

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
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* 3. Date Received: 04/08/2008	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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B. APPLICANT INFORMATION:

* a. Legal Name: University of Central Arkansas

* b. Employer/Taxpayer Identification Number (EIN/TIN): 71-6001828	* c. Organizational DUNS: 006562250
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d. Address:

* Street1:	201 Donaghey Ave.
Street2:	BBA 210 D
* City:	Conway
County:	_____
* State:	AR: Arkansas
Province:	_____
* Country:	USA: UNITED STATES
* Zip / Postal Code:	72035-0001

e. Organizational Unit:

Department Name: Sponsored Programs	Division Name: Provost
--	---------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Dr.	* First Name: Charlotte
Middle Name: A.	
* Last Name: Cone	
Suffix: _____	
Title: Assistant Provost	

Organizational Affiliation:
Sponsored Programs Office

* Telephone Number: (501) 450-3451	Fax Number: (501) 450-5339
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* Email: cccone@uca.edu

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9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.116

CFDA Title:

Fund for the Improvement of Postsecondary Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-020808-001

*** Title:**

Special Focus Competition: Program for North American Mobility in Higher Education

13. Competition Identification Number:

84-116N2008-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

State of Arkansas and State of California, USA Canada Mexico

*** 15. Descriptive Title of Applicant's Project:**

Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America

Attach supporting documents as specified in agency instructions.

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16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="180,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="180,000.00"/>

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (if "Yes", provide explanation.)

- Yes
- No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

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Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00450351

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Charlotte Cone	* TITLE Assistant Provost
* APPLICANT ORGANIZATION University of Central Arkansas	* DATE SUBMITTED 04-08-2008

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. Initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: James Lee Witt Associates</p> <p>* Address: 701 13th Street, NW #850</p> <p>Washington</p> <p>DC: District of Columbia</p> <p>20005</p> <p>Congressional District, if known:</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>Education</p>	<p>7. * Federal Program Name/Description: Fund for the Improvement of Postsecondary Education</p> <p>CFDA Number, if applicable: 84.116</p>	
<p>8. Federal Action Number, if known:</p> <p>n/a</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: James Lee Witt</p> <p>* Address: 701 13th Street, NW #850</p> <p>Washington</p> <p>DC: District of Columbia</p> <p>20005</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: James Lee Witt</p> <p>* Address: 701 13th Street, NW #850</p> <p>Washington</p> <p>DC: District of Columbia</p> <p>20005</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was</p>		<p>* Signature: Charlotte Cone</p> <p>* Name:</p>

made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Dr.
 Charlotte
 A.
 Cone
 Title: Assistant Provost
 Telephone No.: 501-450-3451
 Date: 04-08-2008

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 Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

3610-GEPA.pdf

Mime Type

application/pdf

Form 427 GEPA

The University of Central Arkansas takes very seriously its responsibility to ensure that its employees and students have equitable access and opportunity, that barriers preventing full participation are eliminated; and that students are supported in their personal, social, and intellectual growth. The plan for ensuring equitable access and participation includes established policies and services which are listed below. Information about these policies and services are distributed through various university publications and web pages.

Affirmative Action Equal Opportunity Policy: UCA is an affirmative action/equal opportunity institution.

Disability Support Services: UCA offers services to students with physical and learning disabilities to support academic and career services.

Office of Minority Student Services: UCA provided support and empowerment to minority students through activities such as mentorship programs, leadership institutes, **Black History Month**, and other special opportunities and observances.

Learning Support and Learning Assistance: SCALA Center for Speech/Communication Skills: Uca provides services for written projects, computer laboratories, Counseling Services, as well as service for non-traditional students.

Office of International Programs: The Office of International Programs offers a broad range of immigration and international student support services. Cultural and student activities are also provided.

Intensive English Program: The IEP is an academic program in English as a second language for international students and immigrants.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION University of Central Arkansas	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Charlotte Middle Name: A. * Last Name: Cone Suffix: * Title: Assistant Provost	
* SIGNATURE: Charlotte Cone	* DATE: 04/08/2008

P116. 68-0001

U.S. Department of Education Budget Summary

* 1. Program

North American Program

* 2. Select One: Lead (fiscal agent) Partner

(OK)

* 3. Name of the Institution/Organization:

University of Central Arkansas

Project Costs Requested from FIPSE:

Budget Categories:	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
4. Personnel (salary & wages)	7,605.00	9,958.00	9,958.00	9,958.00	37,479.00
5. Fringe Benefits (employee benefits)	1,612.00	1,612.00	1,612.00	1,612.00	6,448.00
6. Travel	10,000.00	10,000.00	10,000.00	10,000.00	40,000.00
7. Equipment (purchase)	0.00	0.00	0.00	0.00	0.00
8. Supplies (and materials)	1,000.00	500.00	500.00	500.00	2,500.00
9. Contractual (enter partner totals here)	2,000.00	2,000.00	2,000.00	2,000.00	8,000.00
10. Other (equipment rental, printing, etc.)	1,424.00	500.00	5,000.00	500.00	7,424.00
11. Total Direct Costs (lines 4-10)	23,641.00	24,570.00	29,070.00	24,570.00	101,851.00
12. Indirect Costs* (8% of line 11)	1,891.00	1,966.00	2,326.00	1,966.00	8,149.00
13. Mobility Stipends		25,000.00	25,000.00	20,000.00	70,000.00
14. Language Stipends					
15. Subtotal of Stipends (lines 13 + 14)		25,000.00	25,000.00	20,000.00	70,000.00
16. Total Requested from FIPSE (lines 11 + 12 + 15) (These figures should appear on the Title Form)	25,532.00	51,536.00	56,396.00	46,536.00	180,000.00

Project Costs Not Requested from FIPSE:

17. Lead Partner Non-Federal Funds					
18. Subcontractor(s) Partner Non-Federal Funds					

Funds Requested by Foreign Partner

(b)(4)

19a. Total Requested from Canada

19b. Total Requested from Mexico

19c. Total Requested from Brazil

19d. Total Requested from Europe

* Indirect Cost Information (To be completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 12, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal Government? Yes No

(2) If Yes, please provide the following information:

* Period covered by the Indirect Cost Rate Agreement: From: 07/01/2005 To: 06/30/2009

* Approving Federal Agency: OED Other (please specify): DHHS

(3) For Restricted Rate Programs (select one) - - Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)?

CONSORTIUM PARTNERS IDENTIFICATION FORM

* Program:

* Country:

Lead Partner:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip / Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Two:

* Name:

Prefix: Prof.

* First Name: Daniel

Middle Name: E.

* Last Name: Martin

Suffix:

* Name of Institution/Organization: (60 Character Limit)

California State University, East Bay

Department: (60 Character Limit)

Department of Management

* Complete Address:

* Street1: 25800 Carlos Bee Boulevard

Street2:

* City: Hayward

County:

* State: CA: California

State/Province:

* Country: USA: UNITED STATES

* Zip/Postal Code: 94542-3066

Phone Number: (510) 885-2060 Fax Number: (510) 885-2660

Email: daniel.martin@csueastbay.edu

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Three:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip / Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Important: Please attach your Consortium Partners Identification Form Attachment file(s). Please remember that any files you attach must be a Pure Edge document.

1) Please attach Attachment 1

gatin04uca2008ca.xfd

2) Please attach Attachment 2

gatin04uca2008mx.xfd

CONSORTIUM PARTNERS IDENTIFICATION FORM

* Program:

* Country:

Lead Partner:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip / Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Two:

* Name:

Prefix: Prof.

* First Name: Maria

Middle Name:

* Last Name: del Carmen Ancona Alcocer

Suffix:

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Department: (60 Character Limit)

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CONSORTIUM PARTNERS IDENTIFICATION FORM

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Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip/Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

* Program:

* Country:

Lead Partner:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip / Postal Code:

Phone Number: Fax Number:

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CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Two:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip/Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Three:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip/Postal Code:

Phone Number: Fax Number:

Email:

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION INTERNATIONAL CONSORTIA PROGRAM

Project Title Form

* Program:

Consortium Members - - U.S. Partners:

* Lead:

* Partner:

Partner:

Consortium Members - - Foreign Partners:

* Lead:

* Partner:

Partner:

Consortium Members - - Foreign Partners:

Lead:

Partner:

* Project Title:

*** Abstract of Proposal: (1000 Character Limit)**

This Alliance will better prepare undergraduate and graduate students to participate in commercial relationships and tourism in the NAFTA cultures through the development of human resources. The project activities will foster increased multicultural understanding, foreign language skills, curricula development, student and faculty exchange, and faculty collaboration. The Alliance will develop an international model of education and create a unique network of private and public organizations, government regulatory agencies, and university faculty, staff, and students across North America. This will be accomplished through the use of innovative teaching methods including virtual teaming, Internet technologies, and course components. The Alliance will establish mutual recognition of academic credits and a transportable curricula and internships for mobile students. Non-mobile students and faculty will participate in virtual teaming activities, tri-lateral courses, and joint research.

*** Select project format:**

- Four-year consortia project
- Two-year consortia project

Federal Funds Requested (\$):

* Year 1:	<input type="text" value="25,532.00"/>
* Year 2:	<input type="text" value="51,536.00"/>
* Year 3:	<input type="text" value="56,396.00"/>
* Year 4:	<input type="text" value="46,536.00"/>
* Total:	<input type="text" value="180,000.00"/>

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Dr.

Rebecca

Gatlin-Watts

* Address:

201 Donaghey Ave.

BBA 210 D

Faulkner

County

Conway

AR: Arkansas

72035

USA: UNITED STATES

* Phone Number:

(501) 450-5346

Fax Number:

(501) 450-5302

Email:

rebeccag@uca.edu

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Tracking Number: GRANT00450351

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 284-comturabstract.pdf



Project Abstract
Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America

This Alliance will better prepare undergraduate and graduate students to participate in commercial relationships and tourism in the NAFTA cultures through the development of human resources. The project activities will foster increased multicultural understanding and foreign language skills for business and tourism students, curricula development, student and faculty exchange, and faculty collaboration. The Alliance will develop an international model of education and create a unique network of private and public organizations, government regulatory agencies, and university faculty, staff, and students across North America. This will be accomplished through the use of innovative teaching methods including virtual teaming, Internet technologies, and course components. The Alliance will establish mutual recognition of academic credits and a transportable curricula and internships, when appropriate, for mobile students. Non-mobile students and faculty will participate in virtual teaming activities, tri-lateral courses, and joint research. The following objectives will be accomplished through the use of innovative teaching methods including virtual teaming, Internet technologies, and course components.

1. Promote student mobility through the mutual recognition and portability of academic credits and foreign language preparation.
2. Prepare business students for understanding the need for global commercial relationships, tourism, human resources, and legislative regulations in the NAFTA countries.
3. Promote the acquisition of language skills and an exposure to the cultures of the NAFTA countries.
4. Create shared transportable curricula for mobile students.
5. Facilitate the participation of non-mobile students in shared course components, virtual teaming, and/or Internet courses.
6. Promote the development of student internships, when appropriate.
7. Encourage collaborations and exchanges of faculty.
8. Create information networks for the dissemination of information and research on international trade regulations, fair trade, and sustainability.

List of United States, Canadian, and Mexican Alliance Institutions

University of Central Arkansas, US (Leader)	Universidad Juárez Autónoma de Tabasco, Mexico
University of California East Bay, US	Université de Moncton, Canada (Leader)
Universidad de Colima, Mexico (Leader)	Malaspina University College, Canada

Number of United States, Canadian, and Mexican students for study abroad.

The total number of students from all alliance universities participating in the exchanges over the life of the project is estimated to be 62 (24 Mexico and Canada, 14 US). Over the life of the project, a minimum of seven students from each university will study for one semester at a partner institution in another country. The number of "non-mobile students" who will be involved from each country during the life of the project is estimated to be 500-1000.

Number of planned consortium meetings among coordinating institutions and proposed locations. The consortium members will attend four directors meetings, four face to face consortium meetings and/or additional meetings via technology. Consortium meetings will rotate among the participating universities.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 3169-Mandatory_COMTURnarrativefinal.pdf



Budget Narrative

Workplace Essential Skills in North American Family and Community Health

- 1. Personnel:** Over the 4 years of the grant, a total of \$37,479 is budgeted for "Personnel". This amount includes \$5,200 per year for adjunct faculty replacement costs and \$2,405 for year 1 and \$4,758 for years 2, 3, and 4 for a graduate assistant.
- 2. Fringe Benefits:** Over the 4 years of the grant, a total of \$6,448 is budgeted for "Fringe Benefits". This amount includes \$1,612 per year for 4 years.
- 3. Travel:** Over the 4 years of the grant, a total of \$40,000 is budgeted for "Travel". This includes \$10,000 per year for 4 years to fund travel to Annual Project Directors Meetings, annual consortium meetings, and faculty exchange.
- 4. Equipment:** \$0, not allowed.
- 5. Supplies:** Over the 4 years of the grant, a total of \$2,500 is budgeted for "Supplies". Budgeted amounts include: \$1000 for year 1 and \$500 per year for years 2, 3, and 4.
- 6. Contractual:** Over the 4 years of the grant, a total of \$8,000 is budgeted for "Contractual". This includes \$2,000 per year for years 1, 2, 3, and 4 to pay for the required external evaluation.
- 7. Other (registration, printing, website, etc.):** Over the 4 years of the grant, a total of \$7,424 is budgeted. This includes \$1,424 for year 1 to be used for development of a website and for promotional brochures, \$500 for years 2 and 4 to be used for website maintenance and brochure printing, and \$5,000 for year 3 to be used for registration fees at the Project Directors Meeting in the US.
- 8. Indirect:** Over the 4 years of the grant, a total of \$8,148 is budgeted. This includes \$1,891 for year 1, \$1,966 for year 2, \$2,326 for year 3, and \$1,966 for year 4.



9. Mobility Stipends: Over the 4 years of the grant, a total of \$70,000 is budgeted. This includes \$0 for year 1, \$25,000 per year for years 2 and 3, and \$20,000 for year 4. Each US partner university will award a minimum of 7 mobility stipends during the life of the project. Students will pay full tuition and fees at their home university but no additional fees at their host institution. Virtual collaborative projects will also include approximately 400 non-mobile students from the US, Mexico, and Canada during the 4 years.

11. Subcontract Details:

Year 1

For year 1 the total contractual amount is \$8,709.

For year 1 Total subcontract expenses for California State University East Bay (CSUEB) include \$6,212, indirect costs of \$497. This includes \$5000 for travel to Annual Project Directors Meeting in the fall and to the Consortium meeting in the spring, \$500 for supplies, and \$712 for other.

For year 1 the subcontract for external evaluation is \$2,000.

Year 2

For year 2 the total contractual amount is \$22,940 for subcontract expenses.

For year 2 subcontract expenses for CSUEB include \$20,500, indirect costs of \$440. Subcontract expenses include \$5,000 for travel, \$250 supplies, \$250 other, and \$15,000 for 3 mobility stipends.

For year 2 the subcontract for external evaluation is \$2,000.

Year 3

For year 3 the total contractual amount is \$17,670.



For year 3 subcontract expenses for CSUEB include \$15,250, indirect costs of \$420.

Subcontract expenses for CSUEB include \$5,000 for travel, \$250 supplies, and \$10,000 for 2 mobility stipends.

For year 3 the subcontract for external evaluation is \$2,000.

Year 4

For year 4 the total contractual amount is \$17,940.

For year 4 subcontract expenses for CSUEB include \$15,500, indirect costs of \$440.

Subcontract expenses for CSUEB include \$5,000 for travel, \$250 supplies, \$250 other, and \$10,000 for 2 mobility stipends.

For year 4 the subcontract for external evaluation is \$2,000.



Project Narrative

Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America

B – PROJECT DESCRIPTION

Objectives

The purpose of this Alliance is to better prepare undergraduate and graduate students to participate in global business management by providing opportunities for increasing their knowledge-base and experience in commercial relationships, tourism, and human resources among the NAFTA countries. The project activities will foster increased multicultural understanding, foreign language skills for students, shared curricula development, student internships, and student and faculty exchange. The Alliance will develop an international model providing access to education for students and create a unique network consisting of private and public organizations, government regulatory agencies, and university faculty, staff, and students across North America. Partner institutions will use this collaboration to revise their curricula to reflect current international issues related to globalization in commercial relationships, tourism industry, and/or human resources management. These goals will be accomplished through the use of innovative teaching methods including virtual teaming, video conferencing, and other innovative Internet technologies.

The primary topics of focus of the Alliance are:

- ***Human resources:*** To facilitate an awareness of the development of global human resources.
- ***Commercial relationships:*** To facilitate the development of commercial relationships among the NAFTA countries.
- ***Tourism:*** To facilitate the development of tourism through viable, sustainable and profitable initiatives among partner countries.
- ***Legislation, regulations and policies:*** To gain enhanced knowledge of legislation, regulations and policies related to global commercial relationships, tourism, and human resources in NAFTA countries.
- ***Foreign language:*** To facilitate communication and business among the countries involved.
- ***Cross-cultural adaptability:*** To create a framework promoting sensitivity and respect for multicultural diversity.

The program will result in shared course components such as modules in existing courses that examine the differences and commonalities in the socio-cultural, political, economic, and regulatory and management systems among Canada, the United States (US), and Mexico. After evaluating the effects of these systems on practices and initiatives in commercial relationships, tourism, and human resources in NAFTA countries, students will develop models based on best



practices. The program will identify the characteristics of the Canadian, US American, and Mexican systems and how the businesses and the tourism industry function within these systems. The program will also examine how these systems affect the businesses in terms of the constraints on their operations.

The partner universities will work together to achieve the following objectives:

- Better preparation of students in human resources, business, and tourism/recreology programs; specifically focusing on legislation, and regulations and policies related to the commercial relationships, the tourism industry, and the human resources profession, foreign languages, and cultural training;
- Development of shared transportable curricula to expand and enhance the knowledge base for global business and management students in the areas of commercial relationships, tourism, and human resources;
- Develop a model approach for the delivery of student-centered education across national boundaries;
- Facilitate student mobility through the mutual recognition and portability of academic credits and foreign language preparation;
- Participation of non-mobile students in virtual teaming and web-based courses;
- Facilitate student internships, when possible;
- Foster increased multicultural understanding and foreign language skills for students;
- Collaborations and exchanges of faculty members;
- Cooperation and consultation with public and private organizations with jurisdiction over international commercial relationships, tourism, and human resources;
- Creation of international networks for the dissemination of information and research related to commercial relationships, tourism, and human resources;
- Facilitate knowledge transfer, national cultural exchange, and virtual teaming through the use of new and innovative technologies.

Definition of Terms

To enhance project understanding, the key terms of commercial relationships, tourism, and human resources are defined as follows. Human resources is defined by hrVillage.com as “an increasingly prominent field that is taking shape throughout industries and workplaces world wide. Recognizing the fact that people are a company’s greatest asset, business leaders across the globe are



coming to rely more and more upon an effective management policy that applies specifically to the area of human resources.”¹

The term, **Commercial relationships**, is defined in two parts. **Commercial** is defined by Dictionary – MSN Encarta (dictionary.msn.com) as “relating to commerce: relating to buying and selling of goods or services”². **Relationship** is defined by Merriam-Webster’s online dictionary as “a state of affairs existing between those having relations or dealings;”³ and **relations** is defined by Dictionary – MSN Encarta as “contacts between groups or people: contacts or dealings between two or more people or groups”⁴. Therefore, we define **Commercial relationships** as the contacts and dealings related to the buying and selling of goods and services that occur between two or more people or groups.

Tourism is defined by Mathieson and Wall as “the temporary movement of people to destinations outside their normal places of work and residence, the activities undertaken during their stay in those destinations, and the facilities created to cater to their needs.”⁵

Contributions of Participants

Partner universities participating in the Alliance include: Université de Moncton in New Brunswick and Malaspina University College in British Columbia from Canada, the University of Central Arkansas and California State University East Bay from the US, and the Universidad de Colima and the Universidad Juárez Autónoma de Tabasco from Mexico.

Partners

This cooperative program will draw on the strengths of the participating institutions and their faculties to create a new focus on global business and management issues in the fields of human resources, business and tourism and commercial relationships. Best practices that are identified will be used to develop a model approach for the delivery of student-centered education across national boundaries. In addition, the Alliance will create international networks that leverage the resources of businesses, governments, universities, and students. To accomplish this, partner institutions will participate in a systematic geographic relocation of students and faculty and in the use of new technologies to facilitate knowledge transfer, national cultural exchange, and virtual teaming. Campuses will join forces and exchange resources to create an effective consortium that is sustainable after grant funding ends.

¹ <http://jobfunctions.bnet.com/whitepaper.aspx?docid=260299>

² http://encarta.msn.com/dictionary/_commercial.html

³ <http://www.merriam-webster.com/dictionary/relationships>

⁴ http://encarta.msn.com/dictionary/_relations.html

⁵ <http://www.prm.nau.edu/PRM300/what-is-tourism-lesson.htm>



For the past five years, Université de Moncton, University of Central Arkansas and Universidad de Colima have been engaged in a highly successful cooperative relationship on several North American mobility projects. The Alliance will build on this relationship and the accomplishments of the previous programs. Participation in this North American Mobility Grant will directly benefit the students who will enroll in either the International Management or International Trade program and the tourism/recreology program at Université de Moncton and the Universidad de Colima. The Alliance will create an excellent opportunity for student mobility in the field of tourism as it would be the first mobility program related to tourism for both the Université de Moncton and the Universidad de Colima. A successful consortium will significantly benefit a large number of students by enabling them to study in partner universities and to collaborate with students from other countries during the virtual teaming projects. Furthermore, the strategic locations of the partner universities will be a contributing factor to the development of North American commercial relationships. In fact, one of the Canadian universities is located on the east coast and the other on the west coast; the same applies to the Mexican partner universities. One of the US partner universities is located on the west coast and the other in the south central region. Having partner universities located along both coasts of North America will facilitate commerce among NAFTA countries.

Since the NAFTA countries are each other's largest trading partners, the importance of enhancing understanding among member countries cannot be underestimated. Education and training provided through grant projects will enable students to work effectively with NAFTA businesses and will benefit each member institution and their surrounding business regions.

All partner universities have a strong emphasis on global business. Each partner university brings its unique strengths to the Alliance. The strengths of the Alliance participants will be utilized to facilitate commercial relationships and tourism through the development of human resources in the three represented countries. The expertise of professors at partner universities will be utilized to offer tri-lateral courses and to include topics and projects in existing courses that would otherwise be cost prohibitive for individual universities. The Alliance offers diverse cultural environments that will increase multicultural understanding and foreign language skills. The Mexican partner universities will provide a Spanish language cultural environment, the US partner universities and Malaspina University College will provide an English language cultural environment, and Université de Moncton will provide a French language cultural environment. The University of Central Arkansas will provide support of the electronic course delivery via WebCT and/or Centra technology.



Cooperative Activities

During the first year, the academic components of consortium shared courses, faculty enhanced curriculum, short courses, internships, and workshops will be developed. The Alliance members are committed to collaborative work to achieve these outcomes:

- Seamless academic credit transfer;
- Faculty collaboration to develop shared course components or joint curricula;
- Web-based shared courses that are available to students from all partner universities;
- Increased cross-national understanding through student mobility and virtual cross-national teaming projects;
- Increased collaboration and cooperation among human resources, business and tourism/recreology faculties on a durable basis;
- Curriculum revision to include the topics of commercial relationships, tourism, and/or human resources;
- Identification and use of the best methods and materials for cross-cultural learning and training;
- Increased interest among human resources students, business students, and tourism/recreology students in foreign language and cross-cultural studies;
- Increased joint research focusing on commercial relationships, tourism, human resources, and virtual teaming;
- Facilitate understanding of partners' strengths and challenges;
- Sharing resources and expertise to improve delivery and study of business, human resources, and tourism/recreology;
- Creation of models of curriculum revision, integration, and delivery among partner universities;
- Establishment of internship opportunities with businesses when possible, and particularly with hotels for students in the field of tourism/recreology.

