

# ASA G11/12 COURSE DESCRIPTIONS

School Year 2023-2024



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The background features a collage of hands made from crumpled paper in various colors (red, green, blue, yellow, purple, brown, grey) arranged in a circular pattern. A globe is partially visible on the left side, also made of crumpled paper.

# INTRODUCTION

## Vision

Your best self for a better world.

## Mission

We are an **inclusive** and caring community that embraces diversity. We nurture **inquiry, integrity,** and **innovation** to prepare for future challenges.

## Values

- Creativity: we imagine, innovate and create in order to express ourselves and solve problems.
- Open-mindedness: we engage with new ideas, appreciate multiple perspectives and care about others Inquiry: our curiosity and questions drive our learning.
- Passion: we are enthusiastic about and find joy in what we do; we view setbacks as opportunities for reflection and growth.
- Balance: we create harmony between our responsibilities and participate in activities that bring us fulfillment and emotional and physical health.

# Welcome



Dear ASA Student,

At ASA we believe that each student has their own strengths that will guide them in their pathways to individual excellence. To that end, we offer three pathways of study for students to graduate from ASA. The purpose of this document is to outline the programs of study for Grades 11 and 12.

As you and your family discuss your pathway and course options, it is important for you to consider who you are, what you care about, what your strengths are, what your passions are, what inspires you and who you are as a learner. As you make decisions, you also need to consider your post-graduation plans. Some universities have specific course requirements for school entrance or for specific programs within the universities. Take time to discuss with your teachers about the specifics of the different courses, speak with the college counselor to discuss requirements and talk as a family to determine what the best and most appropriately rigorous fit is for you.

The next two years are important academically. The choices that you make now and how you approach your studies will have an impact on your life after graduating from ASA and your opportunities to be your best self for a better world. Having good approaches to learning skills, such as self-management, will become increasingly important. Stay involved with activities that are important to you and make choices about letting go of some outside responsibilities if needed. Maintaining balance will help you to manage stress over the next two years.

We are part of a partnership with you, your parents, your teachers, your advisors and the college counselor. We want to work with you in achieving your goals both at ASA and post graduation. We are here to support and help you so please don't hesitate to contact us at anytime.

Kristen VanOllefen  
School Principal

Michael Hemsley  
Assistant Principal/DP Coordinator





# ASA Pathways to Graduation



At ASA we are an inclusive and caring community that values diversity and we appreciate that each student's pathway is unique. In reviewing this information, make time to reflect on your goals and aspirations and to talk with your parents, teachers, and counselor.

We are here to help you understand what is the best pathway for you. Use the guide below to help you think through the best fit for you.

You are encouraged to select a pathway which meets your own individual needs, academic levels and future aspirations. ASA seeks for each student to be appropriately challenged towards their desired post-school destination. This e-book is designed to help students and their families make appropriate course choices in collaboration with teachers, administrators and the College Counselor.

It is important to understand that while the school makes every effort to meet course requests for each student. Offerings are subject to demand and scheduling requirements.



# GRADUATION REQUIREMENTS

All high school students are required to meet graduation requirements in order to earn a diploma. Requirements at ASA are based on requirements for accredited U.S. high school diplomas. Coursework is expressed in credits, with one credit reflecting one year of coursework. All students at ASA must meet the graduation requirements outlined below.

Course	Credit Requirement	Total
English	4	
Math	3	
Science	3	
Social Studies	3	
Foreign Language	2	
Visual & Performing Arts	2	
PHE	2	
Malagasy/ELL	0.5	
Electives	4.5	

ASA students are provided with 3 pathways for graduation. When considering these options, please take into account the following factors:

- Can the student meet the requirements of the course?
- University study intentions (can be rigid)
- What subjects the students are good at
- Courses that represent an "achievable challenge"
- Subjects that the student enjoys

# The ASA High School Diploma Pathway 1



## **What is it?**

ASA offers a traditional US High School Diploma and was first accredited to offer this in 2000 by the Middle States Association from the United States. All successful graduates from ASA have received this diploma and this is still our primary award, alongside the IB Diploma.

## **Who is it for?**

The ASA High School Diploma is for any student who wishes to go on to further or higher education or directly into a career. The ASA High School Diploma offers students more flexibility than the fixed two year IBDP program which can offer the opportunity for students to explore their passions and develop skills and interests in a specific area of study.

