



Educational Advising Center Moldova NEWSLETTER

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<http://www.eac.md>

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EDUCATIONAL ADVISING CENTER
OSI NETWORK SCHOLARSHIP PROGRAMS
2009-2010 GLOBAL SUPPLEMENTARY GRANT PROGRAM

The Open Society Institute's Network Scholarship Programs (NSP) is pleased to announce the Global Supplementary Grant Program's 2009-2010 academic year.

GSGP offers supplementary grants to students from selected countries of Eastern and Central Europe, the former Soviet Union, and Mongolia. The purpose of the program is to enable qualified students to pursue doctoral studies in the Humanities and Social Sciences at accredited universities in Asia, Australia, Europe, the Middle/Near East, and North America.

ELIGIBILITY: The Global Supplementary Grant Program is available to citizens of the following countries: Albania, Armenia, Azerbaijan, Belarus, Bosnia, Croatia, Georgia, Kazakhstan, Kosovo, Kyrgyzstan, Macedonia, Moldova, Mongolia, Montenegro, Russia, Serbia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

Students pursuing doctorates in the medical, physical, chemical, technical or natural sciences as well as fine or performing arts are NOT eligible for this grant. Ineligible fields of study include:

- Business Administration/Management Training
- Computer Science
- Finance/Banking/Marketing
- Engineering
- Hard & Natural Sciences (Physics, Biology, Chemistry, etc.)
- Mathematics
- Medical Sciences

GSGP grants are for students pursuing doctorate degrees only. Students admitted to master's programs with the intent to continue, but who are not clearly admitted into a Ph.D. program, are ineligible. Please note that this is a supplementary program not intended for full funding. Applicants must be able to demonstrate additional support from other sources.

APPLYING: Further details regarding the program and guidelines for applying may be found in the application form for the Global Supplementary Grant Program 2009-2010. The paper application may be accessed via the OSI website at:

http://www.soros.org/initiatives/scholarship/focus_areas

Applicants may also apply online using the Online Application System (OAS) at:

<http://www.soros.org/grants/oas>

DEADLINES: The application deadline for students pursuing a Ph.D. in Asia, Australia, North America, or the Middle East is April 2, 2009.

The application deadline for students pursuing a Ph.D. in Europe is June 8, 2009.

Applications will not be accepted after the appropriate deadline. Late applications will be automatically disqualified. Applications sent by mail must be postmarked by April 2nd (for GSGP North America) or June 8th (for GSGP Europe). Applications for both GSGP North American and GSGP Europe can also be sent to your local Educational Advising Center office to the address below:

Educational Advising Center
148, Stefan cel Mare Blvd, of. 22, MD 2012 Chisinau
Tel.: 373 22 221172, 221167

E-mail: eac@eac.md
www.eac.md

GSGP North America:
Global Supplementary Grant Program
Open Society Institute
400 West 59th Street, 4th floor
New York, NY 10019, USA

GSGP Europe:
Global Supplementary Grant Program
Open Society Foundation

Network Scholarship Programs
Cambridge House
100 Cambridge Grove
London W6 0LE
United Kingdom

For the on-line application and more information on the Fulbright Scholar Program please go:

<https://apply.embank.com/student/fulbright/scholars/30/>

EUROPEAN COLLEGE OF LIBERAL ARTS (ECLA)

2010-2011 FULBRIGHT PROGRAM

&

HUBERT H. HUMPHREY FELLOWSHIP PROGRAM

The U.S. Embassy in Moldova is pleased to announce the 2009 annual competitions for the Fulbright Scholar Program, Fulbright Faculty Development Program and Hubert H. Humphrey Fellowship Program for the 2010-2011 academic year.

THE FULBRIGHT SCHOLAR PROGRAM awards non-degree grants to senior researchers, university lecturers, or experts in different fields who have a doctoral degree or equivalent professional experience in order to conduct research in the United States. THE FULBRIGHT FACULTY DEVELOPMENT PROGRAM provides Moldovan junior university professors with at least two years of professional experience an opportunity to explore curriculum development and teaching methodology in the United States.