Project Accountability and Sustainability

Long-term benefits of the Alliance include the enhancement of future relationships among the partner universities. The innovative, cross-cultural virtual teaming and shared web-based courses created by Alliance partners will provide value-added training for future global business leaders that can be perpetuated indefinitely with no additional expense. The adaptation to foreign cultures has become a priority for competing in the global market and must also become a priority for schools of business, necessitating student comprehension of different perspectives of business and public



policy. The curriculum enhancement resulting from the virtual teaming and shared Web-based courses will enrich the educational experience of students from all partner universities for an extended period of time. Furthermore, students will gain transferable experience and, thus, be better prepared to engage in global business management. The project-related curriculum, project-based instruction, and virtual learning activities can be revised and adapted indefinitely through the utilization of Internet-based technologies.

A partnership of student and faculty mobility among the partner institutions will provide an environment in which students can develop a strong knowledge-base in the areas of commercial relationships, tourism, human resources, and foreign language.

This program brings added-value to student mobility by:

- Creating a cadre of future business persons, who will gain first-hand experience through their participation in the student mobility portion of the project. The exposure and education in areas of culture, and global business and management issues related to commercial relationships, tourism, and human resources, will prepare students to work in international business.
- The non-mobile students, who participate in the virtual teaming projects or come in contact with students from another culture, will develop an increased awareness of the need to enhance their knowledge of different cultures, global business and management issues related to commercial relationships, tourism, and human resources. These students will learn to work with other cultures and become assets for their employers.
- Finally, future students will benefit from the curriculum development that will result from the student and faculty exchanges, seminars, and innovative distance learning technologies utilized throughout the life of the project.

Alliance members will meet regularly to assure that the program goals are achieved, that the relationships developed are perpetuated, and that the program achievements are sustained. The Alliance members will participate in yearly director's meetings and will organize consortium meetings needed to maintain communication that promotes the accomplishment of project goals. Each partner university will send a representative to the Annual Project Director's Meeting held every fall and to the scheduled consortium members' meeting. Program directors from each participating university will participate in the following meetings: Canada in fall 2008, US in spring 2009, Mexico in fall 2009, Canada in spring 2010, US in fall 2010, Mexico in spring 2011, Canada in fall 2011, and US in spring 2012. Virtual meetings among Alliance members will supplement and/or replace face to



face meetings when appropriate.

During this four-year project, administrators will gain knowledge and skills that provide a framework for sustaining the programs. Alliance Universities will institutionalize the project and policies so procedures and programs will support consortium objectives. After the four-year funded grant program is completed, the project initiatives will be sustained through regular campus resources and business partnerships. The project is designed to facilitate the development of infrastructures for sustaining team teaching, cross-cultural virtual projects, joint Web-based courses, and mobility of students and faculty members.

Development of Innovative Teaching Methods, Materials, and Curricula

This section details the curriculum proposed for the project. The consortium will promote an understanding of the effects of political, economic, socio-cultural and regulatory systems and management systems. Students will utilize and develop their critical thinking skills and technical, interpersonal, and communications skills in different cultural and business settings. The Alliance will address the impact of different cultures on economic and cultural systems on organizational operation and procedures. Alliance partners will utilize lessons learned during previous grant projects and implement new technology-enhanced approaches to cross-cultural education in the global business environment.

An important component of the proposal is the creation of virtual teaming opportunities in a range of business and tourism/recreology courses. Through virtual teaming projects, students will improve problem solving by considering diverse perspectives, ideas, and businesses based on national differences in ways of thinking. At the same time, students will also be exposed to the complexities and difficulties of coping with national differences by working on projects that will stimulate an international commercial negotiation. Students in advanced language classes will facilitate the exchange of information by providing translation assistance when necessary. Important outcomes of the virtual teaming projects include the development of: an enhanced awareness of the cultures of partners, an interest in work abroad, and an important link between the business, tourism, human resources, and language schools.

The virtual teams will utilize electronic conferencing and Internet technologies to present class projects in the tri-lateral shared courses and the virtual teaming projects. Students will focus on integrating the concepts and practices in commercial relationships, the tourism industry, and the human resources profession, through the use of critical thinking and virtual teaming.



1. **Consortium Shared Courses.** Selected tri-lateral courses will be taught using a combination of a web-based and an in-class format. Course delivery will be accomplished through the use of WebCT, Skype, Dokeas, and the Centra Internet-based software program. Course content will include: discussions, case analysis projects, presentations, and research.
2. **Student-Centered, Innovative Teaching Methods.** Alliance members will promote the use of an innovative, student-centered new teaching methodology among the faculty members of partner institutions, who are participating in Alliance courses or virtual projects. Virtual teaming projects and course delivery for the tri-lateral courses will utilize WebCT, Skype, Dokeas, and the Centra or Breeze Internet-based software programs. Students will participate in “virtual teams” composed of students from all three countries who will complete joint case analysis and research projects. The virtual teams will utilize electronic-conferencing technology such as Centra, Skype, Dokeas, or Breeze to present class projects. Team teaching, development of innovative course components, and utilization of distance learning technologies will be promoted.
3. **Research Projects.** Joint scholarly and applied research will be encouraged among the partnering institutions’ students and faculties from all three countries. Collaborative research, project-based research, and pedagogical research from partner universities will provide a rich opportunity for both student and faculty research articles. The effects of differences and similarities in political, economic, socio-cultural and regulatory systems and management systems will be assessed through research data gathered during the project. Information obtained from the research data will be utilized to enhance the development of course materials that attempt to mitigate the problems and opportunities associated with cross-system differences. This research will enhance business communication, creative problem solving, and group decision-making.
4. **Real World Project-based Learning and Internships.** Site visits, projects, and internships (three-month period) that provide opportunities for interaction with companies and government bodies will also be sought for students. During these “field experiences” and internships, students will visit area businesses and analyze the business and/or tourism practices. Students will be provided with opportunities to learn about a broad range of companies and industries in the partner countries and apply their academic knowledge of international business, human resources and/or tourism/recreology. Systematic cooperation with government regulatory agencies and private organizations will improve the learning environment so that students are able to transfer academic knowledge of global business and management issues to real world

3
Lang



situations. In the global business and tourism fields, experience proves that the combination of academics and work experience creates a positive learning environment.

5. **Student Alumni Board.** Students, who have participated in the exchange program, virtual teaming projects, or tri-lateral courses, and visiting exchange students from partner universities will participate in a student board. Board members will promote the Alliance programs, assist in the student recruitment, provide feedback on program activities, and serve as ambassadors for the Alliance.
6. **Intensive Workshop.** During the second, third, and fourth years of the project, an intensive workshop on issues related to commercial relationships, tourism and/or human resources will be held when possible. Each country will host a symposium during the lifetime of the project which will be conducted either at a partner university or electronically utilizing video conferencing, Skype, or Centra Internet-based software programs. The expertise of faculty members, students, government agencies, and local businesses will be utilized for the presentations of the workshop program.
7. **Certificate Program.** Students and faculty who participate in these workshops will receive a certificate in global human resource management in either business or tourism.
8. **Intensive Summer Language Immersion (4-12 weeks).** Students who study business or tourism/recreology will have the opportunity to complete a summer intensive language (Spanish, English, or French) training at the host institution prior to their semester-long study abroad. The students will integrate into regular classes with local students.
9. **Faculty Exchange.** The Alliance will encourage semester-long faculty exchanges and short-term guest lectureships among partner universities. When feasible, the faculty exchange can be made during the sabbatical leave of the faculty members. The faculty exchanges will provide rich cultural experiences for faculty to integrate into these classes and provide opportunities for face to face collaboration. Faculty will be selected based on teaching expertise, evaluations, multicultural focus, research agenda, and publication record. When possible, a professor, who is coordinating a virtual teaming project or teaching a tri-lateral course will visit partner universities in either the US, Mexico or Canada. The site visit will provide an opportunity for personal interaction, discussion, and planning among professors participating in the virtual projects. The site visits will also provide an opportunity to collaborate on joint project-related research projects.

Optional



Language and Cultural Preparation

1. Language Requirement

Students who are certified by the foreign language department at their home institutions to be proficient in the language of the target institution will have the opportunity to directly participate in the semester long and/or professional training and/or internship program at the host institution. Students in the US must be certified at the ACTFL intermediate-mid level or higher (www.ACTFL.org). Students, who do not meet the language proficiency, will complete summer of intensive language training at the host institution during the semester prior to their regular semester. For example, a student from the University of Central Arkansas could take intensive Spanish classes at the Universidad de Colima during the summer and take business courses there during the fall semester. Additional language training will also be available for interested participants at the host institution.

2. Cultural Orientation

- a. The home institution will insure that each student, who participates in the exchange program, will be provided with pertinent information about the host institution's general policies and procedures such as dress codes, registration procedures, application procedures, etc. This pre-exchange training will make the transition to the host country and university smoother.
- b. The host institution will insure that each student from the exchange program will participate in an in-depth orientation program during the first week that they are in the host country. Students will be provided with all pertinent information about the host institution's expectations and policies, culture shock awareness, and multicultural training. Students will be provided with a handbook containing useful information about living and traveling in the host country. The orientation program at the host institution will continue on a regular basis for the entire time the student is at the host institution.

numbers do not add up!

Student Mobility

The cooperation of the partner institutions is essential to the success of the exchange of undergraduate and graduate students. Lessons learned during former exchange programs will be used to proactively address commonly anticipated needs of students. During the three years of student exchange, it is expected that 62 students (24 from Mexico and Canada and 14 from the US) will study at a foreign partner institution for a minimum of one academic term during a fall, spring, or summer session. In order to insure student mobility, the members of the consortium agree to the following principles:



1. Non-mobile students

Non-mobile students, who will not travel abroad, will have the opportunity to participate in tri-lateral courses and the virtual teaming projects developed by the Alliance partners. Over the life of the project, a combined total of approximately 500 to 1,000 students from all of the partner universities will participate in virtual teaming projects or Web-based classes. Approximately 500 to 800 students will participate in virtual-teaming projects, project-related course components, or Web-based courses that will be offered Alliance partners.

2. Reciprocity of Courses and Credits

- a. In compliance with institutional policy, each institution pledges to give full credit to its students for courses they successfully complete at institutions participating in the consortium. This requires honoring course content, hours of credit, and application of those hours toward the students' degrees.
- b. Participation in the exchange program will not extend the time required for students to complete degree requirements.

3. Cost to the Students

- a. Student costs are divided into the following areas:
 - i. **Tuition/Fees**—Students studying abroad for a semester or year will pay tuition at their home institution. They will appear to be home-based. The low income students remain eligible for financial aid during their study abroad semester or year.
 - ii. **Other Required Fees**—Health insurance fees will be paid in the host country unless a mechanism exists to waive local insurance, if a student already carries comparable insurance. The student will be required to provide documentation of other coverage.
 - iii. **Room and Board**—Costs for room and board will be based on an average amount for each institution and according to local policies.
 - iv. **Books and Lab Fees**—Students will be required to purchase books for classes in which they enroll.
 - v. **Computer Access**—The host university is required to provide computer access for all students participating in the exchange program. Access to computer facilities is essential for participation in the Web-based classes, for virtual teaming activities, and for collaboration with the home institution.



- vi. **Transportation**—Standard amounts will be estimated for travel between institutions. Travel costs will vary depending on the locations involved and on the prevailing economic conditions.
- vii. **Exchange Process**—Students participating in the exchange program will not be required to pay international student fees, since they will receive degrees from their home institution (exceptions should be documented in the Memorandum of Agreement (MOA) if there is a conflict with institutional policy).

Student Recruitment

Each participating institution will fill the available slots in the consortium to aggressively recruit students. The presence of exchange students at each university is essential to increase cross-cultural awareness at host institutions. Student recruitment includes advising, promotional sessions, flyers, class presentations, and curriculum revision. A promotional web site will be developed to provide program information, country specific information, and links to partner universities.

Both visiting and returning students, as well as students who participated in virtual teaming projects and tri-lateral courses will assist in student recruitment, provide feedback and serve as “cultural ambassadors” by interacting with students and making presentations to promote the program.

Project Evaluation

To enhance the success of the program, the evaluation plan will focus on three key areas to insure the success of the program: 1) establishment of a strong organizational framework, 2) evaluation of progress toward meeting project objectives, 3) assess the impact of the project on the educational institutions and the business community. To streamline the evaluation of program objectives from item 2, a detailed table containing a timeline for completing each objective was developed for all 4 years of the project..

1. **Establishment of a strong organizational framework.** This strong organizational framework will insure that the program is: properly initiated, progressing continuously, monitoring and adjusting for improvement, and sustainable. Clear and effective communication among consortium partners is required for the development of a strong organizational framework.
2. **Evaluation of progress toward meeting project objectives.** To streamline the evaluation process the objectives have been divided into the following four key areas: a) program administration, b) student participation, c) faculty participation, d) interactions with the



business community. The alliance will promote the following themes: cross-cultural adaptability, foreign language, human resources, commercial relationships, tourism, international networks, knowledge transfer, cultural exchange, virtual teaming, and country-specific legislation, regulations and/or policies. These themes will be integrated into the curriculum as virtual teaming projects, tri-lateral courses, course components, project-based instruction, internships, and research projects. The consortium will strive to create “educational models” that other educational institutions can replicate. These program themes will be evaluated on an ongoing basis by the project leaders in each country and will be evaluated by all consortium members two times each year at our meetings. Proposed modifications required to meet the objectives will be incorporated, and a history of the project will be maintained to accurately construct the year-end evaluation. The evaluation process will be guided by the program’s “time-table and expected outcomes”. Program refinement and enhancement will be an on-going process. The evaluation will involve these levels of analyses:

- The academic development evaluation will be performed each semester by the participating faculty and administrative staff involved in the virtual teaming projects, video conferences, tri-lateral courses, project-based instruction, and project-related course components;
 - Annual reports of program activities prepared by program participants;
 - Annual evaluation report completed by an external evaluator;
3. Assess the impact of the project on the educational institutions and the business community. The effectiveness of project-based instruction and internships with the business community will be assessed each semester. Both quantitative and qualitative data will be utilized. Alliance members will, when possible, develop standardized processes for all evaluation analyses to assure that uniform data is obtained and can be used to assess overall program effectiveness. Dissemination of project-related information will be evaluated based on the number of journal publications, presentations at university and professional conferences, and proceedings publications. Records of student academic performance, attendance, and advising documents will be collected and compared. The cultural growth of the exchange students will be assessed through pre- and post-culture evaluations. The development of language skills will also be evaluated through pre- and post evaluations. Records of jointly developed courses, curricula, course components, and targeted areas of improvement will be



kept. Faculty and program administrators will provide feedback on program effectiveness. A final evaluation of the entire program will be prepared within 90 days after program completion.

An external evaluation of the partner institution will be made after each year of the project to insure that the objectives of the project are met. The external evaluator for this project will be Cheryl Weidmier, Department Chair and Professor in the Department of Middle and Secondary Education at the University of Central Arkansas.



Project Evaluation Criteria and Timeline					
Year 1—2008-2009					
Objectives	Task	Date	Quantative Results	Complete	Yes No
Program Administration	Complete sub-contract with partner university in your country	September	Signed sub-contract		
	Send representative from each university to Project Directors Meeting	October	Meeting minutes		
	Schedule spring Consortium Meeting	October	Meeting dates		
	Create agenda for Project Directors Meeting	September	Meeting agenda		
	Create minutes for Project Directors Meeting	November	Meeting minutes		
	Plan summer language immersion	October	Program details		
	Create promotional materials	Fall/spring	Website, brochure		
	Complete MOA with all partner universities	June	Signed MOA		
	Send representative from each university to spring Consortium Meeting	Spring	Meeting minutes		
	Create agenda for spring Consortium Meeting	January	Meeting agenda		
	Create minutes for spring Consortium Meeting	April	Meeting minutes		
	Plan workshops for years 2, 3, 4	April	Meeting minutes		
	Evaluate student learning	Fall/spring	Pre/post tests, grades		
	Promote project to university, business, and public	Fall/spring	Press releases, Website, brochures, presentations, study abroad fair		
	Have external evaluation completed		May	Evaluation	
Complete annual report		May	Submitted report		
Student Participation	Study abroad in summer language study	Summer	Enrollment		
	Study abroad in semester-long courses	Fall/spring	Enrollment		
	Participation in video conference orientations for outgoing students	Fall/spring	Participant list		
	Participate in virtual teaming projects	Fall/spring	Participant list		
	Participate in tri-lateral Internet courses	Fall/spring	Enrollment records		
	Participate in project-based projects	Fall/spring	Enrollment records		
	Participate in course components related to project	Fall/spring	Enrollment records		
Faculty	Attendance at two consortium meetings	Fall/spring	Meeting minutes		



Project Evaluation Criteria and Timeline

Year 1—2008-2009

Objectives	Task	Date	Quantative Results	Complete	
				Yes	No
Participation	Plan research related to project objectives	Fall/spring	Journal articles		
	Plan conference presentations on projects	Fall/spring	Program		
	Plan virtual teaming modules to include in existing courses	Fall/spring	Project guidelines		
	Plan tri-lateral courses	Fall/spring	Course list		
	Plan faculty exchanges	Fall/spring	Participant list		
Global Business Interaction	Participate in strategic planning meetings via video conference and Skype	Fall/spring	Meeting notes		
	Plan internships as needed	Fall/spring	Internship details		
	Plan project-based modules with business	Fall/spring	Project guidelines		

Project Evaluation Criteria and Timeline

Year 2—2009--2010

Objectives	Task	Date	Quantative Results	Complete	
				Yes	No
Program Administration	Complete sub-contract with partner university in your country	September	Signed sub-contract		
	Send representative from each university to Project Directors Meeting	October	Meeting minutes		
	Schedule spring Consortium Meeting	October	Meeting dates		
	Create agenda for Project Directors Meeting	September	Meeting agenda		
	Create minutes for Project Directors Meeting	November	Meeting minutes		
	Plan summer language immersion	October	Program details		
	Create promotional materials	Fall/spring	Website, brochure		
	Send representative from each university to spring Consortium Meeting	Spring	Meeting minutes		
	Create agenda for spring Consortium Meeting	January	Meeting agenda		
	Create minutes for spring Consortium Meeting	April	Meeting minutes		
	Plan workshops for years 2, 3, 4	April	Meeting minutes		
	Evaluate student learning	Fall/spring	Pre/post tests, grades		
	Promote project to university, business, and public	Fall/spring	Press releases, Website, brochures,		



Project Evaluation Criteria and Timeline

Year 2—2009--2010

Objectives	Task	Date	Quantative Results	Complete	
				Yes	No
Student Participation			presentations, study abroad fair		
	Have external evaluation completed	May	Evaluation		
	Complete annual report	May	Submitted report		
	Study abroad in summer language study	Summer	Enrollment		
	Study abroad in semester-long courses	Fall/spring	Enrollment		
	Participation in video conference orientations for outgoing students	Fall/spring	Participant list		
	Participate in virtual teaming projects	Fall/spring	Participant list		
	Participate in tri-lateral Internet courses	Fall/spring	Enrollment records		
	Participate in project-based projects	Fall/spring	Enrollment records		
	Participate in course components related to project	Fall/spring	Enrollment records		
Faculty Participation	Attendance at two consortium meetings	Fall/spring	Meeting minutes		
	Plan research related to project objectives	Fall/spring	Journal articles		
	Plan conference presentations on projects	Fall/spring	Program		
	Plan virtual teaming modules to include in existing courses	Fall/spring	Project guidelines		
	Plan tri-lateral courses	Fall/spring	Course list		
Global Business Interaction	Plan faculty exchanges	Fall/spring	Participant list		
	Participate in strategic planning meetings via video conference and Skype	Fall/spring	Meeting notes		
	Plan internships as needed	Fall/spring	Internship details		
	Plan project-based modules with business	Fall/spring	Project guidelines		

Project Evaluation Criteria and Timeline

Year 3—2010--2011

Objectives	Task	Date	Quantative Results	Complete	
				Yes	No
Program Administration	Complete sub-contract with partner university in your country	September	Signed sub-contract		
	Send representative from each university to Project Directors Meeting	October	Meeting minutes		
	Schedule spring Consortium Meeting	October	Meeting dates		



Project Evaluation Criteria and Timeline

Year 3—2010--2011

Objectives	Task	Date	Quantative Results	Complete	
				Yes	No
	Create agenda for Project Directors Meeting	September	Meeting agenda		
	Create minutes for Project Directors Meeting	November	Meeting minutes		
	Plan summer language immersion	October	Program details		
	Create promotional materials	Fall/spring	Website, brochure		
	Send representative from each university to spring Consortium Meeting	Spring	Meeting minutes		
	Create agenda for spring Consortium Meeting	January	Meeting agenda		
	Create minutes for spring Consortium Meeting	April	Meeting minutes		
	Plan workshops for years 2, 3, 4	April	Meeting minutes		
	Evaluate student learning	Fall/spring	Pre/post tests, grades		
	Promote project to university, business, and public	Fall/spring	Press releases, Website, brochures, presentations, study abroad fair		
	Have external evaluation completed	May	Evaluation		
	Complete annual report	May	Submitted report		
	Study abroad in summer language study	Summer	Enrollment		
	Study abroad in semester-long courses	Fall/spring	Enrollment		
Student Participation	Participation in video conference orientations for outgoing students	Fall/spring	Participant list		
	Participate in virtual teaming projects	Fall/spring	Participant list		
	Participate in tri-lateral Internet courses	Fall/spring	Enrollment records		
	Participate in project-based projects	Fall/spring	Enrollment records		
	Participate in course components related to project	Fall/spring	Enrollment records		
	Attendance at two consortium meetings	Fall/spring	Meeting minutes		
Faculty Participation	Plan research related to project objectives	Fall/spring	Journal articles		
	Plan conference presentations on projects	Fall/spring	Program		
	Plan virtual teaming modules to include in existing courses	Fall/spring	Project guidelines		
	Plan tri-lateral courses	Fall/spring	Course list		
	Plan faculty exchanges	Fall/spring	Participant list		
	Participate in strategic planning meetings via video conference and Skype	Fall/spring	Meeting notes		



Project Evaluation Criteria and Timeline				
Year 3—2010--2011				
Objectives	Task	Date	Quantative Results	Complete Yes No
Global	Plan internships as needed	Fall/spring	Internship details	
Business Interaction	Plan project-based modules with business	Fall/spring	Project guidelines	

Project Evaluation Criteria and Timeline				
Year 4—2011--2012				
Objectives	Task	Date	Quantative Results	Complete Yes No
Program Administration	Complete sub-contract with partner university in your country	September	Signed sub-contract	
	Send representative from each university to Project Directors Meeting	October	Meeting minutes	
	Schedule spring Consortium Meeting	October	Meeting dates	
	Create agenda for Project Directors Meeting	September	Meeting agenda	
	Create minutes for Project Directors Meeting	November	Meeting minutes	
	Plan summer language immersion	October	Program details	
	Create promotional materials	Fall/spring	Website, brochure	
	Send representative from each university to spring Consortium Meeting	Spring	Meeting minutes	
	Create agenda for spring Consortium Meeting	January	Meeting agenda	
	Create minutes for spring Consortium Meeting	April	Meeting minutes	
	Plan workshops for years 2, 3, 4	April	Meeting minutes	
	Evaluate student learning	Fall/spring	Pre/post tests, grades	
	Promote project to university, business, and public	Fall/spring	Press releases, Website, brochures, presentations, study abroad fair	
	Have external evaluation completed	May	Evaluation	
Student Participation	Complete final report	September	Submitted report	
	Study abroad in summer language study	Summer	Enrollment	
	Study abroad in semester-long courses	Fall/spring	Enrollment	



Project Evaluation Criteria and Timeline

Year 4—2011--2012

Objectives	Task	Date	Quantative Results	Complete	
				Yes	No
	Participation in video conference orientations for outgoing students	Fall/spring	Participant list		
	Participate in virtual teaming projects	Fall/spring	Participant list		
	Participate in tri-lateral Internet courses	Fall/spring	Enrollment records		
	Participate in project-based projects	Fall/spring	Enrollment records		
	Participate in course components related to project	Fall/spring	Enrollment records		
	Attendance at two consortium meetings	Fall/spring	Meeting minutes		
Faculty Participation	Plan research related to project objectives	Fall/spring	Journal articles		
	Plan conference presentations on projects	Fall/spring	Program		
	Plan virtual teaming modules to include in existing courses	Fall/spring	Project guidelines		
	Plan tri-lateral courses	Fall/spring	Course list		
	Plan faculty exchanges	Fall/spring	Participant list		
	Participate in strategic planning meetings via video conference and Skype	Fall/spring	Meeting notes		
Global Business Interaction	Plan internships as needed	Fall/spring	Internship details		
	Plan project-based modules with business	Fall/spring	Project guidelines		

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 491-Mandatory_comturtimetable.pdf

Attachment 2:

Title: Pages: Uploaded File: 5881-Endorsementletters.pdf

Attachment 3:

Title: Pages: Uploaded File: 4369-comturuniversityoverviews.pdf

Attachment 4:

Title: Pages: Uploaded File: 5470-comturpersonnel.pdf



Project Time Table

Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America

D – WORK PLAN

Objectives:

The partner universities will work together to achieve the following objectives:

1. The mutual recognition and portability of academic credits among North American higher education institutions;
 - Promote student mobility through the mutual recognition and portability of academic credits and foreign language preparation
 - Create shared transportable curricula for mobile students
2. The development of shared, common, or core curricula among North American higher education institutions ;
 - Prepare business students for understanding the need for global commercial relationships, tourism, human resources, and legislative regulations in the NAFTA countries
 - Facilitate the participation of non-mobile students in shared course components, virtual teaming, and/or Internet courses
3. The acquisition of the languages and exposure to the cultures of Canada, the United- States and Mexico ;
 - Promote the acquisition of language skills and an exposure to the cultures of the NAFTA countries
4. The development of student apprenticeships or other work-related experiences; and
 - Promote the development of student internships, when appropriate
5. Increased co-operation and exchange among academic personnel from North American higher education institutions;
 - Encourage collaborations and exchanges of faculty
 - Create information networks for the dissemination of information and research on international trade regulations, fair trade, and sustainability

Expected results (for each objectives)

The following results will be achieved:

1. A Memorandum of Agreement (MOA) shall be negotiated and signed, addressing academic credit recognition and portability of academic credits among participating institutions. A mutual understanding shall be established to obtain a consensus for grade equivalencies.
2. ~~Development of shared course components, project-curricula ideas and materials among the~~ partner institutions. Meeting and initiating the student mobility processes and the ~~enhancement of curriculum~~. An examination of the impact of the immediate, social and economical aspect will be done by faculties and students and then shared with colleagues and communities;



3. Students will be familiar and comfortable with exchanges after having taken courses and training in language and culture in partner institutions. This will also enhance student's knowledge and education on foreign languages and cultures;
4. The mobile Canadian, American and Mexican students (graduate or undergraduate) will have the opportunity to have real life and productive experiences with communities and/or families from other cultures. Students will be able to observe and experience business practices and community approaches. They will also examine the impact of fair trade and sustainability strategies;
5. The exchange of faculty members will develop course components and share the benefits of the project with colleagues and students by using the technology available in each institution.