## **Where can it take you?**

This US High School Diploma is a college preparatory program and is recognized globally by colleges and universities for entrance into courses. However, some more competitive universities, particularly in the UK, may require the completion of a Foundation Year before embarking on an undergraduate Diploma but these depends on the type of course that is being applied for and the institution.



# The ASA Enhanced High School Diploma Pathway 2

## **What is it?**

The ASA Enhanced High School Diploma allows students to combine courses from the High School Diploma pathway and the IBDP pathway. Subject to scheduling restrictions, students can choose to take some HS courses along with some IBDP courses.

Students who pursue the ASA Enhanced High School Diploma graduate with a US High School Diploma and IBDP certificates. Students take one or more IB Diploma courses and earn an IB certificate for each course that is awarded a 3 or higher. The award of the final grade in each subject is the responsibility of the IB Chief Examiner. In each subject, a part of the program may be internally assessed and externally moderated by the Chief Examiner.

## **Who is it for?**

IB Certificate students are released from some of the IB Full Diploma requirements like HL courses, Extended Essay and ToK which allows them more flexibility to spend time developing their passions or skills. This pathway is suitable for students who do not meet the criteria for HL courses, who have passions or interests outside of the IBDP groups or who need to spend more time on important subject areas.

## **Where can it take you?**

This US High School Diploma is a college preparatory program and is recognized globally by colleges and universities for entrance into courses. However, some universities in the UK may require the completion of a Foundation Year before embarking on an undergraduate Diploma but these depends on the type of course that is being applied for and the institution. IBDP subject certificates are recognized and accepted at universities and colleges across the world. Due to the nature of the program, students may be awarded university credits for their IBDP courses.



# The IB Diploma

## Pathway 3

### Who is it for?

The IBDP is for students who wish to pursue a path to higher education and are considering highly competitive institutions. Since this is the most rigorous academic program offered by ASA, students must meet the following academic criteria to be admitted to the program.

For ASA students:

Students who have completed grade 10 at ASA require the following as a minimum standard for entry to the IB Diploma program:

- Grades of 4 or above in a minimum of five subjects
- Grades of 5 or above in a minimum of three subjects to access Higher Level. Grades of 6 or above to access HL Math
- Competence in French at a level suitable for Language A or B; OR the ability to take a self taught Language A. If a student does not have a sufficient level of competence, an online course of an ab initio language may be discussed as an option.
- Excellent attendance record.
- Evidence of successful participation in service learning project.
- Students who are missing an element of the above criteria may still be considered for the IBDP course but will be monitored for the first semester on an Academic Contract and taken out of the program if they do not meet the requirements in this time.

### Where can it take you?

The IBDP is recognized and accepted at universities and colleges across the world. Due to the nature of the program, students may be awarded university credits for their courses.

### IB Grading System and the Award of the IB Diploma

- The grading system in use for IB Diploma examinations is a 1 to 7 scale, where 7 is an excellent performance and 3 is a passing grade. The scores needed to earn the IB Diploma range from a maximum of 45 points to a minimum of 24 points. The overall score reflects the student's points earned on each subject exam (6 exams for a maximum of 42 points) and possible bonus points earned through the combined scoring of Theory of Knowledge and Extended Essay (maximum is 3 points).

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- The candidate's total Diploma Exam points are at least 24.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded in either an HL or SL course.
- There are no more than three grade 3s or below awarded in either an HL or SL course. The candidate has gained 12 points or more on HL subjects.
- The candidate has gained 9 points or more on SL subjects.
- CAS requirements have been met.
- There is no "N" (no grade) awarded for Theory of Knowledge, the Extended Essay or for a contributing subject.
- There is no grade E (not passing) awarded for Theory of Knowledge and/or the Extended Essay. The candidate has not received a penalty for academic misconduct from the Final IB Award
- Committee.

The award of the final grade in each subject is the responsibility of the IB Chief Examiner. In each subject, a part of the program may be internally assessed and externally moderated by the Chief Examiner.

A grade will not be awarded for a candidate in any subject for which any of the required assessment components have not been completed, except in exceptional circumstances.

# COURSE DESCRIPTIONS

The school will make every effort to meet the course choices made by each student; however, it is important to be aware that there are scheduling constraints. There must be a minimum number of students requesting a course or a course level (HS/SL./HL) in order for the course to be viable to run.