The HUBERT H. HUMPHREY FELLOWSHIP PROGRAM is a one-year, full scholarship program offered to mid-career professionals who have a proven track record of leadership, public service commitment, and the capacity to take full advantage of a self-defined program of independent study at one of the leading universities in the United States. The program awards a certificate from the U.S. Government, but it is not designed to deliver an advanced degree.

ELIGIBILITY REQUIREMENTS:

- Citizenship of the Republic of Moldova and permanent residence in the country (permanent residents of the Transnistrian region may be considered despite non-Moldovan citizenship)
- Eligibility for a U.S. J-1 visa (two-year home-country residence requirement)
- A detailed statement of proposed activity for research at a U.S. institution
- Proficiency in written and spoken English
- Experience in the field.

For the Fulbright Scholar Program a doctoral degree or equivalent professional training is required. For the Fulbright Faculty Development Program applicants must have at least two years of university teaching experience. A completed university degree and at least five years of substantial professional experience is required for the Hubert H. Humphrey Fellowship.

The programs offer equal opportunities to all applicants and do not discriminate on the basis of race, color, sex, religion, national or ethnic origin, native language, handicap or disability.

Applications for the Hubert H. Humphrey Fellowship Program, Fulbright Scholar Program & Fulbright Faculty Development Program must be submitted by June 1, 2009. Supporting documents for the on-line applications must be submitted by the corresponding date to the Public Affairs Section of the U.S. Embassy in Chisinau, 103, Mateevici Street. The contact telephone number is 40 83 00.

For the on-line application and more information on the Hubert H. Humphrey Fellowship Program please go:

<https://apply.embank.com/student/humphrey/fellowship/93/>

For the on-line application and more information on the Fulbright Faculty Development Program please go:

<https://apply.embank.com/student/fulbright/international/20/>

ECLA is a private, non-profit institution of higher education in Berlin, Germany. It's a college without departments, dedicated to the study of values. Students are taught in small classes and one-to-one tutorials by a select faculty from disciplines like philosophy, literature, political theory, art history, and film theory.

Academic programmes include a six-week International Summer University, one-year programmes for undergraduates and recent graduates, and a B.A. Programme in Value Studies. Possible areas of concentration are Art and Aesthetics, Ethics and Political Theory, and Literature and Rhetoric.

Philanthropic grants allow the college to have a need-blind admissions policy and no qualified student is turned away for lack of funding.

Students and faculty come from all over the world and work together in English.

Below you will find a short description of ECLA's BA program:

NEW B.A. IN VALUE STUDIES: Applications are now invited for the new B.A. programme in Value Studies at the European College of Liberal Arts (Berlin, Germany).

This is the first interdisciplinary degree programme worldwide to be structured around the concept of value. ECLA is a college without departments, where students work with faculty from different backgrounds on moral, political, epistemic, religious, and aesthetic questions, with the understanding that such questions are naturally and deeply connected.

The B.A. programme is designed for students with a strong theoretical bent, who want to combine their pursuit of special interests with a demanding Studium Generale. Available areas of concentration are Art and Aesthetics, Ethics and Political Theory, and Literature and Rhetoric. The programme provides good preparation for continued study in fields such as philosophy, literature, political theory, and art history; and excellent support for students interested in careers in politics, organizational work, public policy, law, journalism, or the art world.

ECLA students and faculty come from all over the world and work together in English. Students live together on an attractive, green campus in a residential district of Berlin.

Financial Aid is available for all qualified students unable to pay the tuition fees!

Deadline for applications: April 30, 2009

Classes begin in October!

For admissions enquiries send an email to: admissions@ecla.de

To learn more, visit: www.ecla.de

10TH WEIMAR SUMMER COURSES

"MILESTONES OF DEMOCRACY" – EUROPEAN MEMORIES

June 28th – July 11th 2009

Courses Overview: The year 2009 is the anniversary of a number of dates of great importance for European democracy: The 'Weimar Republic', founded in 1919, introduced innovative constitutional elements to practical political life. Also founded in Weimar in 1919, the Bauhaus developed an aesthetic strategy for political participation; Joseph Beuys was later to take this further with his aesthetic approach of 'Social Sculpture' to foster humanity and ecological sustainability. Furthermore, in 2009 the new democracies in Central and Eastern Europe will commemorate the peaceful revolution in autumn 1989.