**TIMETABLE
ACTIVITIES AND DELIVERABLES**

OBJECTIVES	ACTIVITY Year 1 September 1, 2008 – August 31, 2009	DELIVERABLE	TIMELINE	LINK TO OBJECTIVE
Develop Administrative Policy	<ul style="list-style-type: none"> Administrators begin collaborating in order to design a program of activities; Memorandum of Agreement (MOA) is negotiated and signed, addressing credit recognition and portability of academic credits among participating institutions, fees and tuition arrangements, language requirements, language and cultural preparation, student visa requirements, and a common set of core curricular requirements; Representatives from both US partner universities will attend the Project Organization/Planning meeting Plan student recruitment processes Plan curriculum enhancement. 	<ul style="list-style-type: none"> Agreement on framework for institution tasks; Frameworks for partner communication and project administration; MOA signed by all parties by September 2007; Student mobility frameworks developed; Policy and procedure manuals for student/faculty exchanges; Report by institutional representatives on curriculum and areas to be developed; Evaluation committee formed. 	September to March	Link to objectives 1, 3, and 5
Assess and Enhance Curriculum Components	<ul style="list-style-type: none"> Development and exchange implemented; Shared course components, project curricula ideas and materials among the partner institutions; Obtain a consensus for grade equivalencies. 	<ul style="list-style-type: none"> Agreement on components of the curriculum; Agreement on new course elements and projects to be developed; Agreement on collaborative student projects. 	January to May	Link to objectives 1 and 5
Organize Student Mobility and Cultural Preparation	<ul style="list-style-type: none"> Recruitment strategies (including promotional materials) and selection procedures are determined and begun; Identify placements; Identify institutional resource requirements for language and cultural training; Consortium partners will attend a project Organization/Planning Meeting. One or two faculty members per university will participate for a period of approximately a week. Might be done concurrently with conference related to the subject treated in this project. Each partner institution will develop an orientation program for incoming students that includes a practical guide. 	<ul style="list-style-type: none"> Established policies on Student Mobility; Promotional tools accessible to potential candidates for the mobility exchange (in-kind contribution not included in the budget); Agreements with businesses for internships; Cultural preparation tools ready and available; Partial evaluation of activities; Guide developed for incoming students. 	November to June	Link to objectives 2 and 3



ACTIVITIES AND DELIVERABLES				
OBJECTIVES	ACTIVITY Year 2 September 1, 2009 – August 31, 2010	DELIVERABLE	TIMELINE	LINK TO OBJECTIVE
Implement Student Preparation for Exchange	<ul style="list-style-type: none"> Recruitment and selection of students from US partner institutions; Students prepare for exchange visits by taking courses and training in language and culture at home institutions; Support students in other steps of their preparation for exchange (administrative and academic formalities; research for accommodation in the host country); Recruit non-mobile students to participate in online courses and projects. 	<ul style="list-style-type: none"> List of students chosen for exchange; Modules of cultural awareness and foreign language completed / in-kind contribution not included in the budget; Courses and credits clearly defined; Student mobility guide distributed to students; Distribution of the students schedule abroad to the involved partner institutions. 	February To May	Link to objectives 1, 3, and 4
Implement Student Exchange	<ul style="list-style-type: none"> Finalize student travel arrangements; Students greeted by host institution; Offer developed material; Supervision of students involved in Internship and/or study abroad programs. 	<ul style="list-style-type: none"> Students abroad; Students familiarized with host institution apprenticeship tools; Students integrated among host institution classes; Projects and evaluation records; Internship reports. 	May to August	Link to objectives 1, 2, and 3
Assess the Impact of the Project	<ul style="list-style-type: none"> Debriefings for mobile students; Promotion of the program; Consortium activities and projects offered through the web; Meeting of project directors held – attended by a minimum of one participant per institution; Survey for non-mobile students; Pre- and post-exchange survey for mobile students. 	<ul style="list-style-type: none"> Report on student experiences; Participants' presentation in classes; Involvement of non mobile students from the three countries in the consortium; Evaluation report and suggestions for the next stage of the project. 	September to May	Link to objectives 1, 2, 3, 4, and 5



<p>Assess and Enhance Curriculum</p>	<ul style="list-style-type: none"> • On-going faculty development; • Common course components, projects, curricula and materials are shared among the partner institutions; • A standard system of grade equivalency is in place; • Orientation and individual study plans for incoming students continues; • Promotion of the program; • Identify internship; • Consortium partners will attend a project Organization/Planning Meeting. One or two faculty members per university will participate for a period of approximately a week. Might be done conjointly with conference related to the subject treated in this project. 	<ul style="list-style-type: none"> • Confirmation or improvement of curriculum components; • Confirmation or addition of new course elements to be developed; • Confirmation of collaborative student projects; • Distribution of brochures; • Agreements with businesses for internships; • Partial project evaluation. 	<p>September to May</p>	<p>Link to objectives 1, 2, 3, 4, and 5</p>
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ACTIVITIES AND DELIVERABLES

OBJECTIVES	ACTIVITY Year 3 September 1, 2010 – August 31, 2011	DELIVERABLE	TIMELINE	LINK TO OBJECTIVE
<p>Continue Preparation for Exchange</p>	<ul style="list-style-type: none"> • Recruitment and selection of students from US partner institutions; • Students prepare for exchange visits by taking courses and training in language and culture at home institutions; • Support students in other steps of their preparation for exchange (administrative and academic formalities; research for accommodation in the host country); • Recruit non-mobile students to participate in online courses and projects. 	<ul style="list-style-type: none"> • List of students chosen for exchange; • Modules of cultural awareness and foreign language completed / in-kind contribution not included in the budget; • Courses and credits clearly defined; • Student mobility guide distributed to students; • Distribution of the students schedule abroad to the involved partner institutions. 	<p>September to April</p>	<p>Link to objectives 1, 3, and 4</p>
<p>Continue Student Exchange</p>	<ul style="list-style-type: none"> • Finalize student travel arrangements; • Students greeted by host institution; • Offer developed material; • Supervision of students involved in internship and/or study abroad programs. 	<ul style="list-style-type: none"> • Students abroad; • Students familiarized with host institution apprenticeship tools; • Students integrated among host institution classes; • Projects and evaluation records; • Internship reports. 	<p>May to August</p>	<p>Link to objectives 1, 2, and 3</p>
<p>Assess the Impact of the Project</p>	<ul style="list-style-type: none"> • Debriefings for mobile students; • Promotion of the program; • Consortium activities and projects offered through the web; • Meeting of project directors held – a minimum of one participant per institution plus the national coordinator from Moncton; • Survey for non-mobile students. • Pre- and post-exchange survey for mobile students. 	<ul style="list-style-type: none"> • Report on student experiences; • Participants' presentation in classes; • Involvement of non mobile students from the three countries in the consortium; • Evaluation report and suggestions for the next stage of the project. 	<p>September to May</p>	<p>Link to objectives 1, 2, 3, 4, and 5</p>



<p>Assess and Develop Curriculum</p>	<ul style="list-style-type: none"> • On-going faculty development; • Common course components, projects, curricula and materials are shared among the partner institutions; • A standard system of grade equivalency is in place; • Orientation and individual study plans for incoming students continues; • Promotion of the program; • Identify internship; • Consortium partners will attend a project Organization/Planning Meeting. One or two faculty members per university will participate for a period of approximately a week. Might be done conjointly with conference related to the subject treated in this project. 	<ul style="list-style-type: none"> • Confirmation or improvement of curriculum components; • Confirmation or addition of new course elements to be developed; • Confirmation of collaborative student projects; • Distribution of brochures; • Agreements with businesses for internships; • Partial project evaluation. 	<p>September to May</p>	<p>Link to objectives 1, 2, 3, 4, and 5</p>
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ACTIVITIES AND DELIVERABLES

OBJECTIVES	ACTIVITY Year 4 September 1, 2011 – August, 2012	DELIVERABLE	TIMELINE	LINK TO OBJECTIVE
<p>Continue Preparation for Exchange</p>	<ul style="list-style-type: none"> • Recruitment and selection of students from US partner institutions; • Students prepare for exchange visits by taking courses and training in language and culture at home institutions; • Support students in other steps of their preparation for exchange (administrative and academic formalities; research for accommodation in the host country); • Recruit non-mobile students to participate in online courses and projects. 	<ul style="list-style-type: none"> • List of students chosen for exchange; • Modules of cultural awareness and foreign language completed / in-kind contribution not included in the budget; • Courses and credits clearly defined; • Student mobility guide distributed to students; • Distribution of the students schedule abroad to the involved partner institutions. 	<p>September to May</p>	<p>Link to objectives 1, 3, and 4</p>
<p>Continue Student Exchange</p>	<ul style="list-style-type: none"> • Finalize student travel arrangements; • Students greeted by host institution; • Offer developed material; • Supervision of students involved in internship and/or study abroad programs. 	<ul style="list-style-type: none"> • Students abroad; • Students familiarized with host institution apprenticeship tools; • Students integrated among host institution classes; • Projects and evaluation records; • Internship reports. 	<p>May to August</p>	<p>Link to objectives 1, 2, and 3</p>
<p>Assess the Impact of the Project</p>	<ul style="list-style-type: none"> • Debriefings for mobile students; • Promotion of the program; • Consortium activities and projects offered through the web; • Meeting of project directors held – a minimum of one participant per institution plus the national coordinator from Moncton; • Survey for non-mobile students. • Pre- and post-exchange survey for mobile students. 	<ul style="list-style-type: none"> • Report on student experiences; • Participants' presentation in classes; • Involvement of non mobile students from the three countries in the consortium; • Evaluation report and suggestions for the next stage of the project. 	<p>September to May</p>	<p>Link to objectives 1, 2, 3, 4, and 5</p>



<p>Assess and Develop Curriculum</p>	<ul style="list-style-type: none"> • On-going faculty development; • Common course components, projects, curricula and materials are shared among the partner institutions; • A standard system of grade equivalency is in place; • Orientation and individual study plans for incoming students continues; • Promotion of the program; • Identify Internship; • Consortium partners will attend a project Organization/Planning Meeting. One or two faculty members per university will participate for a period of approximately a week. Might be done conjointly with conference related to the subject treated in this project. 	<ul style="list-style-type: none"> • Confirmation or improvement of curriculum components; • Confirmation or addition of new course elements to be developed; • Confirmation of collaborative student projects; • Distribution of brochures; • Agreements with businesses for internships; • Project evaluation. • Report on student experiences; • Evaluation and preparation of the final report; • Submission of final activity report to FIPSE 	<p>September to May</p>	<p>Link to objectives 1, 2, 3, 4, and 5</p>
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March 1, 2008

U.S. Department of Education
Fund for the Improvement of Post-Secondary Education
Washington, D.C. 20202

RE: FIPSE Grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America"

This letter confirms that the University of Central Arkansas, the College of Business Administration, the Office of International Programs, the Office of the Registrar, and the office of World Languages, Literature & Culture endorses and intends to fully participate in the FIPSE Program for North American Mobility as a partner in the **FIPSE Grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America"**.

The University has full knowledge and a complete understanding of the contents of this proposal submitted by the members of the project. The objectives of the program are particularly suited to the international mission of our University and will be supported by the faculty and staff throughout the life of the project.

I confirm that I am authorized to endorse this application on behalf of the University of Central Arkansas.

Yours very truly,

A handwritten signature in black ink, appearing to read 'Lu Hardin', written over a large, stylized flourish.

Lu Hardin
President

LH:sl

Office of the Provost



UNIVERSITY OF CENTRAL ARKANSAS

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March 1, 2008

U.S. Department of Education
Fund for the Improvement of Post-Secondary Education
Washington, D.C. 20202

RE: FIPSE Grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America"

This letter confirms that the University of Central Arkansas endorses and intends to fully participate in the FIPSE Program for North American Mobility as a partner in the FIPSE Grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America".

As Chief Academic Officer, the Provost is responsible for instructional programs, academic personnel, information technology, the library, registrar, and policies related to those areas. The Office of the Provost will ensure that faculty and staff at UCA will promote the objectives of this FIPSE grant proposal throughout the life of the project.

I confirm that I am authorized to endorse this application on behalf of the University of Central Arkansas.

A handwritten signature in black ink, appearing to read "Keith Atkinson".

Keith Atkinson, PhD, CPA
Provost and Dean of Faculty



March 1, 2008

U.S. Department of Education
Fund for the Improvement of Post-Secondary Education
Washington, D.C. 20202

Re: FIPSE Grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America"

Please accept this confirmation that the Office of the Registrar at the University of Central Arkansas will participate in the FIPSE Program for North American Mobility "Alliance to Promote Fair Trade and Sustainable Development." This office will also fully support the lead institution in Mexico and the other cooperating institutions in Mexico, Canada, and the U.S.

The Office of the Registrar intends to comply with signed agreements regarding credit transfers between partner institutions. The Office of the Registrar fully understands and agrees with the contents of the proposal submitted by the members of this project. The project objectives are suited to the international mission of UCA and its College of Business Administration.

Please note through my signature below that I am authorized to endorse this application on behalf of the Office of the Registrar at our University.


Anthony D. Sitz
University Registrar



201 Donaghey Avenue
Conway, Arkansas 72034-0001 USA
Telephone: (501) 487-1447
Facsimile: (501) 487-1508
E-mail: ip@uca.edu

March 28, 2008

U.S. Department of Education
Fund for the Improvement of Post-Secondary Education
Washington, D.C. 20202

RE: FIPSE Grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America"

On behalf of the Office of International Programs of the University of Central Arkansas, please accept this as an indication of our support of this application for a grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America".

The Office of International Programs supports this program by providing a broad range of immigration advising and support services to program participants. Our mission includes providing learning opportunities for students, faculty, and staff, as well as fostering and facilitating international and multicultural understanding both on campus and in the community.

As the individual responsible for international initiatives at UCA, I am authorized to endorse this application of our institution.

A handwritten signature in black ink, appearing to read 'Jim Brosam', written over a faint circular stamp or watermark.

Jim Brosam
Associate Vice President for International Affairs



College of Business Administration

UNIVERSITY OF CENTRAL ARKANSAS



201 Donaghy Avenue
Conway, Arkansas 72035-0001, U.S.A.
Telephone: (501) 656-5400

March 13, 2008

U.S. Department of Education
Fund for the Improvement of Post-Secondary Education
Washington, D.C. 20202

RE: FIPSE Grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America"

The College of Business Administration fully supports the initiative and application for the FIPSE Grant entitled, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America".

With the growing international community in central Arkansas, the University of Central Arkansas has developed a strong campus-wide mission to work collaboratively with other countries to promote future growth and understanding as we encounter increasing globalization. This project will offer students exciting ways to engage more fully in international business practices and education. We believe that the efforts of universities, communities, organizations, and businesses are essential for developing a competitive advantage as we meet the globalization challenges of the twenty-first century.

The institutions involved in this project have a proven record of success in developing academic programs with overwhelmingly positive results. For these reasons, on behalf of the College of Business Administration, I support the proposed initiative.

Sincerely,

Michael J. Rubach, Ph.D., J.D.
Associate Professor of Management
Chair, Marketing/Management Department



March 1, 2008

U.S. Department of Education
Fund for the Improvement of Post-Secondary Education
Washington, D.C. 20202

RE: FIPSE Grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America"

Representing the University of Central Arkansas' Department of World Languages, Literature & Culture, I fully support the application for the FIPSE Grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America".

Our University understands that future relationships and the economic welfare of the United States and other countries will depend substantially on increasing language skills and international understanding in the business community and creating awareness among the public about the internationalization of the economy. Through providing students with increased language and intercultural knowledge, we will encourage collaborative business education and training in the United States, Canada, and Mexico. Building on the strengths of the faculty and staff of the participating institutions, this project will provide world-class education and increased global competitiveness and cooperation.

This grant would help the University provide funding to students for summer language preparation and for semester-long study abroad in another country. One of the ways we support students from other countries who attend school here is by providing intensive English language courses when they arrive to help them make the transition linguistically.

Having collaborated closely with the College of Business on several previous FIPSE-funded consortia, the Department of World Languages, Literature & Culture is confident in endorsing the concept, goals, methodology of the proposed initiative.

A handwritten signature in cursive script that reads "Phillip Bailey".

Phillip Bailey
Chair, World Languages, Literature & Culture



**CALIFORNIA STATE
UNIVERSITY**
E A S T B A Y

Office of the President
Warren Hall, Suite 912
25800 Carlos Bee Boulevard • Hayward, CA 94542-3001
510.885.3877 • 510.885.3808 (fax)

March 25, 2008

U.S. Department of Education
Fund for the Improvement of Post-Secondary Education
Washington, D.C. 20202

RE: FIPSE Grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America"

To Whom It May Concern:

This letter confirms that the California State University, East Bay, and the College of Business and Economics endorses and intends to fully participate in the FIPSE Program for North American Mobility as a partner in the FIPSE Grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America".

The University has full knowledge and a complete understanding of the contents of this proposal submitted by the members of the project. The objectives of the program are particularly suited to the international mission of our University and will be supported by the faculty and staff throughout the life of the project.

I confirm that I am authorized to endorse this application on behalf of the California State University, East Bay.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Mohammad H. Qayoumi".

Mohammad H. Qayoumi
President



**CALIFORNIA STATE
UNIVERSITY
EAST BAY**

Office of the Provost and Vice President, Academic Affairs

CALIFORNIA STATE UNIVERSITY, EAST BAY

15800 Carlos Bee Boulevard, Hayward, CA 94542-3007

510.885.3711 • 510.885.2295 (fax) • <http://www.cstatebay.edu/OAA>

March 17, 2008

U.S. Department of Education
Fund for the Improvement of Post-Secondary Education
Washington, D.C. 20202

RE: FIPSE Grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America"

This letter confirms that the California State University, East Bay endorses and intends to fully participate in the FIPSE Program for North American Mobility as a partner in the FIPSE Grant, "Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America".

As the Provost is responsible for instructional programs, academic personnel, information technology, the library, registrar, and policies related to those areas. The Office of the Provost will ensure that faculty and staff at CSU, EB will promote the objectives of this FIPSE grant proposal throughout the life of the project.

I confirm that I am authorized to endorse this application on behalf of the California State University, East Bay.

Michael Mahoney
Provost and Vice President,
Academic Affairs

INSTITUTO VENEZOLANO
 DE INVESTIGACIONES
 CIENTÍFICAS Y LINGÜÍSTICAS

MTRO. JOSE LUIS LEON RAMIREZ.
 DIRECTOR GENERAL ESPECIAL
 DE LA COMISIÓN PARA LA MOVILIDAD DE LA
 FUERZA DE TRABAJO DE AMÉRICA DEL NORTE,
 (COMISIONADO GENERAL DE LA FUERZA DE TRABAJO
 DE AMÉRICA DEL NORTE)
 CAROLINA, N. CAROLINA, EE. UU.

El presente documento se refiere al programa "Alianza para
 facilitar las relaciones comerciales y el turismo a través del Desarrollo de
 Recursos Humanos en América del Norte", que es patrocinado por el
 gobierno de los Estados Unidos de América y la Comisión para el
 Desarrollo Económico y Social para América Latina y el Caribe, con el
 propósito de facilitar la movilidad de la fuerza de trabajo
 entre las Américas del Norte y del Sur, así como de la Eneaduna de la

América del Sur. Serán beneficiarios de esta movilidad los
 estudiantes de las universidades de México y las Universidades
 de los Estados Unidos de América, East Bay en Etadunidos de
 México, Michigan State University, East Bay en Etadunidos de
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 Universidades de los Estados Unidos de América, East Bay en Etadunidos
 de México, Michigan State University, East Bay en Etadunidos de
 México, Michigan State University, East Bay en Etadunidos de México,

El presente es un manual de uso productivo destinado a
los estudiantes de la Facultad de Ingeniería de la Universidad de
Bolivia, con el fin de facilitar el acceso a los recursos de
información y de apoyo académico que se encuentran en el
sitio web de la Facultad de Ingeniería de la Universidad de
Bolivia, así como de facilitar el acceso a los recursos de
información y de apoyo académico que se encuentran en el
sitio web de la Facultad de Ingeniería de la Universidad de
Bolivia.

Este manual es un producto de la Facultad de Ingeniería de la
Universidad de Bolivia.

