of analytical materials;
- passing the Accreditation Council examination and reception of a certificate;
- publication of results.

At international accreditation, an education program receives recognition and is acknowledged in all the countries that signed international agreements on mutual acknowledgement of accreditation systems. This ensures essential expansion of opportunities for academic mobility of students, establishment of joint degree programs with foreign partners that allow graduates to receive two degrees of partner universities. Naturally, the information about this is published in the mass media which also facilitates attractiveness and recognition of the given program among national and foreign university entrants and employers.

### **Experience of Joint Master's Degree Programs of Kyiv National Economic University Named after Vadym Hetman and University of Redlands Business School**

The above-mentioned conceptual and technological approaches regarding implementation of international cooperation between higher education institutions were embodied at the international accreditation of joint MBA programs and international management (MIM) of the Kyiv National Economic University named after Vadym Hetman and the University of Redlands Business School (California, USA).

The education institutions selected the capacity building approach that envisages training of students, advanced training for scientists and the teaching staff abroad or at foreign universities.

The Joint Degree Program, i.e. establishment of joint education programs for Master's degrees, was set as the basis of the agreements between universities.

Starting from 2012, professors of two education institutions worked on the structure, contents and curriculum of MBA and international management programs taking into account the modern requirements of the international education sphere and national features. To ensure efficient cooperation, lectures and seminars were held in disciplines of professional training (international economics, finance etc.), as well as annual summer subject scientific seminars (by general subject "A View of the American Economy"), joint online lectures, conferences and joint scientific research which resulted in preparation of scientific articles.

Joint Master's degree programs are the subject matter of the agreement between partner universities and include the following main provisions:

- partner universities jointly develop, implement, control and evaluate joint MBA and MIM programs;
- partner universities jointly assign the uniform MBA or MIM degree to each student who participates and conforms to the requirements of program graduates;
- each of the partner universities arranges acceptance of students in accordance with the joint entry requirements;
- the basic university shall be the one that accepts the student in accordance with the jointly established standards;
- the basic university shall be responsible for complete administration of joint programs;
- the curriculum of a joint program shall be revised and approved in accordance with the jointly approved procedure by each university;
- partner universities establish the Committee for Supervision of Joint Programs to implement, control and evaluate quality of such programs;
- partner universities organize and host international accreditation of joint programs.

Obligations of partner universities are:

- adoption of equal possibilities policy by partner universities along with the absence of any discrimination, including discrimination by race, religion, skin color, sex, age, national origin, genetic information, marital status, parental status, sexual preferences, disability or veteran status;

- acceptance of students on the basis of joint entry requirements of partner universities;
- provision for coordination of students who arrive for studies;
- granting the same rights to students of joint MBA and MIM programs and to regular students at each partner university for the whole period of studies;
- provision of academic and other consulting services to the students of joint programs in accordance with the resources and procedures available at each partner university.

The developed joint Master's degree programs have been coordinated and approved by partner universities in conformity with the existing procedures.

At the University of Redlands, all new Business School programs first pass the approval procedures at the Curriculum Committee. After that, the program is reviewed and approved by the URSB Assembly. The next stage stipulates financial and administrative analysis performed by the First Vice-Rector Office. The results of such revision are submitted to the Faculty Senate Committee to be checked for compliance with the academic Plans and Standards (CAPS). The Committee reviews the new program, the results of financial and administrative analysis, and makes a decision to approve the program. The partner universities then exchange such resolutions on approval of joint programs.

The next stage stipulates accreditation of the joint program at the regional accreditation organization – Western Senior College and University Commission (WSCUC). The basis of this accreditation process is formed by the concept of education quality improvement. This means that each university participating in the quality improvement program can demonstrate how this process conforms to the mission of the given university. The partner university of a Ukrainian higher education institution in the USA has to demonstrate dedication to the quality improvement process for programs and services in the context of its mission, resources and to establish an environment that combines teaching, research, training and serving to benefit the country. To pass such accreditation, the partner university files 25 documents to the association, including the following:

1. Information about the partner university, description of the joint program, purposes, tasks, results of surveys among students regarding the necessity of the program, marketing plans, and forecasts on the expected number of students.
2. Data and confirmation of accreditation and licensing of the Ukrainian higher education institution in Ukraine.