The 10th Weimar Summer Courses will refer to these milestones of European democracy in a cross-sectoral approach. The main aim is to use historical experiences and theoretical approaches for the future development of democracy in Europe. Three parallel courses

will address the general topic, each of them emphasising a specific dimension.

We cordially invite you to study these topics together with young intellectuals from all over the world in Weimar, one of the Cultural Capitals of Europe.

Course A (Philosophy): *The Weimar Classics and the Weimar Republic: Coming to Terms with a double Heritage*

In order to escape the chaos of Berlin, in 1919 the German parliament moved to Weimar. This decision also had a symbolic meaning. As Friedrich Ebert put in January 1919: "The whole world will appreciate us connecting the spirit of Weimar with the construction of a new Germany. The city of Goethe is a good symbol for the young German Republic."

In the seminar, we will examine more closely how supporters of the Republic tried to preserve the heritage of the Weimar classics by turning it into a political commitment. We will discuss how basic principles of the Weimar Republic such as tolerance, social equality and justice, paved the way for democratic development in Germany, even though Nazism and the GDR did not allow these elements to come into fruition.

Course B (Art and Sustainability): *From Bauhaus to Social Sculpture. The Shaping of Humane Societies as an Aesthetic Challenge*

The Bauhaus, founded in Weimar in 1919, brought together a Europe-wide avant-garde to reform the modern industrial age through art. While it had a significant effect in the field of construction and design, its larger holistic and reformatory beginnings were all but lost. Now, at the start of a new century, the idea of social sculpture (Joseph Beuys) offers a comprehensive aesthetic understanding and strategy for the shaping of sustainable societies. To what extent does social sculpture represent a new connection between the ethical and aesthetic dimensions? And what is its relationship to the central ideas of the Bauhaus?

An integral part of the course are practices that enable participants to access their individual creativity, to explore creative action in the context of their own situations. These practices are taught by interdisciplinary artist and Beuys pupil, Shelley Sacks.

Course C (Media and Society): *Civil Society and the Media in Central and Eastern Europe after 1989*

The course aims to investigate the current situation of the media in Central and Eastern Europe, including Germany, and to analyse and discuss their actual or potential role in building structures of democracy, peace and tolerance. The seminar will be comprised of both theoretical and practical components. To begin with, general issues and questions will be dealt with in the form of reading, class discussions as well as lectures. Field trips will be undertaken to various sites in and around Weimar, and meetings with experts will be arranged.

Another important element of the seminar will be a practical hands-on workshop during which the participants will learn and apply basic techniques of radio journalism with particular regard to the possibilities of new digital media. Audio features on a number of related topics will be produced in Weimar and then published on-line at the end of the summer school.

DEADLINE: Places are still available on all three courses, so the closing date for registrations and applications for scholarships has been extended until April 30th, 2009.

Further information can be found on www.weimar-summer-courses.de, including details on how to obtain a scholarship!

CONTACTS:

Weimar-Jena-Akademie
Jakobstr. 10, D-99423 Weimar
Tel: +49 (0) 3643-406 595
Fax: +49 (0) 3643-770 637
E-mail: sommerkurse@gmx.de
www.weimar-summer-courses.de

**INTERNATIONAL MSC DEGREE PROGRAM IN ICT
AT THE UNIVERSITY OF JOENSUU**

The University of Joensuu is now accepting applications to its international master degree program in IT!

Each year about twenty talented students from all around the world are selected to complete their master studies in Joensuu, Lappeenranta, or Kuopio, Finland.

One of the aims of the program is that students can be employed by a Finnish ICT-company during the second year of the studies. Strong research profiles of the involved departments allow research oriented students to actively participate and obtain training for future PhD studies.

The basic admission requirements are similar to those from the previous years: IMPIT accepts students with BSc or equivalent completed studies in information technologies, computer science or related field. Since the program is taught entirely in English, a perfect knowledge of English is a must.

Please notice that there are no tuition fees for admitted IMPIT students. An estimate for the cost of living for the whole duration of the studies is about 9000 Euro.