Atentamente,
ESTUDIOS DE ÁREA - TRABAJO
Tercera Edición de febrero de 2008.
EL DIRECTOR

M. en C. MIGUEL ANGEL AGUAYO LOPEZ.

DEPARTAMENTO DE ECONOMÍA
ACADÉMICO DE BOGOTÁ

BOGOTÁ, D. C., 1977

CONFERENCIA DE ECONOMÍA
DEPARTAMENTO DE ECONOMÍA
ACADÉMICO DE BOGOTÁ
BOGOTÁ, D. C., 1977

CONFERENCIA DE ECONOMÍA DEPARTAMENTO DE ECONOMÍA DE BOGOTÁ, D. C., 1977. "EFECTIVIDAD PARA FACILITAR LAS RELACIONES COMERCIALES Y EL TURISMO A TRAVÉS DEL DESARROLLO DE RECURSOS HUMANOS EN AMÉRICA DEL NORTE"

El presente documento es el resultado de la Conferencia de Economía de Bogotá, D. C., 1977, que se celebró en el Hotel El Virrey, Bogotá, D. C., los días 15, 16 y 17 de agosto de 1977. Los ponentes fueron: Dr. Carlos Rodríguez Cordero, Universidad de la Sabana; Dr. Alfonso López, Universidad de la Sabana; Dr. Alfonso López, Universidad de la Sabana; Dr. Alfonso López, Universidad de la Sabana.

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Dr. Carlos Rodríguez Cordero
Dr. Alfonso López
Dr. Alfonso López
Dr. Alfonso López



SECRETARIA
DE TURISMO



Maestro
JOSE LUIS LEON RAMIREZ
Director de Proyectos Especiales
Direccion General de Educacion Superior
Secretaria de Educacion Publica.

Señor Director de Proyectos Especiales
Direccion General de Educacion Superior
Secretaria de Educacion Publica
Calle de la Universidad 1000
Colima, Colima, Mexico

Señor Secretario de Turismo
Secretaria de Turismo
Calle de la Universidad 1000
Colima, Colima, Mexico

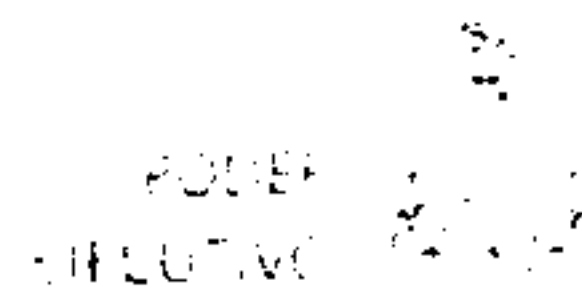
Asencia para facilitar las relaciones comerciales y el turismo a través del desarrollo de recursos humanos en America del Norte

ATENCIÓN
"SUFRAGIO EFECTIVO NO REELECCION"
Colima, Col. 15 de febrero 2008.
EL SECRETARIO DE TURISMO

SERGIO MARCELINO BRAVO SANDOVAL

DIVISION DE...

DELEGACION MANZANILLA



SECRETARIA PARTICULAR

OFICIO SF 0029/2008

JOSE LUIS LEON RAMIREZ

Director de Planeación y Estrategia
Secretaría de Planeación y Estrategia
Secretaría de Planeación y Estrategia

El presente documento tiene como objeto informar a la Escuela de Comercio Exterior de la Universidad de Colima sobre el proyecto de Alianza para Facilitar las Relaciones Comerciales y el Turismo a través del Desarrollo de Recursos Humanos en América del Norte dentro del marco del Mercado de Valores de América del Norte. Con este proyecto los alumnos de esta escuela podrán beneficiarse y participar en la movilidad estudiantil que se ofrece en el marco de la Alianza para Facilitar las Relaciones Comerciales y el Turismo a través del Desarrollo de Recursos Humanos en América del Norte involucrados.

El presente documento tiene como propósito que esta Escuela de Comercio Exterior de la Universidad de Colima participe con el proyecto "ALIANZA PARA FACILITAR LAS RELACIONES COMERCIALES Y EL TURISMO A TRAVÉS DEL DESARROLLO DE RECURSOS HUMANOS EN AMÉRICA DEL NORTE" dentro del marco del Mercado de Valores de América del Norte. Con este proyecto los alumnos de esta escuela podrán beneficiarse y participar en la movilidad estudiantil que se ofrece en el marco de la Alianza para Facilitar las Relaciones Comerciales y el Turismo a través del Desarrollo de Recursos Humanos en América del Norte involucrados.

Atentamente,
GILBERTO RAMÍREZ GARCÍA
SECRETARIO GENERAL DE LA ESCUELA

DR. GUILLERMO ADAME FUENTES

SECRETARÍA DE PLANEACIÓN Y ESTRATEGIA DE LA UNIVERSIDAD DE COLIMA

DESPACHO DEL GOBERNADOR
SECRETARÍA DE PLANEACIÓN Y ESTRATEGIA



Presidencia Municipal



C. Maestro
JOSE LUIS LEON RAMIREZ
 Director de Proyectos Especiales
 Dirección General de Educación Superior
 Secretaría de Educación Pública
 Av. San Fernando No. 1
 Col. Toriello Guerra
 Delegación Tlalpán
 C.P. 14050 México, D.F.

El presente documento es el resultado de una visita de campo realizada en la **Escuela de Comercio Exterior de Manzanillo** de la **Universidad de Colima** con el propósito de conocer el funcionamiento de esta institución que se manifiesta en un alto nivel de cumplimiento de sus actividades.

El presente documento es el resultado de una visita de campo realizada en la **Escuela de Comercio Exterior de Manzanillo** de la **Universidad de Colima** con el propósito de conocer el funcionamiento de esta institución que se manifiesta en un alto nivel de cumplimiento de sus actividades. **Alianza para promover el comercio justo y el desarrollo sustentable** dentro de la Comunidad de Manzanillo en el Estado de Colima. Con este propósito se realizó una visita de campo a la escuela de Comercio Exterior de la Universidad de Colima, con el fin de conocer el funcionamiento de esta institución que se manifiesta en un alto nivel de cumplimiento de sus actividades.

El presente documento es el resultado de una visita de campo realizada en la **Escuela de Comercio Exterior de Manzanillo** de la **Universidad de Colima** con el propósito de conocer el funcionamiento de esta institución que se manifiesta en un alto nivel de cumplimiento de sus actividades.

NO REBELACIÓN
 EL PRESIDENTE MUNICIPAL
 VIRGILIO MENDOZA AMEZCUA



Asociación de Agentes Aduanales
del Puerto de Manzanillo, Colima, A.C.

Asociación de Agentes Aduanales del Puerto de Manzanillo, Colima, A.C.

Mtro. José Luis León Ramírez

Director General de Estudios
Internacionales de la Universidad de Colima
Calle de la Universidad 1001
Colima, Colima, C.P. 23000
Tel: (477) 717 0000
Fax: (477) 717 0001
E-mail: leone@ucom.mx

En el marco de la colaboración que existe entre la Escuela de Comercio Exterior de Manzanillo de la Universidad de Colima y la Asociación de Agentes Aduanales del Puerto de Manzanillo, Colima, A.C. se ha desarrollado el programa de intercambio de personal docente y académico que tiene como finalidad promover el desarrollo profesional de los docentes y académicos de ambas instituciones.

El presente programa de intercambio se realizará durante el periodo de 2012-2013 con el propósito de facilitar las relaciones comerciales y el turismo a través del desarrollo de recursos humanos en América del Norte. El programa se realizará en la comunidad estudiantil de la Escuela de Comercio Exterior de Manzanillo de la Universidad de Colima, que tiene como finalidad facilitar la formación académica y profesional de los estudiantes de esta institución, así como la adaptación a otras culturas y con ello promover el desarrollo sustentable de la comunidad estudiantil y el desarrollo sustentable de la región de Manzanillo, Colima, a través de la implementación de este programa.

Por lo tanto, se emite CARTA DE RECOMENDACIÓN para los fines y usos que a continuación se describen en el presente documento.

ATENTAMENTE
Miguel C. J. de los Monteros
DIRECTOR DE LA ASOCIACIÓN DE AGENTES
ADUANALES DEL PUERTO DE MANZANILLO, COLIMA, A.C.

LIC. MIGUEL HUMBERTO SILVA ESPINOZA DE LOS MONTEROS





PODER EJECUTIVO DEL
ESTADO LIBRE Y
SOBERANO DE TABASCO

**GOBIERNO DEL ESTADO DE TABASCO
DESPACHO DEL C. GOBERNADOR**

Villahermosa, Tabasco, 30 de Enero de 2008

Mtro. José Luis León Ramírez
Director de Proyectos Especiales,
Dirección General de Educación Superior
Secretaría de Educación Pública
México, D.F.

Estimado Maestro:

En el extremo del estado de Tabasco es de suma importancia que la Secretaría de Educación Pública haya considerado a la Universidad Juárez Autónoma de Tabasco en el programa "Alianza para Promover el Comercio Justo y el Desarrollo Sustentable" lo cual permitirá que nuestros docentes, administrativos y alumnos de la máxima casa de estudios de los tabasqueños, puedan realizar intercambios con Instituciones de Educación Superior de los Estados Unidos de Norte América y Canadá.

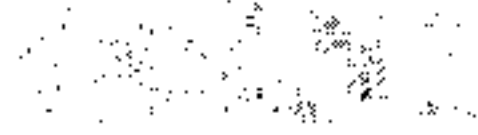
No me cabe la menor duda, que con acciones de este tipo nuestro nivel educativo logrará mejorar sustancialmente su calidad.

Por ello el gobierno que me honro en presidir respalda este programa que tiene como fin formar profesionales altamente competitivos acordes a las exigencias del Estado y del país.

Con esta oportunidad le envío un cordial saludo

Atentamente
"Sufragio Efectivo. No Reelección"

Quim. Andrés Rafael Granier Melo
Gobernador Constitucional del Estado de Tabasco



Mitahermosa, Tabasco, 27 de Agosto de 1977

Excmo. Sr. Ministro

Mi querido Sr. Ministro, me complace
informarle que he sido designado
por el Sr. Gobernador de Tabasco para
representar a la industria de Tabasco
ante el Sr. Ministro.


Atentamente,
Miguel Alemán

En el momento de haberme designado para representar a la industria de Tabasco ante el Sr. Ministro, me complace informarle que he sido designado por el Sr. Gobernador de Tabasco para representar a la industria de Tabasco ante el Sr. Ministro. Me complace informarle que he sido designado por el Sr. Gobernador de Tabasco para representar a la industria de Tabasco ante el Sr. Ministro.

Me complace informarle que he sido designado por el Sr. Gobernador de Tabasco para representar a la industria de Tabasco ante el Sr. Ministro.

De la propia industria de Tabasco, me complace informarle que he sido designado por el Sr. Gobernador de Tabasco para representar a la industria de Tabasco ante el Sr. Ministro.

Miguel Alemán


Sr. Miguel Alemán, Excmo. Sr. Ministro
Secretaría de Economía, D.F. Estado de Tabasco





ASOCIACIÓN MEXICANA DE HOTELES Y MOTELES DE TABASCO, A. C.



Ministerio de Tabasco, 11 de febrero de 2008

Oficio número: AMHMT/022/2008.

Asunto: Apoyo para participación en el Programa "Avanza para Fronteras del Comercio Sustentable".

Mtro. José Luis León Ramírez
Director de Proyectos Especiales
Dirección General de Educación Pública
Secretaría de Educación Pública
México, D. F.

Por medio del presente se tiene expedido el apoyo de la Asociación Mexicana de Hoteles y Moteles de Tabasco, A. C. a la Escuela Académica de la Facultad de Ciencias Administrativas de la Universidad Juárez Autónoma de Tabasco en el Centro de México en el Programa "Avanza para Fronteras del Comercio Sustentable".

Este tipo de asistencia de colaboración permitirán que nuestros profesionales se vuelvan más competitivos en el ámbito nacional e internacional, lo que también fomenta el turismo académico y comercial a través de la formación.

Quedo a su disposición para cualquier información.

Atentamente
Por una Hotelería Sustentable

Lic. Luis Arcadio Gutiérrez León
Presidente de la Asociación Mexicana
de Hoteles y Moteles de Tabasco, A. C.

ASOCIACIÓN MEXICANA DE HOTELES Y MOTELES DE TABASCO, A. C. - INDUSTRIAL
CALLE PUNTA ROJO DE VERMOSA TABASCO, MÉXICO
TEL: (993) 314 2012 / TEL. FAX: 314 2011
WWW.AMHMT.COM - amhmt@amhmt.com / www.amhmt.com



7 de enero de 2008

SECTUR/073/2008



Mtro. Jose Luis León Ramirez
Director de Proyectos Especiales
Dirección General de Educación Pública
Secretaría de Educación Pública
México, D.F.

Estimado Maestro:

Para la Secretaría de Turismo del Estado de Tabasco es muy grato recibir a la División Anatómica de Ciencias Económico Administrativas de la Universidad de la Amistad de Tabasco a fin de que participe en el Programa "Educación para el Empleo y el Comercio Justo" y el Día del Sustentador, pues ello permitirá que los estudiantes de esta Casa de Estudios, al igual que estudiantes de universidades como la Universidad de los Estados Unidos de Norteamérica y Canadá.

Estoy convencida de que con acciones de este tipo estaremos formando grupos altamente competitivos de acuerdo a las exigencias del estado y del país.

Hago propicia la ocasión para enviarle un cordial saludo!

Atentamente

Lic. Dulce Maria Paloma Rives Robles
Secretaria



UNIVERSITÉ DE MONCTON
EDMONTON MONCTON SHERBROOKE

Cabinet du recteur

Le 19 mars 2008

Monsieur Tom McCloskey
Programme de mobilité nord-américaine en éducation supérieure
Mobilité Académique Internationale
Direction générale de l'apprentissage
Ressources humaines et Développement social Canada
200, rue Montcalm
Tour 2 niveau 0
Gatineau (Québec) K1A 0J9

Objet : Programme de mobilité Nord-américaine en éducation supérieure

Monsieur McCloskey,

Il m'est agréable de confirmer l'appui de la direction de l'Université de Moncton à la proposition ci-jointe intitulée «Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America» dans le cadre du Programme de mobilité Nord-américaine en éducation supérieure proposé par Ressources humaines et développement social Canada.

Cette proposition s'inscrit directement dans la politique d'internationalisation de l'Université de Moncton. Par ailleurs, la mobilité étudiante figure comme priorité numéro un au sein de cette politique et les projets de mobilité soutenus par le gouvernement canadien visant à développer la mobilité des étudiants universitaires entre le Canada, les États-Unis et le Mexique sont d'une grande importance pour le succès de sa mise en œuvre.

Sachant bien que vous porterez à ce dossier l'attention qu'il mérite, je vous prie d'agréer, Monsieur, l'expression de mes sentiments les meilleurs.

Le recteur et vice-chancelier,



Yvon Fontaine

YF/ro

Université de Moncton
110, rue de la Couronne
Moncton, Nouveau Brunswick
E3B 5A6

Téléphone 504 856-4111
Téléfax 504 856-4112

Site Web www.umoncton.ca
www.umoncton.qc.ca



UNIVERSITÉ DE MONCTON
CAMPUS DE MONCTON

Bureau des relations internationales

Le 25 mars 2008

Monsieur Tom McCloskey
Programme de mobilité nord américaine en éducation supérieure
Mobilité Académique Internationale
Direction générale de l'apprentissage
Ressources humaines et Développement social Canada
200, rue Montcalm
Tour 2, niveau 0
Gatineau (Québec), K1A 0J9

Objet : Programme de mobilité Nord-américaine en éducation supérieure

Monsieur McCloskey,

Il m'est agréable de confirmer l'appui du Bureau des relations internationales de l'Université de Moncton à la proposition ci-jointe intitulée : «Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America» dans le cadre du Programme de mobilité Nord-américaine en éducation supérieure proposé par Ressources humaines et développement social Canada.

Cette proposition s'inscrit directement dans la politique d'internationalisation de l'Université de Moncton. Par ailleurs, la mobilité étudiante figure comme priorité numéro un au sein de cette politique et les projets de mobilité soutenus par le gouvernement canadien visant à développer la mobilité des étudiants universitaires entre le Canada, les États-Unis et le Mexique sont d'une grande importance pour le succès de sa mise en œuvre.

Sachant bien que vous porterez à ce dossier l'attention qu'il mérite, je vous prie d'agréer, Monsieur McCloskey, l'expression de mes sentiments les meilleurs.

Le directeur,

Benoit Bourque



UNIVERSITÉ DE MONCTON
CAMPUS DE MONCTON

Faculté d'administration
Bureau du doyen

Le 12 février 2008

Monsieur Tom McCloskey
Programme de mobilité nord-américaine en éducation supérieure
Mobilité Académique Internationale
Direction générale de l'apprentissage
Ressources humaines et Développement social Canada
200, rue Montcalm
Tour 2, niveau 0
Gatineau (Québec) K1A 0J9

Objet : Programme de mobilité nord-américaine en éducation supérieure

Monsieur,

Il m'est agréable de confirmer l'appui de la direction de la Faculté d'administration à la proposition ci-jointe du projet intitulé « Alliance to Facilitate Commercial Relationships and Tourism Through the Development of Human Resources in North America » dans le cadre du Programme de mobilité nord-américaine en éducation supérieure proposé par le ministre du Développement des ressources humaines Canada.

Cette proposition s'inscrit dans la politique d'internationalisation de l'Université de Moncton et vient consolider le mouvement d'internationalisation de l'ensemble de ses activités. La Faculté d'administration soutient ainsi les efforts du gouvernement canadien qui vise à développer la mobilité des étudiants universitaires entre le Canada, les États-Unis et le Mexique.

Sachant bien que vous porterez à ce dossier l'attention qu'il mérite, je vous prie d'agréer, Monsieur, l'expression de mes sentiments les meilleurs.

Le doyen,


Gaston LeBlanc

Pièce jointe



UNIVERSITÉ DE MONCTON
CAMPUS DE MONCTON

Faculté des sciences de la santé et des services communautaires
École de kinésiologie et de récréologie

Le 15 février 2008

Monsieur Tom McCloskey
Programme de mobilité nord-américaine en éducation supérieure
Mobilité Académique Internationale
Direction générale de l'apprentissage
Ressources humaines et Développement social Canada
270, rue Montcalm
Tour 2, niveau 0
Gatineau, Québec
CANADA K1A 0H9

Bonjour,

Nous avons le plaisir d'appuyer le projet intitulé « Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America » dans le cadre du Programme de mobilité Nord-américaine en éducation supérieure.

Nous sommes d'avis que ce projet bénéficiera grandement à la formation de nos étudiantes et étudiants des programmes de baccalauréat en intervention thérapeutique et de baccalauréat en récréologie.

Vous remerciant de l'attention que vous apporterez à cette requête, veuillez agréer mes salutations les meilleures.

Hubert Roussel, Ph.D.
Directeur
École de kinésiologie et de récréologie
Université de Moncton



Le 8 février 2007

Monsieur Tom McCloskey
Programme de mobilité nord américaine en éducation supérieure
Mobilité Académique Internationale
Direction générale de l'apprentissage
Ressources humaines et Développement social Canada
200, rue Montcaim, Tour 2, niveau 0
Gatineau (Québec) CANADA K1A 0J9

Monsieur,

Par la présente, je tiens à appuyer la direction de l'Université de Moncton pour le Programme de mobilité Nord-américaine en éducation supérieure.

Ce projet correspond en effet à la stratégie du plan de prospérité du Nouveau-Brunswick, en terme de créer des partenariats stratégiques avec le gouvernement, les entreprises, les universités, les travailleurs et les collectivités.

Le gouvernement appuie les efforts de l'Université de Moncton qui visent à mobiliser les ressources et travailler avec tous les partenaires pour maximiser les avantages concurrentiels du Nouveau-Brunswick.

En vous remerciant de l'attention que vous portez à ce dossier, je vous prie d'agréer, Monsieur, l'expression de mes salutations distinguées.

La Sous-ministre adjointe,

Mirelle Cyr

Tel. Téléphone : (506) 444-4746
Fax. Télécopieur : (506) 444-8512

PO Box 6080
Fredericton
New Brunswick
Canada E3B 4H1

Cas postale 6080
Fredericton
Nouveau-Brunswick
Canada E3B 4H1

Le 17 mars 2008

Monsieur Tom McCloskey
Programme de mobilité nord-américaine en éducation supérieure
Mobilité Académique Internationale
Direction générale de l'apprentissage
Ressources humaines et Développement social Canada
200, rue Montcalm
Tour 2, niveau 0
Gatineau (Québec) K1A 0J9

Par la présente, je tiens à appuyer la direction de l'Université de Moncton pour le Programme de mobilité Nord-américaine en éducation supérieure.

Ce projet correspond en effet à la stratégie du plan de prospérité de la ville de Moncton, en terme de créer des partenariats stratégiques avec le gouvernement, les entreprises, les universités, les travailleurs et les collectivités.

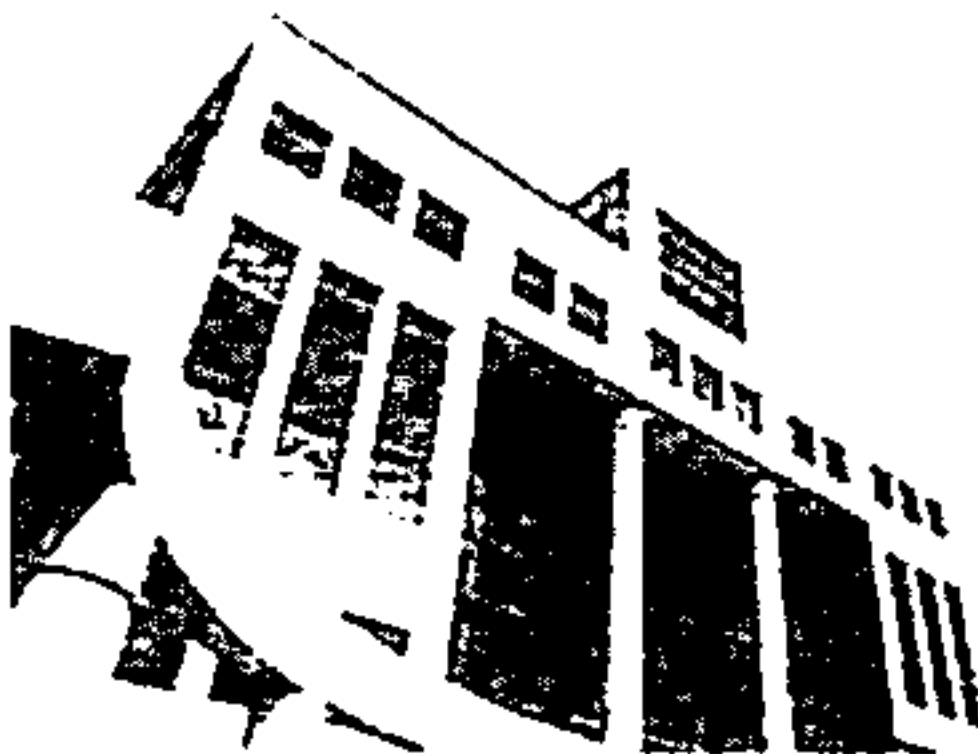
La ville de Moncton appuie les efforts de l'Université de Moncton qui vise à mobiliser les ressources et travailler avec tous les partenaires pour maximiser les avantages concurrentiels de la région de Moncton.

En vous remerciant de l'attention que vous portez à ce dossier, je vous prie d'agréer, Monsieur, l'expression de mes salutations distinguées.

Le Maire de la Ville de Moncton


Lorne M. Mitton

np



Office of the Mayor
100, rue de la Cour
Moncton
N1A 1B1
506-853-3553

Bureau du maire
100, rue de la Cour
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Téléphone : 506-856-4343
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COMEAU'S SEA FOODS LIMITED

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le 18 mars 2008

Monsieur Tom McCloskey
Programme de mobilité nord américaine en éducation supérieure
Mobilité Académique Internationale
Direction générale de l'apprentissage
Ressources humaines et Développement social Canada
200, rue Montcalm
Tour 2, niveau 0
Gatineau, Québec
K1A 0J9

Monsieur,

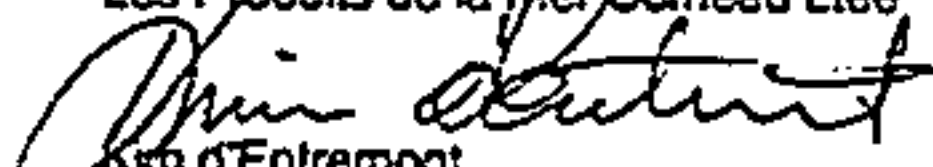
En tant que représentant de Comeau's Sea Foods Limited/Les Produits de la mer Comeau Ltée, je vous prie d'accepter ceci comme l'expression de notre volonté de participer et d'appuyer l'Université de Moncton, ainsi que leurs partenaires canadiens, américains et mexicains dans le consortium « Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America », dans le cadre du Programme de mobilité Nord-américaine en éducation supérieure.