## Languages

### English

#### HS English & Communications

High School English students focus on real-world applications by examining both literary and non-literary texts and media that address current global issues. High School English provides significant flexibility in assessment tasks, allowing students to produce a wide range of texts and demonstrate learning in a variety of ways. Students focus on standard writing types, speaking skills, and critical media literacy. Learner outcomes include communicating the intersection of various forms of media with identity and culture, helping students to better understand themselves and develop international mindedness. In addition, analyzing and evaluating written and visual texts through a conceptual lens develops critical and creative thinking.

#### IBDP English Language & Literature (HL/SL)

The model for language A: language and literature is the same at both SL and HL but there are significant quantitative and qualitative differences between the levels. Students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type, students will investigate the power of language and the ways in which it shapes and is influenced by identity and culture. Students are challenged to make connections between the texts and their own experiences, as well as larger global issues.

The IB assessment tasks are similar for SL and HL students. All students develop and are assessed on, oral and written skills. HL students are required to study additional literary and non-literary texts allowing them to delve deeper into course concepts. Additionally, HL students have a fourth assessment component, the higher level (HL) essay.



# COURSE DESCRIPTIONS



## French

### **IBDP French Language & Literature (HL/SL)**

This course is intended for students who are advanced or native French speakers. The French language and literature curriculum provides many opportunities for students to respond critically, creatively, and personally to literary works from Francophone authors. Additionally, students explore a variety of non-literary bodies of work, aimed at developing their breadth and depth of knowledge. Importance is placed on the comprehension of key concepts in language and literature, oral and written communication skills, and Analysis skills enabling students to prepare for evaluations during the first and second years of the program. All components of the program are intended to equip students to become active, responsible learners.

### **IBDP French B Language Acquisition (SL)**

French B is delivered via an online provider, Pamoja. They are fully affiliated and approved by the IBO and are part of the Faria group, who also own Managebac and Open Apply. Lessons are overseen by a Site Based Coordinator at ASA, usually the IB Coordinator.

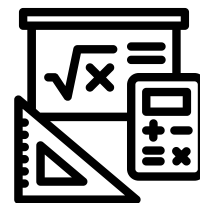
French B is a two-year course that aims to develop the students' linguistic competence and intercultural understanding. The language skills developed enable the student to communicate effectively with a variety of audiences. Authentic materials are used in order to maximize the student's exposure to the target language and to model the appropriate use of the language in a range of situations, contexts and purposes while investigating a variety of themes. French is the main language of communication in the class between the teacher and the student, as well as among the students themselves. This course gives the student the opportunity to reach a high degree of competency in French as well as wide exposure to the international Francophone community.

## Spanish

### **IBDP Spanish Ab Initio Language Acquisition (SL)**

Spanish ab initio (SL) is a two-year course that has been designed for students who have very limited or no prior knowledge of the language but wish to study Spanish as their Language B. The language ab initio course is organized into three themes; individual and society, leisure and work, and urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

# COURSE DESCRIPTIONS



## Mathematics

### HS Mathematics

Some components of high school math are common to IB DP Mathematics, applications and interpretations. That said, more emphasis is placed on business math and mathematical skills faced in everyday life. Technology in the form of a calculator and/or Desmos graphing software is permitted at all times.

This course focuses on mathematics that enables students to succeed in different real-life contexts. This includes when students are required to analyze statistics, make life decisions, and model real-life examples. Foundational skills in mathematics are the main focus.

Assessments in this course focus on solving real-world tasks and are centered around each student's individual interests. Sample assessments include multiplying measurements by using ratios in culinary arts, setting personal budgets, balancing credits and debits while shopping, representing systems of items using linear systems, and constructing three-dimensional models of buildings. Hands-on activities, projects, and problem-solving are at the heart of the course.

### **IBDP Mathematics: applications and interpretations** (HL/SL) *\*See note*

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in the world. Therefore, it focuses on topics that students can relate to. Students who wish to see practical applications of math should take this course.

This course places emphasis on mathematical modeling and real-life applications (for example, financial math and using functions to model real-life occurrences). This course is supplemented by aspects of traditional pre-university mathematics courses such as calculus and statistics. The use of technology is allowed at all times in this course.