The application form and instructions are available at:

<http://impit.org/index.php?page=admission-2009---2011>

DEADLINE: April 30, 2009

With questions please do not hesitate and contact:

impit@cs.joensuu.fi

More details about the program are available on the web-page:

<http://impit.org>

CONTACTS:

Roman Bednarik
Dept. of Computer Science and Statistics
University of Joensuu, Finland
+358 13 251 7981
E-mail: impit@cs.joensuu.fi

**OUR LADY OF THE LAKE UNIVERSITY, SAN ANTONIO, TX
\$10,000 ANNUAL SCHOLARSHIP**

Our Lady of the Lake University offers undergraduate scholarships based on the current grade point average (GPA) to new international freshman and transfer students!

PROGRAM DESCRIPTION: Our Lady of the Lake University (OLLU), located in San Antonio, Texas, offers up to \$10,000 in scholarships per year to undergraduate international students. OLLU is a private, Catholic university for men and women founded in 1895. OLLU competes in the NAIA sports league and scholarships are available under conditions.

NUMBER OF AWARDS: Unlimited to Undergraduate Program

AWARD COVERAGE: Tuition Only

AWARD DURATION: All 4 years Maintain Required GPA

AWARD DEADLINE: No Deadline

The Scholarship matrix - Relative US Grade Point Average:

3.5 - 4.0 \$10,000.00 per year/5,000 per semester

3.49 - 3.0 \$7,500.00

2.5 - 2.99 \$5,000.00

INSTRUCTIONS: Send an email to International Admissions to indicate your desire to apply to OLLU. Undergraduate applicants are welcome to scan/email transcript(s) of secondary school. Transfer student will have to obtain a credential evaluation. Further instructions will be given.

More information can be found at the IIE Funding for US Study website:

www.fundingusstudy.org/SearchResult.asp?state=TX

CONTACTS:

Carol Graham

International Admissions/PDSO/RO
Our Lady of the Lake University
411 SW 24th St.
San Antonio, TX 78207
Tel.: 210-431-3978
Fax: 210-431-4036
E-Mail: international@lake.ollusa.edu

**THE UNIVERSITY OF WISCONSIN-SUPERIOR
\$7,500 TUITION AWARD PROGRAM**

Undergraduate Financial Assistance: University of Wisconsin-Superior Tuition Award Program (TAP)

UW-Superior's Tuition Award Program (TAP) aims to foster a campus community that is culturally diverse and academically strong. In 2008-09, more than 90% of admitted undergraduate international students qualified for a TAP award.

AWARD AMOUNT: \$5,500 to \$7,500 per year

NON-RESIDENT TUITION & FEES: in 2008-09 - \$14,135

AVAILABLE: for freshmen and transfer students

DEADLINE: Priority fall semester deadline: May 1; Final fall semester deadline: July 1; Spring semester deadline: November 1
International Admissions Website:

www.uwsuper.edu/oip/intl_pros/index.cfm

Majors Offered:

www.uwsuper.edu/admissions/freshmen/academics/majors/

DURATION: Awards renewable for a maximum of eight semesters. Students may petition to receive additional semesters. Awards for transfer students adjusted accordingly.

TAP Grants (\$5,500/year) are generally awarded to students who:

- submit all necessary application materials for a full-time undergraduate degree program;
- are academically admissible to UW-Superior;
- submit a TAP application form, and
- demonstrate sufficient financial support for the remaining expenses.

Global TAP Scholarships (\$2,000/year) are awarded, in addition to the TAP Grant, to students who demonstrate particularly strong academic achievement.

Note that for Global TAP Scholarships:

- academic merit is the primary basis for the award, but financial need and campus diversity may be taken into consideration;
- special consideration is given for achievement demonstrated through scores from the SAT, ACT, International Baccalaureate (IB) diploma program or internationally-administered A-Level exams;
- athletic ability is not a criterion, but other forms of school or community involvement are considered;
- a personal statement and/or letters of recommendation are encouraged;
- all students who meet the criteria for the TAP Grant are automatically given consideration for a Global TAP Scholarship.