3. Substantiation of how the joint program will facilitate the implementation of the university mission, description of methods applied to ensure enrollment of students.

4. Description of interrelations between partner universities regarding enrollment of students, introduction of programs, and exchange of students and teachers.

5. Memorandum of cooperation between universities in accordance with the requirements of the Association of Western Colleges and Universities regarding cooperation with the institutions not accredited in the USA (WASCUCs Agreements with Unaccredited Entities Policy and Guidelines).

6. Curriculum of the program with the description of contents and philosophy of the program, structure, number of credits, basic and optional disciplines to be selected by students, and pedagogical methods.

7. Education programs specifying what students will obtain after completing the program; description of all types of education work and tasks offered to students; literature and description of information resources.

8. Description and requirements regarding the probation process to be passed by the students.

9. Description of other types of requirements concerning the program passing, including writing Master's degree thesis and exams.

10. Substantiation of educational efficiency of the program, modernity of materials, methods of teaching and their conformity with the program goals, description of program review process.

11. Description of the system of program evaluation at different stages of education process that includes assessment of students' achievements with the help of both direct and indirect methods.

12. Description of the program improvement model based on the evaluation results.

13. Description of the data collection plan and analysis of obtained results in the existing programs.

14. Description of procedures of examination of teaching activity efficiency.

15. Description of schedule, number of credits and teaching hours in accordance with the WSCUC's Policy on Credit Hours.

16. Description of requirements and procedure of entry to joint programs.

17. Description of the Transfer of Credit policies with specification of credits that the students may re-pass in accordance with the requirements of partner universities.

18. Information about the teachers participating in the program, the index of ratio of the number of teachers to the number of students in accordance with the ACBSP standards.

19. Description of programs for academic support of students during their joint program studies.

20. Description of programs for professional support of joint program students.

21. Access to library resources, data bases, availability of assistance and support from library specialists regarding research in the library of a partner university.

22. Description of technological capacities of the partner university, availability of technological support for students and teachers.

23. Description of the university infrastructure and equipment of lecturing halls for joint program lectures and sessions.

24. Evaluation of financial sustainability of the program in accordance with the Strategic University Development Plan; total cost of the program.

25. Description of the strategy in case of termination of joint programs in accordance with the WSCUC's Policy on Teach-Out Plans and Teach-Out Agreements.

It should be noted that the system of evaluation of students' knowledge and the probation system completely coincide at the two partner universities and conform to the modern global education trends.

The curriculum of the program is shaped so that three disciplines and an interdisciplinary training taught in the USA are also offered for the students of the partner university in Kyiv in summer for 2 months at the University of Redlands Business School. The curriculum stipulates various case simulations, business games and colloquiums that facilitate the innovative and trans-disciplinary nature of the education process. At the end of the summer semester in the USA, future Masters will continue their training at the Kyiv National Economic University named after Vadym Hetman. The last semester envisages industrial practice and writing a Master's degree thesis, taking into account the knowledge, skills and abilities received in the USA. Based on the results of public Master's degree thesis defense, students will receive the degree of the Kyiv National Economic University named after Vadym Hetman and the University of Redlands Business School (USA).

## Conclusions

The essence of conceptual approaches of introduction and implementation of international cooperation between higher education institutions regarding the introduction of joint accredited education



programs, taking into account the trends of internationalization of higher education, lies in the following:

- Determination and concrete definition of trends of higher education internationalization that have to be taken into account in the contents of the agreement (resolution, memorandum etc.) on cooperation between higher education institutions;
- Compliance with the requirements of international accreditation of joint education programs on the basis of improving the system of education quality;
- Development of the structure and content of joint educational programs based on the competence approach with the consideration of perspective needs of the labor market and national peculiarities;
- Organization of educational process in conformity with the rules defined in the document on cooperation between higher education institutions and national norms.

The implementation of the specified approaches, as provided in the example of cooperation between Kyiv National Economic University named after Vadym Hetman and the University of Redlands Business School (USA), has proved their practical importance.

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