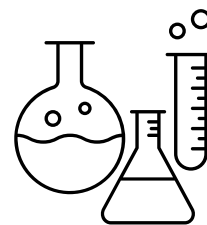
### **IBDP Mathematics: analysis and approaches** (HL/SL) *\*See note*

This course covers pure mathematics and prepares students to have mathematical analytical expertise in a world that is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry & calculus) as well as topics that rely on investigative work and conjecture & proof. This course does include a non-calculator component where students must rely on their own mathematical problem-solving abilities.

Students who choose Mathematics: analysis and approaches should be comfortable manipulating algebraic expressions and enjoy recognizing patterns and understanding the mathematical generalization of these patterns. Students who wish to take this course at a higher level will have very strong algebraic skills and the ability to follow logical reasoning with ease. Higher-level students are students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems with unprecedented rigor. A strong academic performance in Grade 10 Math is required to enroll in HL Mathematics: analysis and approaches.

*\*note : Depending on demand and circumstance, Maths AA may not be offered and/or Higher Level courses may be unavailable.*

# COURSE DESCRIPTIONS



## Sciences

### HS Applied Sciences and Applications

Each semester during Grades 11 and 12, the HS science course has a different focus. This might involve the study of human physiology (in which students build their conceptual understanding of how the human body works), investigating the mechanical world of machines or looking at chemical systems and processes. All courses focus on experimental and investigative work as well as having a theoretical component. Connections are made to practical applications of science, to help students better understand the world around them whilst having lower mathematical expectations for students than IB science courses.

### IBDP Biology (HL/SL)

The biologist's realm is the Earth's surface and those thin layers above and below in which organisms grow, reproduce, and die. People develop an interest in biology for all sorts of reasons. The workings of the human body are of immediate relevance and many biological matters are topical and receive media coverage. Environmental issues are always in the news, as are medical matters and biotechnology. Biologists are involved in the study of life at all levels, and the application of knowledge in a wide range of contexts.

This course helps students to better understand themselves and their place in the natural world. It allows an in-depth study of a wide range of biological concepts as they apply to biological molecules, cells, organisms, populations, and interacting communities. This course is suitable for any student with good science ability plus a genuine interest in the living world.

### IBDP Chemistry (HL/SL)

Chemistry deals with the fundamental nature and reactions of matter. It is the central science as chemical concepts form the basis of our understanding of biological systems and the physical world around us. Chemistry has been hugely influential on humankind's development throughout the ages and this is no less true now. The development of medicines, fuels, fertilizers, polymers, and semiconductors, affects all of us in one way or another.

At a time when our planet seems to be on the brink of so many problems, chemistry has a major role to play in most areas of human endeavor: understanding the global process; monitoring the environment and pollution; finding alternative fuels, and discovering cures for malaria, AIDS and cancer. This is a course, which, through practical experience and intellectual arguments, takes students into the fascinating and sometimes perplexing realms of the nature of light and matter.

### IBDP Physics (HL/SL)

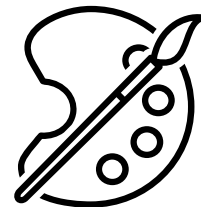
Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. The IB diploma Physics is an academically rigorous course that is both intellectually stimulating and fascinating. It is extremely useful for those wishing to study mathematics and related subjects whilst the intellectual rigor of the course also develops a student in a manner that would give them advantages in the study of other areas of academia.

The language of physics is largely mathematical, and it is important that students are confident in their use of essential mathematical processes before they embark on the course. Physics students will probably be considering studying Higher Level Maths AI or Maths AA.

Physics is an essential requirement for the study of the majority of engineering disciplines and is highly recommended for students of architecture and related fields.



# COURSE DESCRIPTIONS



## Arts

### HS Visual Art

The HS Visual Art course encompasses a wide range of activities designed to encourage students to explore and discover new possibilities in the visual arts. Students develop ideas and themes for their studio work and reflect on their planning, their process, and their skills development in their Visual Art Journal. New art processes and concepts, the use of media, and learning research techniques that yield many possibilities for studio works are the driving force for work in the Visual Art Journal. Gallery visits, drawings, and experiments with materials and approaches are included. In High School Art, the focus is on the production of art pieces and the reflection on one's own work.

Due to the self-directed nature of this course, it may not be suitable for students who have not studied Art in Grades 9 or 10.