Nous sommes convaincus que ce programme d'échange offrira aux étudiant(e)s l'opportunité de développer leurs capacités à saisir la complexité culturelle et les opportunités présentes sur la scène internationale afin de travailler dans le contexte économique actuel qui se veut de plus diversifié. Notons que les futures relations et la bonne santé économique du Canada vont dépendre substantiellement de l'amélioration des compétences internationales dans la communauté d'affaire et de la sensibilisation du public par rapport à l'internationalisation de l'économie.

Nous soutenons cette initiative parce que nous croyons que les efforts de travailler en collaboration avec les institutions éducatives, la communauté, les organisations publiques et privées sont essentiels pour le développement d'un avantage compétitif étant donné les défis de globalisation du vingt et unième siècle. De plus, ces institutions sont reconnues pour leurs succès dans le développement de programmes universitaires avec des résultats positifs.

Dans l'espoir que ce projet sera pris en considération, je vous prie, Monsieur, d'agréer nos salutations distinguées.

Comeau's Sea Foods Limited
Les Produits de la mer Comeau Ltée


Jim d'Entremont
Vice-président

March 19, 2008

Program for North American Mobility in Higher Education,
International Academic Mobility Initiative
National Office of Literacy and Learning
Human Resources and Social Development Canada
140 Promenade du Portage, Phase IV
Gatineau, QC K1A 0J9

Members of the Selection Committee:

**Re: Program for North American Mobility in Higher Education
Alliance to Facilitate Commercial Relationships and Tourism through the Development of
Human Resources in North America**

I wholeheartedly endorse and support this project with our Canadian Partner Université de Moncton in New Brunswick; our partners in the United States, the University of Central Arkansas and California State University East Bay from the US; and our Mexican partners, the Universidad de Colima and the Universidad Juárez Autónoma de Tabasco from Mexico.

During the past thirty years, Malaspina University-College has made a strong commitment to international education through a wide range of initiatives including linkages with national and international institutions; international student recruitment; exchange programs for domestic students; and developmental projects with southern partners. Malaspina University-College has also been a leader in internationalization of the curriculum and has organized an international symposium in this area in past years. Malaspina University-College's Board, together with its Executive and Education Council, actively supports and promotes international activities within our University-College community.

Therefore, it is with pleasure that I write this letter of support for this North American Mobility Project. This project, with its focus on student exchanges and curriculum development, is entirely consistent with our long-term international strategy. Students from our partner institutions will be made very welcome at our campuses in British Columbia and we are fully committed to providing the resources necessary for the implementation of this program.

Sincerely,



Ralph Wilson, Ph.D.
President & CEO

March 25, 2008

Program for North American Mobility In Higher Education,
International Academic Mobility Initiative
National Office of Literacy and Learning
Human Resources and Social Development Canada
140 Promenade du Portage, Phase IV
Gatineau, QC K1A 0J9

Members of the Selection Committee:

Re: Program for North American Mobility in Higher Education
Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human
Resources in North America

The North American Mobility In Higher Education Program (NAMP) is an exciting project that the Faculty of Management strongly supports. In my role as dean of the faculty, I enthusiastically support the Malaspina University College submission. Together with our Canadian partners at the Université de Moncton in New Brunswick we look forward to the day when our students can participate in exchanges with the University of Central Arkansas and California State University East Bay from the US; and the Universidad de Colima and the Universidad Juárez Autónoma de Tabasco from Mexico.

Within the Faculty of Management we include business disciplines such as Accounting, Finance, Economics, Marketing, Management, International Business and Human Resource Management. However we also include industry focussed areas of study such as Tourism Management, Hospitality Management and Recreation and Sport Management. Across these programs we have many students and faculty who are looking forward to NAMP becoming a reality. It is long recognized that all sectors of our economies are increasingly integrated for the benefit of our respective countries. A program such as NAMP affords our students a wonderful opportunity to learn in a different setting, across cultures and perhaps languages to make lasting contacts of both a professional and personal nature.

What is exciting about NAMP is not just the opportunities it affords our students who are chosen to study in the US or Mexico, but also the experiences the American and Mexican students bring to our classrooms as we welcome them to Malaspina. In addition our faculty look forward to curriculum development opportunities. Internationalizing our programs is an on-going project and NAMP will add to those efforts. We appreciate the opportunity to submit our proposal and look forward to the day when our students can participate.

Sincerely,



Mike Mann
Dean, Faculty of Management

March 27, 2008

Program for North American Mobility in Higher Education,
International Academic Mobility Initiative
National Office of Literacy and Learning
Human Resources and Social Development Canada
140 Promenade du Portage, Phase IV
Gatineau, QC K1A 0J9

Members of the Selection Committee:

Re: Program for North American Mobility in Higher Education
Alliance to Facilitate Commercial Relationships and Tourism through the Development of
Human Resources in North America

I strongly support this global business management project with our Canadian Partner Université de Moncton in New Brunswick; our partners in the United States, the University of Central Arkansas and California State University East Bay from the US; and our Mexican partners, the Universidad de Colima and the Universidad Juárez Autónoma de Tabasco from Mexico.

Malaspina University-College has been a leader in international education initiatives in Canada for many years and has worked hard to give our students, staff and faculty opportunities to gain international experience. Our international strategy puts prime importance on internationalization activities and we have been active in providing workshops, seminars and presentations for local, national and international attendees. We have offer many field trips abroad and send and receive numerous study abroad students each year. Our Faculty of Management faculty members are excited about the opportunities that this proposal would bring and they have begun working on NAFTA relationships by planning a business field school in Mexico this summer. This application will support our business students and faculty to develop relationships with our NAFTA partners.

In summary, International Education will provide strong support for all of the activities related to this proposal and will work closely with all parties involved to ensure that the project stays on track and meets its goals.

Sincerely,



Brock Dykeman
Dean, International Education





Our Ref. 62402

March 27, 2008

Program for North American Mobility in Higher Education
International Academic Mobility Initiative
National Office of Literacy and Learning
Human Resources and Social Development Canada
140 Promenade du Portage, Phase IV
Gatineau QC K1A 0J9

Members of the Selection Committee:

**Re: Program for North American Mobility in Higher Education
Alliance to Facilitate Commercial Relationships and Tourism through the
Development of Human Resources in North America**

The Ministry of Advanced Education (AVED) of the Province of British Columbia fully supports the project proposal made by Malaspina University-College (MUC) under the North American Mobility in Higher Education Program. AVED encourages the involvement of our post-secondary institutions in a wide range of international cooperation including hosting international students, student exchanges, and institutional partnerships.

This letter confirms that MUC is an accredited, publicly funded institution within the public post-secondary education system in the Province of British Columbia, Canada, and currently operates under the authority of the *College and Institute Act* (R.S.B.C. 1996 c.52). MUC is authorized to offer a range of university credit, technical, vocational, and general interest programs. A degree or diploma from MUC is recognized throughout the world, and is comparable to degree and diploma programs offered anywhere in North America.

Best wishes for the success of this program.

Sincerely,

Tom Vincent
Assistant Deputy Minister

ps/

pc: Distribution List Follows

... /2

Ministry of
Advanced Education

Office of the
Assistant Deputy Minister

Students and Learning Division
PO Box 9145, Stn Prov Govt
Victoria BC V8W 9T6

Telephone: (250) 356-0075
Facsimile: (250) 356-5468

pc: Ms. Lucille Landry
International Mobility Service
Université de Moncton

Mr. Ralph Nilson, President and CEO
Malaspina University-College

Mr. Mike Mann, Dean
Faculty of Management
Malaspina University-College

Ms. Audrey Hansen
International Education
Malaspina University-College



**Overviews: US, Canadian, and Mexican Universities
Alliance to Facilitate Commercial Relationships and Tourism through the
Development of Human Resources in North America**

US

University of Central Arkansas

Established in 1907, UCA has experienced significant growth and change in recent years. In the fall of 2007, approximately 12,619 undergraduate and graduate students attended classes taught by an instructional staff of over 500. The faculty at UCA represents many of the most prestigious institutions in the United States. Home to students from 75 counties in Arkansas, UCA enrolls students from 43 other states and approximately 61 other countries. This mid-sized university populated by predominantly undergraduate students is comprised of 62.4 percent female, 39.9 percent male, approximately 19.5 percent nontraditional (age 25 and up), 17.8 percent minority, and 3.7 percent international. The average ACT score of entering freshmen (23.3) is 2.8 points above average of Arkansas colleges and universities and is 2.1 points above the national average. UCA is located in Conway, a thriving city of 57,000. Conway is also home to two private colleges, and is just 30 miles from the state capital of Little Rock.

The University of Central Arkansas (UCA), a statewide comprehensive university, seeks to deliver the best undergraduate education in Arkansas as well as excellent graduate programs in selected disciplines. The University offers a variety of undergraduate and graduate programs in liberal and fine arts, in the basic sciences, and in technical and professional fields in addition to its historical emphasis in the field of education. UCA strives to maintain the highest academic quality and to assure that its curriculum remains current and responsive to the needs of those it serves. The University's mission is expressed in its commitment to the personal, social, and intellectual growth of its students; its support for the advancement of knowledge; and its service to the community as a public institution.

The University implements its mission through its emphasis on certain central purposes:

1. To deliver excellent curricula in general education, in degree programs at the undergraduate and graduate levels, and in continuing education.
2. To support its programs with personnel of the highest quality and with optimum resources and facilities.
3. To create a campus community that supports students in their personal, social, and intellectual growth.
4. To enhance interaction and understanding among diverse groups and to cultivate global perspectives.
5. To foster learning and the advancement of knowledge through research and other scholarly and creative activities.
6. To serve the public in ways appropriate to the mission and resources of the University.



The commitment of the University to internationalization is evidenced by the establishment of the UCA-Netherlands program in 1998, minors in Latin American Studies and Asian Studies added in 1997, degree program in International Studies added in 2006, and the inclusion of World Cultural Traditions as a required category for the General Education of all students.

The University of Central Arkansas has six colleges: Business Administration, Education, Fine Arts & Communication, Health & Behavioral Sciences, Liberal Arts, and Natural Sciences & Mathematics. UCA offers more than 110 degree programs, including over thirty graduate degree programs. Academic programs have consistently ranked high or highest among those in the state in independent reviews. UCA is accredited by the North Central Association of Colleges and Schools. Many of the disciplines are approved by their national accrediting agencies.

The College of Business Administration is internationally accredited by the International Association for Management Education (AACSB). The College offers degree programs at the undergraduate level in Accounting, Business Administration, Economics, Finance, Insurance & Risk Management, Marketing, Management Information Systems, and Management. A Master of Business Administration program with an optional concentration in International Business is provided through the College of Business Administration to serve the needs of area businesses. The international reputation of the MBA program attracts students from countries around the world. The program offers students the opportunity to study in Mexico, Canada, and Europe. In fall of 2007, the College served over 3,600 students, 1,669 undergraduate majors, and 132 graduate students. The College of Business Administration provides students with highly qualified, innovative and accomplished faculty; an extensive computing infrastructure with the latest technologies; a continuously updated and improved curriculum; and a flexible schedule of classes, all in an accessible, comfortable campus setting.

The College is nationally recognized for its many outstanding programs and student organizations. The Small Business Advancement National Center features a nationally and internationally recognized website (<http://www.sbaer.uca.edu>). The Center is on the forefront of helping small businesses increase their competitiveness and to more rapidly innovate using the Internet and technology. It also provides an excellent small business counseling program. Through this program, thousands of small businesses have received advice. Many businesses use the Center for major research projects and consultation. The Center involves students, as well as faculty, to help students gain hands-on experience with real-world business problems. The SBANC also conducts an international exchange program for businesses, students, and faculty.

The commitment of the College to internationalization is evidenced by the inclusion of the course Global Environment of Business as a required course for all students pursuing a BBA degree, establishment of a B.A. in Economics with specialization in International Trade (1992), establishment of a BBA in Economics with specialization in International Trade (1994), and ongoing faculty and student exchange programs with over a dozen European Universities.



Faculty members in the College of Business are recognized by their peers as leaders in the profession. UCA business professors presently serve or have served, for example, as Presidents of the Arkansas College Teachers of Economics and Business, the Central Arkansas Chapter of the Institute of Management Accountants, the Central Arkansas Chapter of the Information Systems Audit and Control Association, the International Congress of Political Economists, the International Academy of Business Disciplines, the North American Economic and Finance Association, the Southwest Social Science Association, the Southwest Administrative Services Association, and the Southwest Economics Association. Many faculty members serve as Editor, Associate Editor, or on the Editorial Boards of leading journals in their respective fields. A member of the Department of Accounting served on the Greater Little Rock Chamber of Commerce Public Education Task Force. Two out of the last three years UCA has won the Southwest Business Deans Award for innovation. Faculty members engage in high quality research which is published in both top academic journals and in professional and trade publications widely read by business professionals.

The College of Business Administration was founded in 1969 with Dr. Conrad Carroll as its founding dean. Much earlier, the Department of Economics and Sociology was established and non-credit business courses were offered on the campus. A major in Business Administration was introduced in 1949, and the student business club was organized with 133 charter members in the same year. A separate major in Accounting was inaugurated in 1966 and was soon followed by separate majors in other business disciplines. The initiation of the MBA program in 1971 was a major milestone in the history of the College. The next significant accomplishment occurred three years later when the College of Business Administration moved into the new Burdick Business Administration Building. In 1984 the College became the fourth institution in Arkansas to achieve international recognition for its high quality through accreditation by AACSB.

The mission of the College is to provide high quality education for aspiring business leaders and to serve the business community. The vision of the College is to be recognized as the premier undergraduate business program in the state of Arkansas and as the provider of a distinctive, high quality MBA program.

The College's primary activity is offering high quality undergraduate education. It provides a distinctive, high quality MBA program as a service to the business community and in furtherance of the University mission of offering graduate education in selected areas of particular strength. The College especially values applied research and instructional development, which provides support for the scholarship of teaching and enhances the professional development of faculty and staff. At the College, continuous improvement and innovation in curriculum, teaching and intellectual contributions; professional service to the University and community to support its teaching and intellectual contribution objectives; educational opportunities to international students to further its commitment to globalization and support for the University's objectives in international education are encouraged. Students are prepared for careers and leadership in a global, knowledge-based economy.



California State University, East Bay

The California State University Board of Trustees approved a proposal to rename the campus to California State University, East Bay on January 26, 2005. The name was chosen to reflect the university's new, broader mission to serve the region of the greater East Bay.

CSUEB's main campus is located in Hayward. CSUEB also has a campus in Concord in Contra Costa County, and a professional development center in Oakland. Continuing education programs are available at all three locations. CSUEB is known for its Solar Energy Project. Solar panels were installed on four campus rooftops and are used to generate supplemental power during peak periods and is one of the largest photovoltaic systems in Northern California. Since its completion in 2004 the University has received recognition on a regional and national level for the project; those include:

A \$3.4 million rebate from PG & E, the largest rebate issued to date for solar power installation.

CSUEB offers 38 undergraduate degree programs and 28 Masters degree programs in addition to its teacher education program. The university also has a doctoral program in Educational Leadership (Ed.D.) held in cooperation with the University of California, Berkeley, San Francisco State University and San José State University. The academic departments of the University are organized into four colleges:

- College of Business and Economics
- College of Education and Allied Studies
- College of Letters, Arts, and Social Sciences
- College of Science

The university is best known for its College of Business and Economics; the 1995 September issue of Success Magazine reported the university as one of the 25 best business schools for entrepreneurs. The ranking was based on four key criteria: qualifications of faculty, entrepreneurship curriculum, academic standards and student scores, and quality and depth of resources. The CSUEB College of Business and Economics is ranked as the up and comers of the 25 schools to watch by Columbia University, Massachusetts Institute of Technology (MIT), and Stanford University. The University was also ranked 8th among Top Regional Public Schools in the West in U.S. News and World Report's 1999 America's Best Colleges guidebook. In 2003, the College of Business and Economics was ranked by Business Week as one of the Top Business Schools in the West. The Princeton Review selected California State University, East Bay, as a "Best in the West" college in 2005, 2006, and 2007.



CANADA

Université de Moncton (Moncton, NB)

The University of Moncton (Université de Moncton) is tributary to over 140 years of university education in Atlantic Canada, with French being the main language of instruction. High-quality instruction, a diverse range of subjects, and focus on society and communities are hallmarks of the university and its city. An enrolment of approximately 6,000 students attends this institution of higher education, including full-time, part-time and international students. Around 200 programs in 50 different fields are offered, including majors in Administration, Arts & Social Sciences, Law, Sciences, Education, Engineering, and the Forestry Science. Technology is fundamental to the institution. A new virtual library provides services to students regardless of their physical location.

The University of Moncton has three campuses, one in each francophone section of New Brunswick including Moncton, Edmundston and Shippagan. Approximately 550 students are enrolled full-time in Edmundston. The Campus offers four bachelor programs (agroforestry, forestry, nursing, arts and social sciences) and preparatory programs in health sciences (leading to programs in medicine, dentistry, etc.), business administration, arts and social sciences, education, and sciences. The Shippagan campus enrolls over 400 full-time students a year. This campus offers five bachelor and diploma programs in sciences, nursing and administration (there are 3 administration programs). It also offers research programs in peat, fisheries, marine products and aquaculture. This campus has a 1-12 student/professor ratio which is a valued aspect within the campus' teaching performance.

The university focuses strongly on the international scene. It has a great deal of international collaborations in all continents of the world. These partnerships include development projects such as the *Ecosystems Management in Burkina Faso* project, as well student exchange programs in over 20 countries. Diversifying and increasing the number of partnership with Canadian and foreign universities is always one of the main targets simply because it brightens the youth horizon. Students can easily study abroad with grants offered by the university.



Malaspina University-College (Nanaimo, BC)

Malaspina University-College represents a unique combination of a degree-granting university and a practical college that offers the best of both worlds to students. There are four campuses: three on Vancouver Island (Nanaimo Campus, Cowichan Campus and the Parksville-Qualicum Centre), and one on the mainland (Powell River Campus). More than 10,000 full-time students are enrolled at the main Nanaimo campus in a broad range of academic, degree, career/technical, and vocational programs.

As a university-college, the institution prides itself on its “applied” focus and its commitment to engaging and challenging students. Students are supported through personal interaction, small-scale learning environments, and sensitivity to their needs.

Malaspina University-College has a centralized International Education Department, which has been active for the past twenty years. It provides in-Canada educational opportunities for approximately 1000 international students from 50 countries and international experiences for approximately 200 Canadian students annually. The department includes an International Student Services area that addresses the specific academic and personal needs of visiting students. Malaspina enjoys linkages with 25 international institutions, and has been involved in providing management, training, and technical assistance in development projects in Asia, Africa, Central and South America, and the Caribbean.

We welcome students with different backgrounds, cultures, life experiences, and interests, and celebrate their diversity.



Mexico

Universidad de Colima

La Universidad de Colima es una institución pública de vanguardia, que forma profesionales y científicos con sentido creativo, innovador, humanista y altamente competitivos, comprometidos en el desarrollo armónico de la sociedad, en su entorno nacional e internacional.

Dentro de cinco años, la U. de C. presentará las siguientes características:

- Cuerpos académicos consolidados organizados de manera colegiada y vinculados a redes académicas internacionales.
- Líneas de generación y aplicación del conocimiento que permiten el desarrollo disciplinario de frontera y la atención a las necesidades sociales prioritarias.
- Procesos formativos que favorecen el desarrollo integral de sus estudiantes, propician su crecimiento personal, el autoaprendizaje y el desarrollo de competencias para la solución creativa de las necesidades del entorno.
- Programas educativos innovadores, flexibles, acreditados por su calidad en la formación de profesionales ante organismos especializados reconocidos por el Consejo Para la Acreditación de la Educación Superior, COPAES.
- Programas y procesos administrativos que por su eficiencia y eficacia permiten una rendición de cuentas a la sociedad. Infraestructura y espacios físicos adecuados y suficientes.
- Procesos de gestión y toma de decisiones eficientes basados en órganos colegiados. Alianzas estratégicas con los sectores público, privado y organizaciones no gubernamentales para la promoción del desarrollo social con equidad y justicia.
- Programas para el rescate, promoción y enriquecimiento de la identidad y valores locales y nacionales, en el contexto universal de la cultura. Marco normativo completo y actualizado que regula las actividades académicas, administrativas y laborales, garantizando estabilidad y su buen funcionamiento.

Las instalaciones de la Universidad de Colima están distribuidas alrededor del estado en 5 *campus* o delegaciones, ubicados en los municipios de Colima, Villa de Álvarez, Coquimatlán, Tecomán y Manzanillo. En cada *campus* se han agrupado las facultades, bachilleratos y oficinas administrativas, procurando guardar una estrecha relación con las características geográficas y económicas de la zona.

La Universidad de Colima es una institución pública y autónoma. Tiene una población de 23,000 estudiantes. Cuenta con 32 bachilleratos, imparte 53 licenciaturas, 8 programas de profesional asociado y 42 programas de posgrado en las áreas de Ciencias Agropecuarias, Ciencias de la Salud, Ciencias Naturales y Exactas, Ciencias Sociales y Administrativas; Educación y Humanidades e Ingeniería y Tecnología.

La población total de la Universidad es de 23,000 alumnos. Divididos el 48% en el nivel Medio Superior, el 49% en el nivel Superior y el 3% en el nivel de posgrado



La planta de profesores que atiende los programas de licenciatura es de 729 docentes, de los cuales 34 pertenecen al Sistema Nacional de Investigadores, 190 son de tiempo completo, 84 de medio tiempo y 455 laboran por hora. El personal de posgrado asciende a 183, de los cuales 33 son de tiempo completo, 3 de medio tiempo y 147 por hora. Contamos con 6 grandes laboratorios, cinco bibliotecas con 93127 volúmenes que incluyen libros, colecciones especiales y tesis, 1879 equipos de cómputo, 1635 para el uso de estudiantes y 244 para el personal académico. La universidad tiene una destacada participación a través de sus programas de difusión cultural y deportes.

Nuestros proyectos de vinculación exitosos con la industria se realizan a través de nuestro Centro Nacional Editor de Discos Compactos, del Centro de transferencias Silvícola de Colima y del Centro Universitario de Apoyo a la Productividad.

La experiencia de la Universidad de Colima en la cooperación nacional e internacional se expresa en la existencia de 270 convenios de colaboración con universidades nacionales y del extranjero. Año con año realizamos proyectos de Colaboración con financiamiento externo de la Agencia Española de Cooperación Internacional, AECI, de la Asociación Nacional de Universidades de Centro América CSUCA, y de la SEP a través de los proyectos de movilidad con América del Norte. Los proyectos de colaboración bilaterales nos permite estrechar nuestros lazos académicos y de investigación con universidades de Estados Unidos, Canadá, prácticamente todos los países de América Latina, con Francia, España, Suecia, Nueva Zelanda, Japón, Corea y Tailandia.



Universidad Juárez Autónoma de Tabasco

La Universidad Juárez Autónoma de Tabasco, como Institución de Educación Superior Pública, tiene la misión de contribuir de manera significativa al desarrollo del país, con particular interés en el Estado de Tabasco. Esta noble tarea se realiza mediante la formación de profesionales que posean un amplio y riguroso dominio disciplinar; capacidad de percepción y respuesta a las necesidades reales de la región y el país. Individuos dispuestos a participar con ética y responsabilidad en la transformación y el desarrollo social.