CONTACTS:

Mark MacLean, International Admissions Coordinator

Email: international@uwsuper.edu

Phone: 715-394-8052 / Fax: 715-394-8363

Website: www.uwsuper.edu/oip/

**MICHAUX TRAVEL & RESEARCH GRANT FOUNDATION
A GRANT FOR RESEARCH ON HORTICULTURAL &
BOTANICAL EXCHANGES**

The Andre Michaux Travel and Research Grant Foundation announces a grant program to be awarded biennially for research

related to horticultural and botanical exchanges within the greater Atlantic World.

A grant for travel and research (\$500.00) will be awarded twice a year for Spring/Summer and Fall/Winter.

M.A., Pre-Doctoral and Independent Scholars whose research is centered on horticultural and botanical exchanges within the greater Atlantic World are encouraged to apply. A tax offset will be provided to independent scholars, who are awarded the grant. Please note: The foundation is interested and wishes to support junior scholars just starting their academic careers.

Applicants are required to submit 4 copies:

1. CV
2. Paper or publication related to botany and horticulture
3. Two letters of recommendation
4. Research goals

DEADLINE: Applications for Fall/Winter 2009/2010 must be postmarked by May 30, 2009 and mailed to:

Barbara Spence Orsolits/Director

The Andre Michaux Travel and Research Grant Foundation

4085 Ridge Road

Smyrna, Georgia 30080

E-mail: borsolits@bellsouth.net

**HELLER SCHOOL FOR SOCIAL POLICY & MANAGEMENT,
BRANDEIS UNIVERSITY
FULL TUITION SCHOLARSHIPS**

The Heller School for Social Policy and Management at Brandeis University will soon celebrate its 50th year delivering graduate education programs grounded in the pursuit of social justice.

The Programs in Sustainable International Development (MA in SID and MS in International Health Policy and Management) are among the largest and oldest such programs in the United States. Entering its 15th year, SID is consistently recognized by humanitarian organizations such as the World Bank and the Ford Foundation as a leader in development education.

Keep an eye out for next year's scholarship applications.

Master of Science in International Health Policy and Management (IHPM)

Full tuition scholarship:

http://files.e2ma.net/24520/assets/docs/heller_school_ihpm_scholarship_12.pdf

Master of Arts in Sustainable International Development (SID)

Women are especially encouraged to apply.

Full tuition scholarship:

http://files.e2ma.net/24520/assets/docs/heller_school_feldman_scholarship_12.pdf

Applications for admission received after March 1, 2009 will be reviewed on a rolling basis!

Further information about the SID program can be found at: <http://heller.brandeis.edu/sid/>

CONTACTS:

Laurence Simon, Ph.D./Director

Programs in Sustainable International Development

The Heller School for Social Policy and Management

E-mail: HellerAdmissions@brandeis.edu

**HULT INTERNATIONAL BUSINESS SCHOOL
DUAL US GRAD BUSINESS DEGREE**

Stand out. Be unique at Hult.

Earn your MBA & Master of Finance in only 18 months & receive 25000 USD scholarship!

Hult International Business School, the world's first global business school, announced today that it is offering its incoming September MBA class the opportunity to extend their studies and graduate with a Master of Finance degree at no extra cost.

To celebrate the launch of this exciting program, prospective applicants who submit a successful Hult MBA application before April 30th 2009 will be given a 25000 USD scholarship. The scholarship will cover the additional tuition fee for the Master of Finance.

TO APPLY: please go to:

http://www.apply-hult.com/public/apply_now2.jpg

The accelerated Hult finance program will immediately follow on from the Hult MBA program, and will give students an in-depth understanding of corporate finance, investments, and capital markets. Since the basic financial concepts are covered in the MBA program, students can fulfill the Master of Finance degree requirements in as quickly as six months.

ACCREDITATIONS: Hult International Business School is accredited by the New England Association of Schools and Colleges (NEASC) - the oldest regional accrediting association in the U.S. - as well as by the Association of MBAs (AMBA) - the international global standard for all MBA programs.

To learn more please go to:

http://www.apply-hult.com/public/Hult_MFin_flyer2.pdf

www.hult.edu

E-mail: admissions@hult.edu

GOOGLE LIME SCHOLARSHIP FOR STUDENTS WITH DISABILITIES

Access to knowledge is our thing. When it comes to higher education for promising scholars, we don't want anything to stand in the way.