### IBDP Visual Arts (HL/SL)

The course encompasses a wide range of activities designed to encourage students to explore and discover new possibilities in the visual arts. Students develop ideas and themes for their studio work and refine their skills in the Visual Art Journal. New art processes and concepts, the use of media, and learning research techniques that yield many possibilities for studio works are the driving force for work in the Visual Art Journal. Gallery visits, drawings, experiments with materials and approaches, and historical and critical analysis are included. Divergent and convergent strategies are employed. In the studio, students develop an exciting and highly personal portfolio of work in preparation for their exam/show. The portfolio of work serves a second purpose for those who choose to attend post-secondary education in the visual arts; it can form the basis of their university admissions portfolio. Evidence from both studio work and the visual arts journal is assessed by the examiner.

### HS Music Technology & Production.

This course is designed for students interested in music and exploring the world of music technology. It provides an opportunity for students to develop musical and/or technical skills on digital audio workstations. Students will develop techniques of audio recording, editing, listening skills and audio mixing/mastering using various music technology resources and musical styles and provide hands-on learning for basic recording, editing and mixing techniques. The course will also allow students to investigate digital music production and composition using software applications and online resources.

### IBDP or HS Theatre (HL/SL)

Theatre can be offered either as an IB or High School course. The course emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating as creators, designers, directors or performers. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience. Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement.

Through the study of theatre, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. This enables them to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness. Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

# COURSE DESCRIPTIONS



## Individuals and Societies

### HS Business

An understanding of international business is essential for students in today's interdependent global world. This course will provide students with the knowledge, skills, and abilities to understand the global political, cultural, and social environment within which firms operate.

Additionally, a major focus on macroeconomic theory and practical applications will be explored. This will include taking a look at the history and development of different economic models from the European enlightenment and Adam Smith through to the modern era and Milton Friedman. The course will culminate with a cross-cultural project, looking at how Malagasy Businesses can expand out into a global marketplace as well as how foreign firms can expand into Madagascar.

### IBDP Business Studies (HL/SL)

Students learn to analyze, discuss and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing, and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation, and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools, and techniques and placed in the context of real-world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature, and significance of change; think strategically; and undertake long-term planning, analysis, and evaluation. The course also develops subject-specific skills, such as financial analysis.

### IBDP History (HL/SL)

The IB History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gain factual knowledge. Six key concepts enjoy particular prominence throughout the IB history course: change, continuity, perspectives, significance, consequence, and causation. Students learn from a wide range of sources. The emphasis is on developing skills such as analyzing and evaluating historical sources and arguments, independent research, and essay writing.

This course is valuable for students with a general interest in history, as well as students interested in university study or careers in areas such as journalism, international relations, politics, political science, government, law, or international business. The study of history provides an excellent context and link for the study of literature and the arts.

# COURSE DESCRIPTIONS



## Physical and Health Education

### HS Physical and Health Education

All students on pathways 1 and 2 will follow a Physical and Health Education course. Students on pathway 3 (the IB Diploma Course) will also incorporate aspects of PHE as an important part of their programme. During the course, students will integrate a variety of health concepts, skills, and behaviors to plan for their personal, lifelong health goals. The students will apply concepts and principles of mechanics and anatomy in relation to human movement and apply the concepts and principles of the body's metabolic response to short-term and long-term physical activity. Movement experiences will enable the student to demonstrate competent and confident movement in a variety of categories and to improve competencies in their chosen sporting activities.





# MONITORING OF STUDENT PROGRESS

## Supporting students for success

Grade 11/12 students and parents should monitor their academic progress regularly on ManageBac. There will be four formal checks per year at various times throughout their program. The formal academic progress checks will occur:

- First quarter conferences (October)
- End of semester 1 report (January)
- Third quarter conferences (April)
- End of semester 2 report (June)

ASA follows guidelines regarding academic intervention and academic probation in order to help monitor and support all students' academic success. Students will be placed on Academic Contract as a result of one of more of the following:

- Failing to maintain a strong attendance record
- Failing to meet IA deadlines
- Failing to meet CAS requirements
- All Semester grades fail to sum 24 points
- HL Grades fail to sum 12 points

The DP Coordinator will meet with the Student Support Team to discuss any concerns arising about individual students and a plan for improvement. This may include, but is not limited to additional lessons at lunchtime or after school, supervised study hall, an Academic Contract agreement which must be signed by parents, or an agreement to seek outside tutoring support.