En el año 2008, la Universidad Juárez Autónoma de Tabasco habrá logrado fortalecerse académicamente con la definición colegiada de un nuevo modelo académico que estructure y armonice las funciones básicas, con el respaldo de sus cuerpos académicos consolidados, la recomposición de su oferta educativa, el impulso fuerte a la investigación, el acercamiento con los sectores externos, la aportación de productos de su trabajo académico pertinentes y oportunos, las relaciones de coordinación y complementación con otras instituciones, el logro de una presencia e imagen en los ámbitos estatal, nacional e internacional, y la acreditación y certificación de la calidad lograda.

Los antecedentes de la educación superior en la entidad nos llevan a reconocer las gestiones realizadas en 1861 por el entonces gobernador del estado, don Victorio Victorino Dueñas, ante el Presidente de la República, Licenciado Benito Juárez García, para crear un centro de enseñanza profesional en Tabasco.

Esta propuesta fue escuchada, y el presidente Juárez autorizó una partida presupuestal por \$52,000.00 procedente de los bienes nacionalizados. Así en 1879, fueron inaugurados los primeros cursos en el Instituto Juárez, siendo gobernador del estado el doctor Simón Sarlat Nova, y primer director del Instituto el Licenciado Manuel Sánchez Mármol.

Durante las dos últimas décadas del siglo XIX, la oferta educativa estuvo conformada por las carreras de Agricultura, Veterinaria, Agrimensura, Notariado, Abogacía, Comercio, pedagogía, Jurisprudencia y Farmacia, así como estudios de secundaria y preparatoria. La matrícula escolar del Instituto Juárez no pasaba de 100 alumnos al año.

Según consta en la memoria gubernamental del general Abraham Bandala, en ese mismo período, debido al excesivo número de estudiantes en la carrera de Abogacía, se reformaron los Planes de Estudio y el Reglamento del Instituto a fin de brindar una mejor enseñanza en beneficio de los educandos y de la propia sociedad tabasqueña.

Derivado de lo anterior, el 15 de mayo y el 13 de junio de 1895 se expidieron respectivamente las reformas al Reglamento Interior y al Plan de Estudios, respectivamente, de acuerdo con lo cual la carrera de Jurisprudencia tendría una duración de seis años; las de Notariado y Agrimensura, tres y las de Farmacia y Profesor de Primaria Superior serían de cuatro años cada una.



Durante las primeras décadas del siglo XX se realizaron numerosas modificaciones a los Planes y Programas de Estudios; en 1917 se reiniciaron las Licenciaturas de Abogacía y Notariado, que habían sido suprimidas en 1912. en 1919 se cerró la carrera de Jurisprudencia y se dio inicio a las carreras de Ingeniería Topográfica, Contaduría de Comercio y Enseñanza Normal.

En su informe de labores presentando el 16 de septiembre de 1944, el entonces gobernador Noé de la flor Casanova dio a conocer que el Instituto Juárez contaba con 227 alumnos y el presupuesto asignado ascendía a \$65,000.00, suma concedida por el Gobierno Federal presidido por el General de División Manuel Ávila Camacho.

Al año siguiente, en la misma fecha patriótica, el gobernador De la Flor Casanova refirió que el subsidio otorgado al Instituto Juárez por el Gral. Ávila Camacho se había incrementado con una partida de \$50,00.00, cantidad que permitió construir el ala derecha del edificio, el segundo piso y un anexo en el ala izquierda para nuevas aulas del Instituto.

El 1 de agosto de 1947, por gestiones del gobernador Francisco J. Santamaría, el Instituto Juárez pasó a formar parte de la Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES).

Durante la dirección del Licenciado Belisario Colorado, el Presidente de la República, licenciado Miguel Alemán Valdés, hizo una visita el 25 de abril de 1950 a las instalaciones del Instituto Juárez, en la que se le solicitó la fundación de la Universidad de Tabasco. La petición fue autorizada, y para tal fin se creó el Comité Pro Universidad de Tabasco. En 1954 se publicó la Ley Orgánica del Instituto Juárez.

En 1958, el Licenciado Antonio Ocampo Ramírez, Director del Instituto Juárez, elaboró el proyecto de ley para transformar al Instituto en Universidad. Tras la aprobación de H. Congreso del Estado, el 20 de noviembre de ese mismo año se llevó a cabo el acto protocolario y se hizo oficial la creación de la Universidad Juárez Autónoma de Tabasco.

Al Licenciado Ocampo Ramírez le correspondió el honor de ser el primer Rector de la Institución y emitir la ley Orgánica correspondiente. Para entonces, la Universidad contaba con las licenciaturas de Derecho, Ingeniería, Medicina Veterinaria, y Zootecnia, Comercio, Normal de Maestros, Enfermería y Obstetricia y Preparatoria.

Gracias al impulso dado por el gobernador el Licenciado Carlos Alberto Madrazo Becerra se construyó la Ciudad Universitaria, misma que fue inaugurada en 1964 por el presidente Adolfo López Mateos y en este espacio empezaron a funcionar las diversas licenciaturas, con excepción de las preparatorias diurna y nocturna, así como las Escuelas de Medicina y de Leyes que estaban situadas fuera del campus universitario.

En diciembre de 1966, fecha memorable, se le otorgó la autonomía a nuestra Institución denominándose, a partir de entonces, Universidad Juárez Autónoma de Tabasco.



En julio 1976 se publicó en el Periódico Oficial del estado la modificación a la Ley Orgánica Universitaria, por la cual se organizaron escuelas e institutos. En ese mismo año se creó la carrera de Ingeniería Mecánica Eléctrica y la Licenciatura en Administración. Las preparatorias se separaron de la Universidad y se construyeron, en el kilómetro 25 de la carretera Villahermosa – Teapa, las instalaciones de la escuela de Medicina Veterinaria y Zootecnia, que fue denominada Rancho Escuela. De esta manera se inició el proceso de descentralización universitaria.

En 1978 el Presidente de la República José López Portillo y el Gobernador Ing. Leandro Rovirosa Wade, inauguraron el edificio de la Escuela de Derecho, ubicado en la colonia Reforma. En 1982, dentro del proceso de descentralización universitaria iniciado años atrás, fueron inauguradas, en el municipio de Cunduacán, las instalaciones de la Facultad de Ingeniería por el Presidente de la República José López Portillo y, más adelante, en septiembre, se agregó a la Facultad la carrera de Ingeniería Química.

Tres años después se puso en marcha el proyecto integral de reforma de la Universidad denominado Proyecto de Excelencia y Superación Académica 1985-1988. el proyecto fue el primer Plan Institucional de Desarrollo que diseñó un modelo universitario. De acuerdo al proyecto se estableció un modelo de organización matricial para la Universidad. Surgieron así las Divisiones Académicas que aglutinan todos los programas educativos en áreas del conocimiento.

En 1987 el congreso local expidió el Decreto 662 que contiene la Ley Orgánica de nuestra Universidad. En 1990 el H. Consejo Universitario aprobó cinco nuevas licenciaturas: Arquitectura, Manejo de Recursos Naturales, Idiomas, Psicología, Nutrición y las especialidades en docencia, Administración Pública, Contribuciones Fiscales y Finanzas. El H. Consejo Universitario aprobó en 1991 la creación de la División Académica de Educación y Artes de la Unidad Centro, la cual quedó integrada por las Licenciaturas en Comunicación, Ciencias de la Educación e Idiomas, además de los Talleres Culturales y el Centro de Enseñanza de Idiomas. Ese mismo año se otorgaron por primera vez las Becas al Desempeño Docente a los maestros universitarios más destacados.

En 1996 se introdujo la modalidad de Examen General de Calidad Profesional para titulación. Un año después, a fin de ampliar el servicio educativo y con el apoyo del Licenciado Roberto Madrazo pintado, Gobernador Constitucional del Estado, se llevó a cabo el proyecto de un nuevo campus denominado Extensión Universitaria de los Ríos, el cual fue ubicado en el municipio de Tenosique y donde hoy se imparten las carreras de Licenciado en Informática Administrativa, Ingeniería en Alimentos, Ingeniería en Acuicultura, y la Licenciatura en Derecho con el Sistema Abierto y a Distancia.

Así, al inicio del año 2000, la Universidad enfrentó el nuevo milenio ofreciendo 33 licenciaturas, 17 especialidades, 10 maestrías y la carrera de Enfermería en el nivel técnico superior. Con un total de 26,525 alumnos, que acuden a las diversas Divisiones y a los Centros de Extensión Universitaria, y una planta docente conformada por 1,520 profesores.



US Universities: Personnel Information
Alliance to Facilitate Commercial Relationships and Tourism through the Development of Human Resources in North America

The North American Mobility Coordinator in the U.S. will be **Dr. Rebecca Gatlin-Watts**, Professor of Marketing and Management in the College of Business Administration. Dr. Gatlin-Watts is an experienced administrator, whose leadership roles include: MBA Director, Committee Chair, and FIPSE Project Coordinator. Her responsibilities in these roles include: program development, personnel supervision, budget management, and resource allocation. Her experience and relationships with faculty and administrators enable her to provide valuable leadership and insights while ensuring a smooth coordination across the organizational structure. She teaches Multicultural Communication at the undergraduate level. She is currently serving as coordinator for a North American Mobility grant. She previously served as Co-Coordinator for an EC-US Mobility grant. Her international experience includes numerous visits and lectures in Europe, Mexico, and Canada. During the spring of 2005, she was a visiting professor and researcher at the Universite de Mons-Hainaut in Mons, Belgium for four weeks and a guest lecturer at the Universidad de Vic in Vic, Spain for one week. During the summer of 2001, she taught Multicultural Communications in Maastricht, Netherlands. She has a close working relationship with members of Business Administration, World Languages, and numerous other contacts across campus. Her research agenda includes foreign language requirements in AACSB schools, multicultural communication, ethics, technology trends, virtual teaming, and conflict in multicultural teams.

Assistant Project Coordinator will be **Ms. Marsha Carson**, Instructor in the Marketing and Management Department at the University of Central Arkansas. Ms. Carson primarily teaches Business Communications and has taught Diversity/Multicultural Communications. Her international experience includes serving as liaison for international exchange students, international virtual teaming projects with students and faculty, videoconferencing with international teams, assisting with writing and administering grants for international exchange, participation in an international conference in Mexico, participation in FIPSE projects and conferences, participation in recruiting students from Mexico, and collaborating with professors from Mexico and Canada. She currently serves as Project Evaluator for Alliance to Promote Fair Trade and Sustainable Development. Ms. Carson's research agenda includes perceptions of ethical behavior, multicultural communication, global virtual teaming, and business communication.

Dr. Michael Rubach, Chair of the Marketing and Management Department and Associate Professor of Management, University of Central Arkansas. Dr. Rubach has taught international business at the University of Central Arkansas - Netherlands (UCAN), Maastricht, Netherlands and international strategic management in the Master of Business Administration program, University of Cairo, Cairo, Egypt, (in conjunction with Georgia State University). He has lectured at the Universite de Mons-Hainaut in Mons, Belgium and in the MBA program at the University of Tirana, Tirana, Albania. He also was a visiting professor in the Master of Business Administration program at the University of Texas at Arlington where he taught Strategic Management as an internet-based course. He earned his Ph.D. in Management (Business Policy



and Strategy) from the University of Nebraska at Lincoln, a J.D. from Creighton University, and M.B.A. from the University of Nebraska at Omaha. Dr. Rubach's research interests include corporate governance, especially stakeholder relationships and executive compensation, comparative corporate governance, and international strategic management. His works on comparative corporate governance and business ethics have appeared in the *Journal of World Business* and *Journal of Business Ethics*.

Dr. Phillip Bailey, Professor of French and Chair of the Department of World Languages, Literatures, and Culture, is a former lead investigator of the University of Central Arkansas' FIPSE funded project entitled "The Alliance for the Promotion of Cross-Cultural Understanding for Business Students." This group of four U.S. and four European universities worked during the three-year grant period (2001-2004) to encourage student mobility between business students at eight partner institutions. Consortium partners continue to exchange students. Dr. Bailey has also published numerous articles in the field of second language acquisition and has overseen study abroad programs in Belgium, France, Mexico, New Brunswick, Québec, and Spain. He will evaluate the language equivalency of UCA French students prior to their study abroad experience and oversee credit transfer for all language courses.

Jaime Zambrano joined the University of Central Arkansas in 1991, after teaching at the University of Missouri and Stephens College in Columbia, Missouri. He is currently an Associate Professor of Spanish. He completed his undergraduate work at Columbia University where he received a bachelor's degree (1980). He received a master's degree (1986) in Spanish and a Ph.D. (1993) in Romance Languages from the University of Missouri-Columbia. He has published the book, *La Violencia en Colombia: La Ficción de Alvarez Gardeazábal y el Discurso Histórico*, in Kathleen March's series, "Wor(l)ds of Change: Latin American and Iberian Literature," New York: Peter Lang, 1997; also, the article "La Nueva Narrativa de Gustavo Alvarez Gardeazábal." in *Hispanamérica Revista de Literatura*, vol. XXVI, nos. 76/77 (April-August 1997). His research area of interest is contemporary Spanish American narrative. He has overseen study abroad programs in Spanish at the University of Guadalajara, Mexico, at the University of the Americas in Puebla, Mexico, at the University of Costa Rica, and at the Costa Rican Language Academy. He will evaluate the students' Spanish proficiency and the language equivalency of UCA students prior to their study abroad experience.

Daniel E. Martin, Ph.D. is an assistant professor of Management at Cal State East Bay. His areas of research interest include: Human Resource Management, Ethics Racism and Prejudice, Assessment, Survey Methodology, Evaluation Research, Intelligence and Humor. Dan is also co-founder and vice president of Alinea Group, a California-based firm with offices in Washington, DC and San Francisco; Alinea Group provides Industrial/Organizational Psychology and business management expertise to private and public organizations. Formerly a Research Fellow for the US Army Research Institute as well as a Personnel Research Psychologist for the US Office of Personnel Management, he has worked with a wide array of organizations in personnel selection, organizational assessment, executive coaching and workforce planning. Dan holds a Ph.D. in Industrial/Organizational/Social psychology from Howard University. Dan is published in various professional journals including *Intelligence*, *Ethics and Behavior*, *Military Psychology*, *Skeptic Magazine* and the *Journal of Applied Psychology* and is a professional



member of the National Speakers Association, the Society for Industrial/Organizational Psychology, the American Evaluation Association, both the DC and Northern California chapters of the Personnel Testing Council, and the Bay Area Applied Psychologists.

Asha Rao is a tenured Associate Professor of Management at California State University East Bay. Previously, she was an Assistant Professor at McGill University in Canada, and Rutgers University in New Jersey. Dr. Rao teaches business courses on the dynamics of managing conflict and negotiations, cross-cultural management, international human resource management, and organizational behavior, in the Executive MBA and MBA programs in the U.S. and overseas for both CSU and Rutgers University (China, Hong Kong, Singapore, India).

Dr. Rao conducts research and provides management training in cross-cultural management and conflict resolution. Her research focuses on issues of cross-cultural conflict and its resolution in joint venture negotiations, multinational management, and domestic diversity. Her work has been published in leading journals such as *Journal of International Business Studies*, *Human Relations*, *Leadership Quarterly* and *Advances in International and Comparative Management* and presented at numerous academic and practitioner meetings. Her recent work on religion in global management was published in *Understanding & Managing Diversity*, Prentice Hall. She is an invited speaker at practitioner workshops and conferences hosted by organizations such as ORC, Workforce Diversity Initiatives, and Upwardly Global in the U.S. and the CII (Confederation of Indian Industry) in India.

Over the past 17 years, her research and consulting work in these areas has involved senior executives, managers and expatriates from a wide range of multinational firms and organizations such as Mitsui & Co., Honda, YKK, Texas Instruments, Motorola, Verizon, Wipro, Mindtree Inc., Intel, CIDA (Canadian International Development Agency) in Canada, China, India and the U.S.

She received her Bachelor's (Psychology & Economics) and Master's degrees (Clinical Psychology) from Bangalore University in India, and a Doctorate in Management from Temple University in the U.S. She was a National Merit Scholar in India, a Presidential Fellowship in her PhD program, and is a Fulbright Senior Fellow.



**Mexican Universities: Curriculum Vitas
Alliance to Facilitate Commercial Relationships and Tourism through the Development of
Human Resources in North America**



Juan Alonzo Livas de la Garza

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TÍTULOS ACADÉMICOS

- Maestría en Desarrollo Organizacional. Universidad de Monterrey. 1981.
- Licenciado en Sistemas de Computación Administrativa.
Instituto Tecnológico de Estudios superiores de Monterrey. 1977

PUESTOS DOCENTES DESEMPEÑADOS

- Director de la Escuela de Comercio Exterior, Universidad de Colima. 2004 a la fecha.
- Director de la Facultad de C. y A. de Manzanillo, Universidad de Colima. 2000 a 2004.
- Coordinador académico de la Facultad de C. y A. de Manzanillo, U. de C. 1996 a 2000.
- Profesor investigador de tiempo completo

ACTIVIDAD DOCENTE DESEMPEÑADA COMO PROFESOR INVESTIGADOR DE TIEMPO COMPLETO

- A nivel licenciatura las materias de: mercadotecnia, administración, ética y recursos humanos.
- A nivel maestría las materias de: mercadotecnia y la de desarrollo organizacional.

PUBLICACIONES

- La comunicación y la mercadotecnia; Contexto gráfico, 2005.
- Estudio de factibilidad y pertinencia para determinar la oferta educativa en el comercio exterior en Manzanillo; Hitos de ciencias económico administrativas, 2005.
- Jugando con la historia de la imprenta; Contexto gráfico, 2004.
- La imagen sí vende; Gente y negocios, 2004.
- La magia de las artes gráficas en la comunicación; Contexto gráfico, 2004.
- Un mundo lleno de color; Contexto Gráfico, 2004.

ACTIVIDAD INVESTIGADORA

- Estudios administrativos comerciales y turísticos de las empresas de la región.

FORMACIÓN EXTRA ACADÉMICA

- 2007 Seminario "The New Paradigm of UMAP"
- 2006 Seminario anual de Investigación sobre la cuenca del pacífico 2006 "Vínculos Japón - México".
- 2006 Participación en "Día mundial del turismo"



- 2006 XLVII Asamblea Nacional de ANFECA
- 2006 Congreso Internacional "PBL 2006 ABP" en Lima, Perú
- 2005 Curso: Aprendizaje basado en problemas. Universidad de Colima. 30 Horas.
- 2005 Seminario: Investigación sobre la Cuenca del Pacífico: Relaciones Corea – México.
- 2005 Foro: Docencia Universitaria: Retos y perspectivas. Universidad de Colima.
- 2005 Curso: Diseño curricular Basado en Competencias. ANUIES 20 horas.
- 2004 Segundo encuentro de evaluadores de programas académicos. CACECA
- 2004 Curso: Instrucción, Análisis e Interpretación de los sistemas Gestión de Calidad ISO 9001:2000; IWA-2 y el de Gestión Ambiental ISO 14001:96 U. de C.- 19 horas.
- 2004 Seminario: Investigación sobre la Cuenca del Pacífico. U. de C.
- 2004 Foro: Participación y apoyo en el 2do. Foro de Gobernadores del Pacífico Mexicano.



José Emmanuel López Luna

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DOMICILIO:

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TÍTULOS ACADÉMICOS

- Maestro en Finanzas. Universidad de Colima (2005).
- Licenciado en Comercio Exterior. Universidad de Colima (2003).
- Profesional Asociado en Comercio Exterior. Universidad de Colima (2001).

PUESTOS DOCENTES DESEMPEÑADOS

- Profesor Investigador de Tiempo Completo. Escuela de Comercio Exterior. Universidad de Colima (2006 a la fecha).
- Profesor de Asignatura. Escuela de Comercio Exterior. Universidad de Colima (2004 - 2005).

MATERIAS QUE IMPARTE A NIVEL LICENCIATURA

- Desarrollo de Habilidades para la Investigación, Legislación aduanera, Finanzas, Finanzas Internacionales, Estadística Descriptiva, Estadística Inferencial, Formulación y Evaluación de Proyectos de Inversión, Ética Profesional.

RECONOCIMIENTOS:

- Premio Peña Colorada (2005). Maestría en Finanzas.
- Testimonio CENEVAL de Alto Desempeño Académico (2003). Licenciatura en Comercio Exterior.

FORMACIÓN EXTRA ACADÉMICA

- 2007 Curso: Segmentación de Mercados I (Lima, Perú)
- 2007 Curso: Introducción a la Minería de Datos (México, D.F)
- 2005 Foro Docencia Universitaria: Retos y Perspectivas (Manzanillo, Col.)
- 2005 Curso: Aprendizaje basado en problemas. Universidad de Colima. 30 Horas (Manzanillo, Col.)
- 2005 Seminario Anual de Investigación sobre la Cuenca del Pacífico: Relaciones Corea-México. Universidad de Colima (Manzanillo, Col.)
- 2005 Primer foro universitario para la competitividad. Delegación Federal del Trabajo y Universidad de Colima (Manzanillo, Col.)



Programa para la Movilidad en la Educación Superior en América del Norte

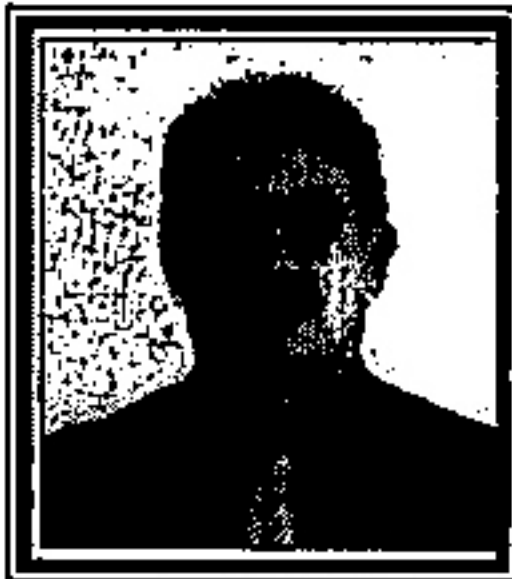
INFORMACIÓN DEL PERSONAL PARTICIPANTE

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VE para ser llenado por la institución

2000/



Aurelio Deniz Guizar

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TÍTULOS ACADÉMICOS

- Maestría en Ciencias Área Administración. Especialidad en Negocios Internacionales Universidad de Colima 2000.
- Licenciado en Administración de Empresas. Universidad de Colima. 1996

PUESTOS DOCENTES DESEMPEÑADOS

- Profesor investigador de tiempo completo 2005 a la fecha
- Profesor por Asignatura en maestría de la Facultad de C. y A. de Manzanillo, U. de C.2004 a la fecha

ACTIVIDAD DOCENTE DESEMPEÑADA COMO PROFESOR INVESTIGADOR DE TIEMPO COMPLETO

- A nivel licenciatura las materias de: mercadotecnia internacional, negocios internacionales, transporte internacional, e investigación de mercados internacionales.
- A nivel maestría las materias de: administración financiera y contabilidad administrativa.

PUBLICACIONES

Publicidad virtual una estrategia de ventas

ACTIVIDAD INVESTIGADORA

- Estudios administrativos, comerciales y turísticos de las empresas de la región en un entorno nacional e internacional.



- Propuestas estratégicas mercadotécnicas para incrementar la afluencia turística en Manzanillo, Colima, México como destino de playa.

FORMACIÓN EXTRA ACADÉMICA

- 2006 Curso taller: Análisis de los cuerpos académicos en la Universidad de Colima.
- 2005 Curso: Aprendizaje basado en problemas. Universidad de Colima. 30 Horas.
- 2005 Diplomado: Calidad para empresas de servicio con enfoque global.
- 2005 Seminario: Investigación sobre la Cuenca del Pacífico: Relaciones Corea – México.
- 2005 Curso: Diseño curricular Basado en Competencias. ANUIES 20 horas.
- 2004 Segundo encuentro de evaluadores de programas académicos. CACECA
- 2004 Seminario: Investigación sobre la Cuenca del Pacífico. U. de C.
- 2004 Foro: Participación y apoyo en el 2do. Foro de Gobernadores del Pacífico Mexicano.