That's why we're proud to partner with Lime. Google is committed to helping the innovators of the future make the most of their talents by providing scholarships and networking retreats for computer science students with disabilities. Recipients of the Google Lime Scholarship will receive a scholarship for the 2009-2010 academic year. Selected students will also be invited to attend the all-expenses-paid retreat at the Googleplex in Mountain View, CA, in 2010. Scholarships will be awarded based on the strength of candidates' academic background and demonstrated passion - \$10,000USD for those studying in the US (based on average tuition costs).

ELIGIBILITY REQUIREMENTS: Candidates must be:

- A student entering their junior or senior year of undergraduate study or be enrolled in a graduate program in the 2009-2010 academic year at a university in the United States or Canada. In addition to US and Canada citizens, international students with disabilities studying at universities in the US or Canada are also encouraged to apply!
- Enrolled in a Computer Science or Computer Engineering program, or a closely related technical field as a full-time student for the 2009-2010 academic year.
- A person with a disability (defined as someone who has, or considers themselves to have, a long-term, or recurring, issue that impacts one or more activities that others may consider a daily function); this definition also includes the perception among others that a disability exists.

HOW TO APPLY: Candidates are asked to apply online via the Lime online application process, and provide the following:

1. Contact and education information
2. Current resume
3. Academic transcripts
4. Answers to essay questions

5. Two recommendation letters from a professor, adviser or supervisor

Application deadline is Monday, June 1, 2009.

Visit www.google.com/jobs/scholarships for more details.

COLLEGE ADMISSIONS' WRENCHING INS & OUTS

by Angel B. PÉREZ

Los Angeles Times, April 3, 2009

For school officials, deciding on students' dreams is a difficult, emotional task.

I've been talking to a lot of angry people this week. They yell; I listen patiently. They cry; I empathize. The pain of not getting into the college of your dreams is unlike any other. Students call here to Pitzer College to find out what they could have done differently. Parents call to ask us to reconsider. It's hard to justify to someone who has just been "denied" the college of their dreams that although they've done everything right, we just did not have enough seats in the class.

What these families don't see is the amount of emotion that admissions officers across the country pour into making these decisions. These students don't know that behind closed doors, we argue about these difficult decisions. Each of us fights for the kids in admissions committee meetings, and we're truly sad when we turn away applicants who we know have worked hard but, because of circumstances beyond our immediate control, we cannot admit.

It's still hard for me to erase the images of the downcast expressions on my staff members' faces when the decisions go against the students they had argued for in committee. Just days ago, we were deliberating between a few candidates for a special scholarship opportunity - knowing we had room for only one more. You could feel the tension in the room. Every admissions officer wanted his or her kid to get in. When the tough call was made, there was profound sadness. We knew we would positively affect the lives of some students while turning away the majority of those who had applied.

No matter how many years you work in college admissions, it never gets any easier to say no. At my institution, we received 4,079 applications but only have 245 spots in the freshman class. Choosing among a majority of overqualified students is our challenge.

I recall the fate of one young woman whose academic profile was top-notch. She had a 4.0 grade-point average at a competitive high school in Los Angeles, she listed a fair amount of extracurricular activities, and her essays read well. But she was from a town very close by and had never taken the time to visit the college. We offer many opportunities to do so, but she had had no contact with us.

In a year in which predicting how many students will enroll is going to be more difficult than ever, were we going to take a chance on her, that she was serious in wanting to come to Pitzer? With the pressure of having too many applications and not being sure of who really will enroll, we have to find ways to turn down students. In the end, we passed on her.

I also recall the young man from New York City who was academically below our margin. If I had read his application without meeting him, I probably would have denied him admission. But he showed up for my school visit when I was in New York, and had several contacts with me throughout the year. Then I interviewed him, and in my evaluation I wrote, "This kid bleeds Pitzer College". He was concerned about issues of social justice and social responsibility -- two key values that our institution was founded on. Clearly this kid had done his research and was determined to help me realize that he was the right fit.

His application eventually arrived on my desk, and I knew he was not going to be an easy admit. With a GPA below our typical average of 3.9 and no test scores submitted (we are a test-optional institution), the committee was not going to be kind. Therefore, I decided to read parts of his essay out loud to the committee. I

needed to make sure they saw him outside the context of his numbers. They laughed out loud in response to this young man's humor, and they could not believe how much time he took to demonstrate to us how right he was for Pitzer.