ASA will provide help and guidance to students placed on Academic Contract; however students and their parents must take an active role and follow through on advice and recommendations provided. A student will be moved from Academic Contract if sufficient improvements are seen and grades awarded at the end of the given semester are satisfactory.

# UNIVERSITY MATRICULATION

The ASA high school graduated its first class in 2000. In June 2023, twenty-four students representing 9 different nationalities will graduate. ASA graduates have matriculated to the following universities: Names in bold represent a class of 2022 matriculation.

Abilene University, Texas, USA  
American University of Sharjah, UAE  
American University of Paris, France  
American University, Washington DC, USA

**Berlin School of Popular Arts SRH, Germany**  
Brown University, Rhode Island, USA  
Boston College, Massachusetts, USA

California Baptist University, USA  
California State University Chico, USA  
California State University, San Diego, USA  
Cambridge University, UK  
Carleton University, Canada  
**Columbia University, New York, USA**  
**Concordia University, Canada**

Cornell University, Ithaca NY, USA  
Davidson College, North Carolina, USA  
De Anza College, California, USA  
Drake University, Iowa, USA  
Duquesne University, Pennsylvania, USA

East London University, UK  
Eckerd College, Florida, USA  
Ecole Hôtelière de Lausanne, Switzerland  
Emirates Aviation College, Dubai  
European Business School of London, UK

Florida International University, USA

Georgian College, Canada  
George Mason University, Virginia, USA  
Grand Valley State University, Michigan, USA

Hampton University, Virginia, USA  
**Hanze University of Applied Sciences, NL**  
Harvard University, Massachusetts, USA  
Howard University, Washington D.C.  
**Hult International Business School, UK**

IÉSEG School of Management, France  
Illinois Institute of Technology, USA  
**Imperial College London, UK**  
**Instituto Europeo Di Design, Italy**

James Madison University, Virginia, USA  
John Cabot University, Italy

Kings College, UK  
KLC School of Design, UK

Lassel College, Massachusetts, USA  
Leiden University College, The Hague, NL  
London Metropolitan University, UK  
London South Bank University, UK  
Loyola University Chicago, USA

**McGill University, Canada**  
Mahidol University, Thailand  
Massachusetts Institute of Pharmacology, USA  
Menlo College, California, USA  
Mesa State University, Colorado, USA  
Monash University, South Africa  
Middlebury College, USA  
Middlesex University, London, UK

Northern Arizona University, USA  
**NYU Abu Dhabi, UAE**  
Oklahoma Baptist University, USA  
Ouachita Baptist University, Arkansas, USA

Pace University, New York, USA  
Penn State, Pennsylvania, USA  
Penninghen University, France  
Point Park University, Pennsylvania, USA

Queen Mary University, London UK  
Queens University, Canada

Richmond University of London, UK  
Royal Hallaway, UK

**San Diego State University, California, USA**  
San Francisco State University, California, USA  
Santa Barbara Community College, California, USA  
Seattle University, Washington, USA  
Seneca Institute, Canada  
Shasta College, California, USA  
Sophia University, Japan  
Southern University, Tennessee, USA  
State University of New York Plattsburgh, USA  
Swiss German Institute, Indonesia

Thammasat University, Thailand  
Tokyo Gakugei University, Japan

United Business Institute, Belgium  
University College London, UK  
Universite de Windsor, Canada  
University of Akron, Ohio, USA  
University of Arizona, USA  
University of British Columbia, Canada  
University of California Berkeley, USA  
University of California Los Angeles, USA  
University of California San Diego USA  
University of California Santa Cruz, USA  
University of Cambridge, UK  
University of Capetown, South Africa  
University of Florida, USA  
University of Groningen, NL  
University of Illinois, USA  
University of Manchester UK  
University of Montana USA  
University of Monash, Australia  
University of New York Prague, Czechoslovakia  
University of North Carolina, North Carolina  
University of Oregon, Oregon  
University of Pennsylvania, Pennsylvania  
University of South Birmingham, UK  
University of Southern California, USA  
University of Surrey, UK  
University of Tampa, Florida  
**University of Toronto, Canada**  
University of Washington, Washington  
University of Warwick, UK  
University of Waterloo, Canada  
**University of Westminster, UK**  
University of Witwatersrand, South Africa  
Utrecht University, NL

Wheaton College, Massachusetts  
Whitworth University, Washington, USA