Hugo César Asunción de Jesús Guzmán

Universidad de Colima
México

LOCALIZACIÓN:

(b)(6)

Tel. y Fax Oficina: 01-314-33-1-12-13 Correo electrónico: guzmanhugo@ucol.mx

TÍTULOS ACADÉMICOS

- Licenciado en Comercio Exterior.
Universidad de Colima, 1999.

PUESTOS DOCENTES DESEMPEÑADOS

- Profesor de asignatura de la Escuela de Comercio Exterior, Universidad de Colima. 2005 a la fecha.
- Profesor de la Facultad de Contabilidad y Administración, Universidad de Colima. 2002-2005.
- Seguimiento a egresados de la Escuela de Comercio Exterior, Universidad de Colima, 2005 a la fecha.

ACTIVIDAD DOCENTE DESEMPEÑADA COMO PROFESOR INVESTIGADOR DE TIEMPO COMPLETO

- A nivel licenciatura las materias de: Política Comercial Internacional, Legislación Aduanera I, Taller de Trámites ante la Aduana, Trámites de Comercio Exterior, Ecología y Desarrollo Sustentable, Tratados de Cooperación Internacional, Transporte Internacional I, Geografía Económica y Política

ACTIVIDAD INVESTIGADORA

- Estudios de mercado en la localidad de Manzanillo.

FORMACIÓN EXTRA ACADÉMICA

- 2005 Foro Docencia Universitaria: Retos y Perspectivas.
- 2005 Curso: Aprendizaje basado en problemas. Universidad de Colima. 30 Horas.
- 2005 Seminario Anual de Investigación sobre la Cuenca del Pacífico: Relaciones Corea-México. Universidad de Colima.
- 2005 Primer foro universitario para la competitividad. Delegación Federal del Trabajo y Universidad de Colima.
- 2004 Seminario Anual de Investigación sobre la Cuenca del Pacífico. Universidad de Colima.



Programa para la Movilidad en la Educación Superior en América del Norte

INFORMACIÓN DEL PERSONAL PARTICIPANTE

CL AVE [] [] [] [] [] [] [] [] [] [] -2008/ []
para ser llenado por la institución

Nombre: CLARA LUZ LAMOYI BOCANEGRA Líder: SI NO
Cargo en su institución COORDINADORA DE INVESTIGACIÓN Y POSGRADO
Dirección oficial AV. UNIVERSIDAD S/N ZONA DE LA CULTURA
Tel.: 01993 3581500 ext 6203 Fax: 01993 3120355 Ext. 101
e-mail: luz.lamoyi@dacea.ujat.mx
Máx. grado académico: DOCTORA Disciplina: ADMINISTRACIÓN

Últimos tres cargos relevantes, afines al Proyecto de Movilidad:

Cargo	Periodo	Institución
COORDINADORA INVESTIGACIÓN Y POSGRADO	DE Agosto 2007 a la fecha	Universidad Juárez Autónoma de Tabasco

Describe su participación (actividades) en el proyecto:

Coordinar a los estudiantes que requieren intercambios académicos así como estancias académicas para los profesores investigadores de la División Apoyar y Autorizar a los estudiantes de movilidad Nacional e Internacional. Realizar gestiones administrativas para los estudiantes de movilidad para el intercambio con otras universidades que tienen carreras afines.

Firma del participante mexicano: _____



CURRICULUM VITAE

GENERALES

Nombre: Clara Luz Lamoyi Bocanegra
Teléfono: (b)(6)
R.F.C. LABC641030TC2
CURP LABC641030MTCMCL09
Correo electrónico: luz.lamoyi@dacea.ujat.mx

ESTUDIOS

Profesionales:

- Ingeniería Civil, Universidad Juárez Autónoma de Tabasco 1982 - 1987. Certificado, Título y Cédula Profesional.

Posgrado:

- Maestría en Administración, Universidad Juárez Autónoma de Tabasco 1989 - 1993. Certificado, Título y Cédula Profesional como Maestro en Administración. Tesis: Diagnóstico organizacional de la Microindustria artesanal de la Región de la Chontalpa del Estado de Tabasco.
-
- Doctorado en Administración, Universidad Autónoma de Querétaro 2004 - 2006. Certificado, Acta de Exámen presentado el 27 de Octubre de 2007. Tesis: La Organización Social de la Escuela: Clima Organizacional en escuelas secundarias técnicas y generales del Estado de Tabasco.

EXPERIENCIA PROFESIONAL

Secretaría de Educación del Estado de Tabasco. Asesor en las áreas de Planeación, Presupuesto, Recursos Humanos, Materiales y Financieros. De 1995 al 31 de Marzo de 2008. Elaboración de Manuales de Organización y Procedimientos, Análisis y Diseños de sistema de Información Presupuestal y Contable, para arqueo de fondo revolvente, para la sistematización de expedientes personales. Estos sistemas de información operan actualmente (2008) en la Coordinación General de Administración de la Secretaría de Educación de Tabasco.

Universidad Juárez Autónoma de Tabasco. Profesor-Investigador Tiempo completo. Ingreso 3 de Septiembre de 1990. Impartiendo las materias de Estadísticas Descriptiva e Inferencial desde 1990, Pensamiento Matemático, Administración de la Calidad, Etapas del Proceso Administrativo.



LABOR ACADÉMICA

- Participación como colaborador en el proyecto del “Centro de Investigación para la Enseñanza y el Aprendizaje”. Fondos Mixtos. Año 2003.
- Participación como instructora en el Tecnológico de Chetumal, Tecnológico de Cancún, Instituto Federal Electoral del estado de Tabasco, de cursos de Estadística y del diseño estadístico de la investigación.
-
- Publicaciones:
 - o Memorias en Extenso: IV Congreso de Estudios Organizacionales. Noviembre 2006. Ponencia titulada “Clima Organizacional en escuelas secundarias y su relación con el aprovechamiento escolar y otras variables estructurales de la Escuela”.
 - o Memoria en Extenso: III Congreso de Estudios Organizaciones. Noviembre 2005. Ponencia titulada “La importancia del estudio del Clima Organizacional en las escuelas secundarias”.

Capacidad científica.

Investigaciones realizadas con metodología cuantitativa. Elaboración de cuestionarios y su validación.

Capacidad técnica

- o Manejo Software Estadístico. SPSS, MINITAB.
- o Conocimiento Estadístico: Estadística paramétrica y no paramétrica, análisis multivariante y Estadística básica.
- o Manejo de grupos de trabajo.
- o Elaboración y validación de cuestionarios.

Capacidad Administrativa

- o Elaboración de Manuales de Organización y Procedimientos.
- o Diseño y elaboración del procedimiento para el control del inventario escolar en las escuelas de educación básica.
- o Coordinación de la Entrega-Recepción de la Secretaría de Educación en los períodos 1995-2000, 2001, 2002-2006.

Villahermosa Tab. Marzo de 2008

DRA. CLARA LUZ LAMOYI BOCANEGRA.



Programa para la Movilidad en la Educación Superior en América del Norte

INFORMACIÓN DEL PERSONAL PARTICIPANTE

CL [] [] [] [] [] [] -2008/ [] []
AVE
para ser llenado por la institución

Nombre: MARINA PEREZ CANO Líder: SI NO
Cargo en su institución COORDINADORA DE ESTUDIOS BÁSICOS
Dirección oficial AV. UNIVERSIDAD S/N ZONA DE LA CULTURA
Tel.: 01993 3581500 ext 6209 Fax: 01993 3120355 Ext. 103
e-mail: marina.perez@dacea.ujat.mx
Máx. grado académico: Licenciatura Disciplina: IDIOMAS

Últimos tres cargos relevantes, afines al Proyecto de Movilidad:

Cargo	Periodo	Institución
Jefa de Educación a Distancia	Feb 2004 - Feb 2008	Universidad Juárez Autónoma de Tabasco
Coordinadora de Estudios Básicos	Feb 2008 a la fecha	División Académica de Ciencias Económico Administrativas

Describe su participación (actividades) en el proyecto:

Apoyar a los estudiantes de movilidad Nacional e internacional en la revisión de planes y programas de estudio para la homologación de asignaturas y contenidos.

Realizar gestiones administrativas para los estudiantes de movilidad que cursan alguna asignatura adicional a distancia en nuestra institución, que por razones de espacio o económicas no fue posible cursar en la Universidad destino.

Tutorar a los alumnos de movilidad que llevan asignaturas a distancia.

Firma del participante mexicano: _____



R/a Saloya 2da sección,
Nacajuca, Tabasco

(b)(6)
marina.perez@dacea.ujat.mx

Marina Pérez Cano

Objetivo

Informativo

**Experiencia
Profesional**

Febrero 2004 – al 15 de febrero de 2008
Coordinadora Divisional del sistema de educación a distancia la Universidad Juárez Autónoma de Tabasco-
Septiembre 1997 a la fecha
Profesor Investigador de la Universidad Juárez Autónoma de Tabasco.
1992 – 2004
profesor de inglés en educación básica, media básica, y media superior

Educación

1999-2002 Universidad Juárez Autónoma de Tabasco
Maestría en Administración (991B10009)
1990 - 1995 Universidad Juárez Autónoma de Tabasco.
Licenciado En Idiomas

Capacitación

2008
Hacia la construcción de un Espacio común en la Educación Superior.
2007
Diplomado en Diseño de materiales didácticos para educación a distancia. UTRM, Argentina
Taller: desarrollo basado en aprendizajes. UDG Virtual. Guadalajara
Taller: Planeación de la Práctica Educativa a Distancia. Red Metropolitana de Educación a Distancia
Tercer encuentro de profesionales en Lenguas extranjeras. DAEA UJAT

2006
Diplomado en TUTORÍAS. Universidad Tecnológica Regional de Mendoza Argentina
Seminario taller para la formación de evaluadores de Programas educativos a Distancia en CIEES
Curso taller Formación de Evaluadores de programas Académicos por CACECA
Curso: Integración de mediaciones tecnológicas al proceso de enseñanza aprendizaje.



SEAD UJAT

Curso: Elaboración de un artículo Científico. DACEA UJAT

Séptima reunión Regional de ANFECA

Taller: Análisis para el fortalecimiento de los cuerpos académicos.

2005 UJAT

Diplomado en: EVALUACIÓN EDUCATIVA

Diplomado en: GESTIÓN E INSTRUMENTACIÓN DE LA TUTORÍA EN LAS IES

Curso Taller: ELABORACIÓN DE GUÍAS DIDÁCTICAS

Curso Taller: SUMMARIES AND ABSTRACTS

Curso Taller: INFERRING VOCABULARY MEANING & PHONETICS

Curso Taller: EL CONTROL Y LA EVALUACIÓN DEL PROCESO DOCENTE EDUCATIVO.

Taller: NUEVAS FRONTERAS DE LA GLOTODIDÁCTICA

BUZAN CENTRES Seminario Taller EN MAPAS MENTALES Y TEFCAS

Desempeño Académico.

1997 a la Fecha.

profesor Investigador de la División Académica de Ciencias Económico Administrativas UJAT

1998 a la Fecha

Miembro Activo de la Academia de inglés con participación en la Actualización y Reestructuración del Plan de Estudios de las Licenciatura de la DACEA.

2002 a la Fecha.

Miembro Activo del Comité Académico del Sistema de Educación Abierta y a Distancia de la DACEA.

Mayo 2005- a la fecha

Miembro activo de la Comisión para la ELABORACIÓN DE LOS LINEAMIENTOS INSTITUCIONALES PARA LA EVALUACIÓN DE LOS APRENDIZAJES

2004 a la fecha

Participante en la elaboración del programa integral para el fortalecimiento Institucional.

2005 a la fecha

Miembro del Comité de Seguimiento de Recomendaciones realizadas por CIEES.

2005 a la fecha

Miembro del Comité de Seguimiento de Recomendaciones realizadas por CACECA



Y CONACE.

Octubre 2003 –Diciembre de 2007

Proceso de Selección de Alumnos de Nuevo Ingreso de las Licenciaturas en Contaduría, Licenciatura en Administración y Licenciatura en Relaciones Comerciales en la modalidad de educación a distancia.

Noviembre 2003- Diciembre 2007

Responsable académica de la organización de los cursos de inducción a la Universidad para estudiantes de educación a distancia

Reconocimiento al Mérito académico 2006 (primer lugar)

Ponencias

2007

VII Reunión Nacional de Educación Superior a Distancia. ANUIES

X Congreso Internacional sobre innovaciones en docencia en Investigación en Ciencias Económico administración.

2006 IX Congreso internacional sobre innovaciones en Ciencias económico administrativas. APCAM

**2005 XIII Encuentro Internacional de educación a distancia UDG Virtual
II encuentro Regional de Tutores ANUIES**



Programa para la Movilidad en la Educación Superior en América del Norte

INFORMACIÓN DEL PERSONAL PARTICIPANTE

CL [] [] [] [] [] [] [] [] -2008/ [] [] AVE [] [] [] [] [] [] [] [] para ser llenado por la institución

Nombre: MARIA DEL CARMEN ANCONA ALCOCER Líder: SI [] NO [] Cargo en su institución DIRECTORA DE DIVISION ACADEMICA Dirección oficial AV. UNIVERSIDAD S/N ZONA DE LA CULTURA Tel.: (b)(6) Fax: 01993 3120355 Ext. 101 e-mail: direccion.dacea@dacea.ujat.mx Máx. grado académico: Pasante de Maestria Disciplina: Administración

Últimos tres cargos relevantes, afines al Proyecto de Movilidad:

Table with 3 columns: Cargo, Periodo, Institución. Row 1: Jefa de Educación a Continua, Feb 2001 - Feb 2004, Universidad Juárez Autónoma de Tabasco. Row 2: Directora de División Académica, Agosto de 2007 a la fecha, División Académica de Ciencias Económico Administrativas.

Describa su participación (actividades) en el proyecto:

Apoyar y Autorizar a los estudiantes de movilidad Nacional e Internacional.

Realizar gestiones administrativas para los estudiantes de movilidad para el intercambio con otras universidades que tienen carreras afines.

Firma del participante mexicano: _____



CURRICULUM VITAE

DATOS PERSONALES:

Nombre: MARIA DEL CARMEN ANCONA ALCOCER

Domicilio:

(b)(6)

Teléfono

Edad: 47 Años

Lugar de nacimiento: Mérida, Yucatán.

Fecha de nacimiento: 20 de octubre de 1960

Estado civil: Casada

Estatura 1.63 m.

Peso 64 kg.

ESCOLARIDAD:

Primaria: ESC. PRIMARIA PROF. ALFONSO CAPARROSO
1967-1972

Secundaria: SECUNDARIA FEDERAL JAIME TORRES BODET
1972-1975

Preparatoria: COLEGIO DE BACHILLERES PLANTEL I
1975-1978



Profesional: UNIVERSIDAD JUÁREZ AUTÓNOMA DE
TABASCO
División Académica de Ciencias Económico
Administrativas
Ciudad Universitaria, Zona de la Cultura
1978-1983
LICENCIATURA EN ADMINISTRACIÓN

Profesional: UNIVERSIDAD JUÁREZ AUTÓNOMA DE
TABASCO
División Académica de Ciencias Económico
Administrativas
Pasante de Maestría en Administración

EXPERIENCIA LABORAL:

Institución SECRETARÍA DE SALUD, "DR. MAXIMILIANO
DORANTES"
Domicilio: Villahermosa, Tabasco.
Puesto: Auxiliar Administrativo.
Periodo: Enero de 1979-Diciembre de 1979

Institución: CONSTRUCTORA HEDACON,S.A.
Domicilio: VILLAHERMOSA, TAB.
Puesto: AUXILIAR ADMINISTRATIVO
Periodo: ENERO DE 1973- DICIEMBRE 1975

Empresa: DIST. JORGE G. MANZUR,S.A.
Domicilio: VILLAHERMOSA TAB.
Puesto: JEFE DE CONTROL DE SERVICIO
Periodo: ENERO DE 1976 A DICIEMBRE DE 1977

Empresa: CONSTRUCTORA GUTIERREZ DE VELASCO,



Domicilio: S.A. DE C.V.
Puesto: VILLAHERMOSA TAB.
Periodo NOMINAS Y CONTROL DE PERSONAL
ENE. A DIC. 1978

Empresa: EUROPARTES AUTOMOTRICES S. A
Domicilio: VILLAHERMOSA TAB.
Puesto: JEFE ADMINISTRATIVO
Institución: Universidad Juárez Autónoma de Tabasco (DACEA)
Domicilio: Zona de la Cultura s/n.
Puesto: Jefe del área de Educación Continua
Actividad: Organizar, implementar, coordinar, cursos y diplomados en la División de ciencias Económico Administrativa
Periodo : Febrero de 2001 a Noviembre de 2002

Institución: Secretaria de la Contraloría del Gobierno del Estado de Tabasco
Domicilio: Paseo Tabasco 1504, Centro Administrativo de gobierno
Puesto: Subcoordinadora Administrativa
Actividad: Coordinar las labores Administrativas de la Secretaría , materia de Recursos Humanos, Materiales , contables y Financieros.
Periodo: Noviembre de 2002 a febrero de 2004

Institución: Universidad Juárez Autónoma de Tabasco (DACEA)



Domicilio: Zona de la Cultura s/n.
Puesto: Jefe de Control y Evaluación de Personal
Actividad: Reclutamiento, Selección de Contratación Académica y Administrativa
Periodo : Febrero de 2004 a Julio de 2007

Institución: Universidad Juárez Autónoma de Tabasco (DACEA)
Domicilio: Zona de la Cultura s/n.
Puesto: Director de División Académica
Actividad:
Periodo : Febrero de 2004 a Julio de 2007

ACTIVIDADES DOCENTES:

PROFESOR INVESTIGADOR DE TIEMPO COMPLETO ASOCIADO "C"

- Administración II
- Recursos Humanos
- Organización Industrial
- Dirección
- Administración de Pequeñas y Medianas Empresas

CAPACITACION PROFESIONAL:

I. M. S. S. Legislación del Seguro Social
INFONAVIT Integración de Equipos de Trabajo
INFONAVIT Excell Básico
INFONAVIT Análisis y Elaboración de Informes
INFONAVIT Manejo de Terminales



INFONAVIT	Microsoft Word for windows (nivel intermedio)
INFONAVIT	Microsoft Word for windows (nivel intermedio)
INFONAVIT	Microsoft Word for windows (nivel avanzado)
INFONAVIT	Seminario sobre las reformas de la ley de INFONAVIT
INFONAVIT	Cultura de Servicio
ICADET	Relaciones Humanas
ICADET	Trato al Público
ICADET	Administración del Tiempo
ICADET	Calidad Total
ICADET	Ortografía
Gamiz Swain Instituto de Computación Aplicada de Tabasco	Integración de Equipos Excell
Sria. de Gobierno, Dirección del Trabajo U.J.A.T., Escuela de Derecho	V Seminario de actualización sobre Leyes y Normas del I.M.S.S., INFONAVIT, S.H.C.P. y Legislación Laboral
Sria. de Gobierno, Dirección del Trabajo U.J.A.T., Escuela de Derecho	VI Seminario de actualización sobre Leyes y Normas del I.M.S.S., INFONAVIT, S.H.C.P. y Legislación Laboral
UJAT (DACEA)	Taller el Compromiso Moral del Maestro
UJAT (DACEA)	Foro de emprendedores y Empresario
UJAT (DACEA)	Taller Diseño Curricular
UJAT (DACEA)	Taller Líneas Web CT
UJAT (DACEA)	Reestructuración de Planes y Programas
Instituto Tecnológico de Estudios Superiores de Monterrey	XXXV Simposium Internacional de Administración
UJAT (DACEA)	Diplomado en Actividades Gerenciales
UJAT (DACEA)	Diplomado en Tutorías Académicas



ANUIES

La Construcción de un espacio común de Educación Superior

CENEVAL

Taller de Competencias Laborales



Programa para la Movilidad en la Educación Superior en América del Norte

INFORMACIÓN DEL PERSONAL PARTICIPANTE

CL [][][][][][][] -2008/ AVE [][][][][][][] para ser llenado por la institución

Nombre: CÉSAR ÁVILA LÓPEZ Líder: SI [] NO []

Cargo en su institución COORDINADOR DE DOCENCIA

Dirección oficial AV. UNIVERSIDAD S/N ZONA DE LA CULTURA

Tel.: 01 993 3 58 15 00 EXT. 107 Fax: 01 993 3 12 03 55 Ext. 103

e-mail: direccion.dacea@ujat.mx

Máx. grado académico: Licenciatura Disciplina: Ciencias Económico Administrativas

Últimos tres cargos relevantes, afines al Proyecto de Movilidad:

Table with 3 columns: Cargo, Periodo, Institución. Row 1: Coordinador de Estudios Terminales, 2005 a 2008, Universidad Juárez Autónoma de Tabasco. Row 2: Coordinador de Docencia, Febrero 2004 a la fecha, Universidad Juárez Autónoma de Tabasco.

Describa su participación (actividades) en el proyecto:

Promover la movilidad de los estudiantes de la escuela de comercio exterior con América del norte.

Apoyar a los estudiantes en tópicos como:

- Selección de la universidad
• Homologación de materias y contenidos
• Asesorar en la solicitud de movilidad
• Revisar expedientes para presentar al comité de movilidad de la división académica
• Coordinación de tutores en la movilidad
• Tutorar alumnos de nuestra división académica que realizan movilidad a universidades de América del norte
• Tutorar y apoyar los alumnos que recibimos de las universidades de América del norte en nuestra división académica

Participar en proyectos entre las universidades socias.

Firma del participante mexicano: _____



**Canadian Universities: Curriculum Vitas
Alliance to Facilitate Commercial Relationships and Tourism through the Development
of Human Resources in North America**

Université de Moncton
Claude Dionne
Faculté d'administration
Université de Moncton
Téléphone : (506) 863-2080
Courriel : dionnec@umoncton.ca

I - Renseignements personnels

Citoyenneté : canadienne
Langue maternelle : Français
Autre langue : Anglais (parlé, écrit, lu)

II - Études universitaires

Université de Moncton – Baccalauréat en Administration des affaires, mention : administration (1973)
Université de Sherbrooke : Maîtrise spécialisée en Marketing (1977).

Université de Rennes I, France – Diplôme d'Études Approfondies (DEA) en stratégie (1979).

Université d'Ottawa – *Ph.D* en dministration scolaire (1993).

III - Expérience

Expérience de travail au Centre Universitaire de Moncton

1974-1982 : Professeur en Marketing à la Faculté d'administration.

1982-1984 : Directeur du service de l'Éducation permanente.

1984-1985 : Professeur en Marketing à la Faculté d'administration et coordonnateur de
l'Éducation permanente à la Faculté d'administration.

1985-1986 : Vice-Doyen à la Faculté d'administration (Poste de 12 mois).

1994 : Nommé professeur Titulaire.

1994 : Nommé directeur du département d'administration (mandat de 3 ans).

1997-1998 : Directeur Général intérimaire de l'Association Canadienne de professeurs
d'Université à Ottawa.

2000-2006 : Directeur des Programmes de MBA à Moncton et activement impliqué dans les
programmes d'échange entre le Canada, les États-Unis et le Mexique.

2006 - : Vice-doyen et activement impliqué dans tous les programmes d'échange
entre Moncton et les autres universités partenaires dans le monde depuis 1990.



SOUAD H'Mida Lakhal, Ph. D.
Professeure agrégée depuis juillet 2004
DEPARTEMENT D'ADMINISTRATION

1. FORMATION UNIVERSITAIRE

<i>Diplômes</i>	<i>Disciplines</i>	<i>Établissements fréquentés</i>	<i>Pays</i>	<i>Années</i>
Ph.D.	Administration (marketing)	Université Laval, Québec	Canada	2002
M. Sc.	Administration (marketing)	Institut Supérieur de Gestion, Tunis	Tunisie	1991
B.A. A.	Administration (marketing)	Institut Supérieur de Gestion, Tunis	Tunisie	1985

2. CRÉDITS DE DÉGRÈVEMENT ET CONGÉS OBTENUS

<i>Crédits de dégrèvement de congés obtenus</i>	<i>Année</i>
➤ 12 crédits de dégrèvement pour le poste de vice-doyenne de la FESR	2007-2008
➤ 6 crédits de dégrèvement pour la recherche	2006-2007
➤ Congé sabbatique type A	2005-2006
➤ 6 crédits de dégrèvement pour la recherche	2004
➤ 3 crédits de dégrèvement pour la recherche	2003

3. FINANCEMENT DE LA RECHERCHE DÉTENU

<i>Organisme de subvention</i>	<i>Années de validité</i>	<i>Montant demandé</i>	<i>Montant accordé</i>	<i>Détentrice/détenteurs</i>
Subvention de recherche, FESR	2003	1500	1500	Souad H'mida
Subvention d'aide à la diffusion	2003	500	500	Souad H'mida
Subvention de recherche, FESR	2004	1500	1500	Souad H'mida
Subvention pour l'aide à la diffusion de recherche	2004	500	500	Souad H'mida
Subvention pour l'aide à la diffusion de recherche	2004	500	500	Souad H'mida
Programmes spéciaux de financement de la recherche en sciences humaines et sociales	2005	5000	5000	Souad H'mida, Salem Lakhal et Martin Béland
FINB Assistanat	2005	5000	10000	Souad H'Mida
CRSH (programme spécial pour petites universités)	2005	5000	5000	Souad H'mida
FINB	2005	5000	5000	Souad H'mida
FINB	2006	8000	8000	Souad H'mida
Programme d'aide aux groupes/réseaux de RDC en sciences humaines et sociales	2007	8000	7500	Salem Lakhal, Souad H'Mida et Martin Béland
FINB	2007	5000	5000	Souad H'mida
FESR	2007	2000	1200	Souad H'mida



4. ARTICLES PUBLIÉS OU SOUS PRESSE (B1.1)

H'mida, S. & S. Lakhal, (2007). A Model for Assessing the Greenness Effort in a Product Supply Chain, *International Journal of Global Environmental Issues* (IGENVI), Vol.7, No1: 4-24

Lakhal, S., H. Sidibe, & S. H'Mida, (2007). Comparing conventional and certified organic cotton supply chains – the case of Mali, *International Journal of Agricultural Resources, Governance and Ecology*. accepté en septembre, 2006, Sous presse

Lakhal, S. and S. H'Mida, (2005), A Pricing Model For a New Product Sold Over the Internet, *International Journal of the Internet Marketing and Advertising*, Vol. 2(1/2): 56-77.

Nguen, N & S, H'Mida, (2004). Le renforcement de la réputation de l'entreprise, *Revue Internationale de Gestion (International Journal of Administration)*, Vol. 29(2): 10-18.

Lakhal, S. and S. H'mida, (2004), Vers une politique de prix exploitant la valeur perçue et maximisant l'avantage concurrentiel, la part du marché et la valeur ajoutée, *Revue de l'Université de Moncton*, Vol. 35, No. 1: 99-128.

H'mida, S. and S. Lakhal, (2004), Vers un cadre théorique de l'entreprise réseau, *Revue de l'Université de Moncton*, Vol. 35, No. 1: 5-39.

5. CONTRIBUTIONS ARBITRÉES DANS DES CONGRÈS SCIENTIFIQUES AVEC ACTES DE CONFÉRENCE (B1.4)

Lakhal, S., & S. H'Mida (2007). The Economics of Organic and conventional Cotton Cultivation in Mali: country and farmers analysis; *Proceedings of the Oxford Business and Economics Conference*. Oxford, England, June 24-26 2007. Sous presse.

Lakhal, S., H. Sidibé & S. H'Mida (2006). A Country Level Comparison between Conventional and Certified Organic Cotton Cultivation– the Case of Mali; *36th International Conference on Computers & Industrial Engineering*, June 20-23th, 2006, National Tsing Hua University, Taipei, Taiwan: 4426-4437. Organisme parrain: Computers & Industrial Engineering Journal.

Ladhari, Morales & H'Mida (2005), Service quality, emotion and satisfaction in restaurant setting, *Proceedings of the Administration Science Association Conference (ASAC)*, May 28-31, Toronto, Vol1: 135-144.

Nguen, N & S. H'mida, (2004), Cues used in the formation of corporate reputation: an empirical study of department stores, in the *Proceedings of the Atlantic Schools of Business Conference*, Halifax, November 4-6, 2004: 193-204.

Zaibet, L, S. Lakhal, S. H'Mida, (2004), Networking and E-commerce in the Fisheries Business: A new Challenge for the New Decade, *Proceeding of the 3rd Conference on Business & Economics*, Amsterdam, Netherlands, July 9-11, 2004: 565-571.

H'Mida S., Lakhal, S., & L. Zaibet, (2004), Selling a Complex Product on the Net: Implication on Marketing Strategy, *Proceeding of the 3rd Conference on Business & Economics*, Amsterdam, Netherlands, July 9-11, 2004: 583-587.



**CURRICULUM VITÆ
RIADH LADHARI**

Professeur adjoint de marketing
Faculté d'administration, Université de Moncton
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FORMATION

- PhD en administration (avec spécialisation en marketing)** 12/2003
Université Laval, Faculté d'administration (A.A.C.S.B),
Québec, Qc, Canada.
- Maîtrise en administration des affaires (avec spécialisation en marketing)** 09/1997
Université Laval, Faculté d'administration (A.A.C.S.B),
Québec, Qc, Canada.
- Maîtrise en Sciences Économiques (avec spécialisation en gestion) – eq. BAA 06/1995**
Faculté des Sciences économiques de Sousse, Université du centre
Tunisie

COURS ENSEIGNÉS

Cours enseignés

<u>Titre du cours</u>	<u>Institution</u>
Recherche commerciale I Communication marketing Marketing stratégique Marketing des services Sujets spéciaux Principes de marketing Marketing (M.B.A.) Systèmes d'information marketing	Université de Moncton
Comportement du consommateur Ventes et négociation Marketing des commerces de détail agroalimentaires	Université Laval

PUBLICATIONS

Publications dans des revues arbitrées et des actes de conférence arbitrées

- Ladhari R. & Morales M. (à paraître en 2008). Perceived service quality, perceived value and recommendation: A study among Canadian public library users. *Library Management*. Accepté en décembre 2007.
- Ladhari R., Brun I. & Morales M. (à paraître en 2008). Determinants of dining satisfaction and post-dining behavioral intentions. *International Journal of Hospitality Management*. Accepté en juillet 2007.



- Ladhari R. (2008). Alternative measures of service quality: A review. *Managing Service Quality*, Vol. 18 (1), pp. 65-86.
- Ladhari R. (2007). The effects of consumption emotions on satisfaction and word of mouth communications. *Psychology & Marketing*, Vol. 24 (12), pp. 1043-1066.
- Ladhari R. (2007). The movie experience: A revised approach to determinants of satisfaction. *Journal of Business Research*, vol. 60, no. 5, pp. 454-462.
- Ladhari R. & Morales M. (2007). Perceived service quality, perceived value and recommendation: A study among Canadian public library users. *Proceedings of the 3rd International Conference on Business, Management and Economics* (Izmir, Turkey, Juin 2007).
- Ladhari R. (2007). A study of the determinants of satisfaction with hedonic products. *International Business Management*, Vol. 1 (3), pp. 47-53.
- Ladhari R., Brun I. & Morales M. (2006). Determinants and consequences of satisfaction with restaurant service. *Proceedings of the Atlantic Schools of Business* (Sackville, Canada, 2006), 177-186.
- Ladhari R. (2005). Consumption emotions, satisfaction and word-of-mouth communications. *Proceedings of the 33rd Annual Conference of Administrative Sciences Association of Canada* (ASAC, Toronto, 2005), 26 (3), 10-21.
Prix de la deuxième meilleure communication de la division marketing de l'ASAC (mention honorable).
- Ladhari R., Morales M & H'Mida Lakhil S. (2005). Service quality, emotion and satisfaction in restaurant setting. *Proceedings of the 33rd Annual Conference of Administrative Sciences Association of Canada* (Toronto, 2005), 26 (3), 92-100.
- Ladhari R. (2005). La satisfaction du consommateur, ses déterminants et ses conséquences, *Revue de l'Université de Moncton*, vol. 36, no. 2, pp. 171-201.

Communications dans des conférences arbitrées

- Brun I., Ladhari R. & Morales M. (2007). The role of emotions in dining experience. 35ème congrès annuel de l'Association des Sciences Administratives du Canada (Ottawa, 2007).
- Ladhari R. (2004). La consultation et la crédibilité perçue des sources d'information sur les nouveaux films. 32ème congrès annuel de l'Association des Sciences Administratives du Canada (Québec, 2004).
- Nyeck S., Morales M., Ladhari R. & Pons F. (2002). Evaluation of 10 Years of Use of the Measurement of Service Quality: The Case of SERVQUAL Instrument. 31st *European Marketing Association Conference* (Prague, 2002).
- Skandrani H. & Ladhari R. (2002). Facteurs de facilitation et d'inhibition de l'échange virtuel : cadre intégrateur et propositions de recherche. 30ème congrès annuel de l'Association des Sciences Administratives du Canada (Winnipeg, 2002).
- Skandrani H. & Ladhari R. (2002). Facteurs de facilitation et d'inhibition de l'adoption du commerce électronique et sa valeur ajoutée pour les firmes. 2èmes journées internationales de la recherche en sciences de gestion de la RTSG (Tunis, 2002).



CURRICULUM VITÆ
Marc LeBlanc

Professeur titulaire (1^{er} juillet 2004) en récréologie (1996-2000 et 2001 à aujourd'hui)
Directeur (2000-2001)
École de kinésiologie et de récréologie

FORMATION UNIVERSITAIRE

Doctorat en économie du tourisme et des loisirs (1992) - mention très honorable
Centre des Hautes Études Touristiques
Université d'Aix-Marseille (Aix-en-Provence, France)

Diplôme d'études approfondies (DEA) en économie du tourisme et des loisirs (1988)
Centre des Hautes Études Touristiques
Université d'Aix-Marseille (Aix-en-Provence, France)

Maîtrise en Tourisme (1986)
Université Lyon II, France

Licence en Tourisme (1985)
Université Lyon II, France

Baccalauréat en loisir (1984)
Université de Moncton (N.-B.)

LISTE DES CONTRIBUTIONS À LA RECHERCHE

A. Contributions avec comité de lecture

Articles

Roussel, H., LeBlanc, M. et Ouellette, P. (2008, soumis en février). Un profil des diplômés en éducation physique d'une université acadienne, *Revue de l'éducation*, 26 pages.

LeBlanc, M. (2004). Interests and Behaviours of Tourists Interested in Attending Local Festivals and Special Events. *Event Management*, 8 (3). pp. 203-212

LeBlanc, M., Ouellette, P. & Singleton, J. (2003-2004). Un profil des diplômés en étude du loisir d'une université acadienne. *Leisure/Loisir*. 28 (3-4), pp. 231-244¹

LeBlanc, M. (2003). Un geste d'accueil ou un service? La perception des touristes. *Téoros : Revue de recherche en tourisme*, 22 (3), pp. 50-56



Communications

Roussel, H., LeBlanc, M., et Ouellette, P. (2007). Un profil des diplômés en éducation physique d'une université acadienne. Communication dans le cadre de la Conférence nationale de l'Association canadienne pour la santé, l'éducation physique, le loisir et la danse tenue à Moncton du 9 au 12 mai 2007.

LeBlanc, M. (2006). L'importance des concepts de l'accueil touristique selon la motivation principale des voyageurs : Le cas du train. Communication au Congrès annuel *Association des Sciences administratives du Canada (ASAC)* à Banff (3 au 6 juin).

LeBlanc, M. (2006). Les attentes de la population concordent-elles avec celles du personnel du milieu de la santé? Communication au Colloque « La gestion des services de santé en milieu minoritaire : sa spécificité, ses défis, ses outils » à Moncton (16 et 17 mars).

LeBlanc, M. (2005). De l'enquête à la sollicitation des commanditaires : le cas de la Société des Jeux de l'Acadie. Communication et compte rendu (3 pages) au 11^e *Congrès canadien de la recherche en loisir* à Nanaimo (17 au 20 mai).

LeBlanc, M. (2005). Les attentes et les perceptions de l'accueil touristique par les touristes et le personnel. Communication et compte rendu (3 pages) au 11^e *Congrès canadien de la recherche en loisir* à Nanaimo (17 au 20 mai).

LeBlanc, M. (2004). Les retombées sociales des Jeux du Canada - hiver 2003. Communication au congrès de l'Association canadienne des loisirs/parcs (ACLP) à Halifax (21 octobre).

LeBlanc, M. (2004). Pour qui le service à la clientèle est-il prioritaire? Et pourquoi? Communication en compte rendu au Congrès annuel *Association des Sciences administratives du Canada (ASAC)* à Québec (5 au 8 juin). (Obtention de la mention honorable pour ce texte).

LeBlanc, M. (2004). Profil des touristes qui voyagent dans un endroit familier et sécuritaire. Communication au Congrès annuel de l'ACFAS dans le cadre du colloque «Tourisme et risques» à Montréal (13 mai).

LeBlanc, M. (2003). Le rôle des 9 P du marketing dans une activité culturelle multidisciplinaire : le cas de la FrancoFête Dieppe-Moncton. Communication au Congrès annuel de l'ACFAS à Rimouski (19 au 23 mai).

DeGranpré, F. & LeBlanc, M. (1999). La contribution de la recherche à la «fabrication» de destinations touristiques profitables. *Téoros : Revue de recherche en tourisme*, 18 (1), 66-68.

LeBlanc, M. (1998). Cultural Tourism and the Acadian Communities : Unseized Opportunities. Communication et compte rendu (10 pages) au 25^e *Congrès de la «Travel & Tourism Research Association (TTRA) Canada»* à Toronto (5 au 7 octobre).



Lucille Landry is the manager of the student mobility at the Université de Moncton in New-Brunswick, Canada, since January 2006 but has been working at the international office since August 2001. She has been involved in the management of seven North American and three Canada-Europe mobility programs in which Université de Moncton has been involved since 2000.

Her experiences include intercultural preparation, development and supervision of interns and/or students in Europe (France, England, Belgium, Hungary, Switzerland, Sweden, Finland, Estonia, England, Romania, Netherlands), Africa (Benin, Tunisia, Tanzania, Burkina Faso, Morocco), Asia (Viet-Nam, China), in Chile, Brazil, Peru, Mexico and the USA. She has coordinated and participated in a trade mission involving students, Canadian companies to the USA in collaboration with Industry Canada, Atlantic Canada Opportunities Agency (ACOA), as well as the Canadian consulate.

Lucille obtained her BBA from Université de Moncton and is currently finishing her MBA part time. She is a member of International Educators Association of Canada (IEAC).



Malaspina University College

DON MISKIMAN

Don Miskiman is Chair of the Departments of Management and Law; Chair, International Business Programs and U-C Professor of Management, Malaspina University-College, Nanaimo, British Columbia, Canada.

He enjoys a diverse background covering many vocations that have provided the opportunity of living and working in all areas across Canada. Beginning as a Musician, Visual Artist and Psychologist he moved into business. He has since had experience in both the private and public sectors as an educator, psychologist, administrator, practitioner and consultant. This has been in education, business, government, community, health care, sport and recreation settings. He has worked primarily in the areas of teaching and training, counselling and coaching, human resources and organization development.

Background

Don's academic background includes degrees in industrial/organizational psychology, counselling and applied psychology (University of Alberta and Trent University); a diploma in business marketing (Sir Sandford Fleming College); and, certificates in coaching, mediation and facilitation (NCCP and University of Calgary). He is also certified to teach in the National Coaching Certification Program and with several international training organizations. Don holds professional designations as a Chartered Psychologist, Certified Professional Coach and Certified Human Resource Professional.

Teaching

Don has taught at the undergraduate and graduate levels, and supervised Masters and Doctorate degree students, with universities and colleges in Canada and USA. He currently teaches courses in Organizational Behaviour, Negotiations, Human Resource Management and Sustainable Development. Don has a passion for teaching and brings his experience in the visual arts, music, sport, psychology and business to create participative, challenging and enabling learning environments.

Research Interests

His research interests are in the areas of organizational culture, intercultural relations, organizational communication and sustainable development. He has special interests in studying the interaction of people with organizational place and space, signs and symbols, design and décor, especially from an inter-cultural perspective. He is the author of numerous articles and books in education, psychology and business.

Recognitions

He has received numerous awards for teaching, administration and research, including the Sperling Award for Teaching Excellence, the Alberta Research and Education Award, and, Instructor of the Year. Don has also received awards recognizing his contributions to a range of community development and volunteer organizations. He was one of the founders of Sunbow (a society for the prevention of family violence that received national recognition); participant with the 1988 Olympics, an advisor with Junior Achievement, President of a community association and Chairperson of various Boards of Directors.

Interests

Don has also been involved in sport as a player, coach and administrator at the community, provincial, national and international levels and has played and coached teams to numerous provincial, regional and national championships. He coached the BC premier team to national championships in baseball and the



Douglas College Royals baseball team to league titles. He has taught coaching clinics for coaches and is a NCCP level 3 Instructor.

Associations

- BC Human Resources Management Association
- Psychologists Association of Alberta
- North American Simulation and Gaming Association
- Canadian Professional Coaches Association



LORNA L. KAUFMAN

(b)(6)

Education

- **Ph.D in Management (Ph.D Candidate)** University of Calgary, Calgary, Alberta, Canada. Dissertation topic: When “Spirituality at Work” means “In the Academy”: The Intersection of Business Educators’ Spiritual and Academic Lives. Expected defence date: Spring 2008.
Major: Human Resources and Organisational Development
Minor: Policy and Environment Studies
- **Master of Industrial Relations (M.I.R.)**
Majors: Labour Law, Human Resources Administration
- **Bachelor of Commerce (B.Comm.)**
Majors: Human Resources Management, Industrial Relations, Organisation Theory
- **Diploma in Business Administration**
Major: Marketing Management

Academic Experience

- **University-College Professor** Faculty of Management, Malaspina University-College, Nanaimo, British Columbia. August 2007 to present. Courses: Organisational Behaviour, Compensation Management, Applied Human Resources Management (MBA).
- **Lecturer** Faculty of Business Administration, Lakehead University, Thunder Bay, Ontario. Courses: Introduction to Management, Organisational Behaviour.
- **Instructor** Faculty of Management, University of Calgary, Calgary, Alberta. Courses: Organisational Change and Development, Managing Change in Organisations.
- **Assistant Professor, Business Administration and Human Resources Management** Business Administration Department, Brandon, Manitoba. Courses: Introduction to Management, Introduction to Personnel, Compensation Management, Training and Development. Also responsible for developing new Business Communications course.
- **Instructor** School for Business and Entrepreneurial Studies, Mount Royal College, Calgary, Alberta. Courses: Organisational Behaviour, Labour Relations, Human Resources Practices, Training and Development, Principles of Management, Business Communications.

Research Experience

- **Researcher** Calgary Research and Development Authority. Project: Strategic Directions in Information Technology: Report on Industry Demand in Calgary for Information Technology Graduates. Duties: research and co-authorship of final report including findings and recommendations.
- **Consultant and Researcher** Self-employed, Kingston, Ontario.
 - **Research Assistant** Project: The Successful Implementation of CAD/CAM. Duties: research and administration.
 - **Principal Researcher** Project: examining the impact of technological change on NUPGE component organizations. Duties: extensive statistical and content analysis of collective agreements and labour legislation, leading to final report and policy recommendations.
- **Research Associate** Industrial Relations Centre, Queen’s University at Kingston, Kingston, Ontario. Responsible for research and publications on a broad range of industrial relations and



- human resource management issues, individually and in collaboration with other researchers.
- **Research Assistant** To Dr. M.S. Serediak, Business Department, Mount Royal College, Calgary, Alberta. Field research in Norway, Sweden, France and Yugoslavia. Project: Worker Participation in Decisions Regarding Technological Change in Four Countries: Lessons for Canada.
- **Researcher** Mediation Services, Alberta Labour, Edmonton, Alberta. Research on various labour relations topics.

Other Employment Experience

Labour Relations Officer & Human Rights Consultant Investigation and education concerning labour relations and human rights legislation in Alberta, including: trade union and employer bargaining rights, collective agreement negotiation and administration, unfair labour practices, work stoppages, legal and illegal employment practices, tenancy rights, and other applications.

Publications and Reviews

- **The Sound of Silence: Representing Diversity in Organizational Discourse—An Empirical Study of a Canadian Community College**
- **Worker Influence in Decisions Regarding Technological Change: A Case Study of Norway**
- **Job Evaluation Systems: Concepts and Issues**
- **Job Evaluation Systems in Ontario Public Sector Organizations: A Survey Report**

Work in Progress

- **Curriculum Content of Gateway Courses in Canadian Undergraduate Business Programs: An Exploratory Study**
- **Compensation and Rewards for Virtual Teams: Issues and Best Practices**
- **Management by Technology: Making the Iron Cage Invisible**

Conferences and Seminars

- **Spirituality at Work in the Management Academy**
- **How Well Do We Teach Business Ethics?: Assessing University Business and Management Curricula**
- **Everything You Wanted To Know About Labour Relations But Were Afraid To Ask**
- **You've Come a Long Way, Baby (But Maybe Not Far Enough): Arguments for Maintaining Gender-Specific Research in Management Studies**
- **Radical Transformations: Implications of New Age Organizational Transformation and Critical Theory for Second-Order Organizational Change**
- **Effective Communications in the Workplace**
- **Participation, Workers' Control, Self-Management**



Dana H. Chamberlain

Dana Chamberlain is a professor at Malaspina University-College in the Faculty of Management. Her teaching areas include commercial law, business-government relations, principles of management, and computer law. Dana also currently serves as Chair of Malaspina's Committee for Research Involving Human Subjects. She has worked in both the private and public sectors, in areas related to advertising and marketing, and law. Dana holds a bachelors degree in psychology and sociology and a law degree from the University of Victoria. She volunteers as a board member and the Vice President of the NFLA Centre for Healthy Relationships. Dana is fluent in Spanish, having grown up in part in Madrid, Spain. She has a caring and supportive life partner and between them they have 3 wonderful adult children.

Sheila Swanson

Sheila Swanson is currently the Director of International Education and English as a Second Language at Malaspina University-College. Supporting and promoting internationalization of the University-College curriculum is part of her responsibility. Sheila has extensive overseas experience having lived and worked in Nigeria, China, Vietnam and Japan. She has worked at Malaspina in ESL and International Education for the past twenty years. In her present role as Director, she manages the University-College's ESL program as well as working with International Education in the areas of international projects and contracts. She has coordinated and implemented many international projects including a North American Mobility project in Eco-tourism. Sheila has a bachelor's degree in Social Science, a teaching diploma and master's degree in curriculum design

Audrey Hansen, Manager, Study Abroad

Audrey Hansen has worked in the Faculty of International Education at Malaspina University-College since 1990. While at Malaspina she has coordinated language and culture programs for students from Japan and Korea and now has taken on the responsibility for developing the Study Abroad office. In her role as the Manager of Study Abroad, Audrey provides pre-departure training to students going overseas to study, administrative support for field schools and international projects such as NAMP, EU mobility and administers Malaspina's exchange program. In this roll, she provides support for incoming exchange students. Audrey is a member of ACCC's national committee on student mobility. Audrey holds a diploma in Leisure Studies and a Bachelor of Science degree from the University of Oregon and has traveled extensively.

Budget Narrative

Budget Narrative

Attachment 1:

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