I followed up the reading by telling them about my impressions from the interview: "He won't graduate top of his class, but he is going to be a powerful presence here." One of our staff members, who was clearly impressed, said, "This kid really does want to change the world, doesn't he?"

In the end, personal contact made a difference, and the young man's ability to paint a clear picture as to why he was the perfect match for our institutional culture won us over.

This week, students across the country received admission decision letters from thousands of colleges. They have poured their hearts and souls into their applications. They have worked hard and taken risks to share some of the most intimate details of their lives. They have told us about their goals, aspirations, triumphs, failures and adversities.

As I sat in my apartment, at the local Starbucks, in my office, (admittedly sometimes at the strangest hours of the night), I read their applications. With a constant cup of coffee in hand, I pored over each of their life stories. I laughed, I cried, and sometimes I performed a cheer of triumph (earning me some strange looks at Starbucks).

Regardless of my reaction to individual applications, I am truly inspired by young people today. They are much more motivated and qualified for college than I was when I was applying. Each day, I read stories of young people who are working hard to change the world and create new experiences that require them to take risks, have courage and overcome obstacles. We can't admit all the students we love, and that's because we tend to love many more than there will ever be room for.

To all these students, I say that where you get into college is not a representation of your worth, and please remind your parents that your college acceptance letter is not their final grade on the parental report card of life. If a school did not admit you, it's not a personal rejection.

In fact, most kids we turn away have done absolutely everything right, but given the seats we have available and the conflicting institutional needs that we have to balance, many kids are turned away because of the needs of the college, not because of a lack of achievement on their part.

We want an even representation of women and men, in-state, out-of-state and international students. We try to create a strong balance of socioeconomic and ethnic diversity as well. We need to make sure some kids can staff our athletic teams while others man our orchestras and theater productions. The list of needs is endless and seems to grow longer every year.

So for all of you getting the thick envelopes, the thin envelopes and everything in between this week, thank you for sharing the details of your lives and your aspirations. It's what keeps admissions officers in this business - knowing that young people are doing amazing things and creating transformative experiences that will affect our world tomorrow.

Regardless of the decision letters you received, you have worked hard and have earned the right to brag about your accomplishments. You are indeed the hope we have been looking for.

Angel B. Pérez is the director of admission at Pitzer College in Claremont.

Source: http://www.latimes.com/news/opinion/commentary/la-oe-perez3-2009apr03_0_4003619_story

THE COLLEGE APPLICATION: BEHIND CLOSED DOORS

You are a college applicant. It's mid-winter. Your applications have been submitted and all you can do is wait. After months of mail, interviews, phone conversations, and campus visits, the chatter

from the colleges has all but disappeared and the silence is deafening.

What happens to your application when it reaches the admission office? Who reads it? What will they think? How will they decide? Surprisingly, the answers aren't that simple.

The credential review processes at colleges and universities vary widely according to applicant volumes, levels of selectivity, and institutional agendas. For example, colleges with "rolling admission" programs make decisions on applications as they come in, admitting those who are qualified.

Conversely, institutions that process tens of thousands of qualified applications often presort credentials electronically using a formula involving standardized tests and GPA. Many of the most selective schools apply an index derived from a more complex set of variables in order to prescreen applicants. In each case, candidates who meet predetermined standards are referred to the admission committee for further review.

In just about every admission process, the "committee" is where the more difficult decisions are often made. I use the term committee loosely because committee members or "readers" may meet together in conference rooms, in their offices or the quiet comfort of their homes. Once in committee, applications are often reviewed by at least two readers before any decisions are made. Readers can be part-time staff hired to participate in credential review, specialists in particular majors or subgroups of students (international students, for example) and members of the admission staff.

In some cases, faculty members are invited to read applications from students interested in their respective academic disciplines. This is more likely at universities that are comprised of "colleges" or "academic programs" to which you apply directly.

What follows is an attempt to arrive at a consensus regarding your application. As readers review your credentials, they start with your transcript, noting both the strength of your academic program and your academic successes relative to other students in your school. In all likelihood, you will be regarded as qualified - you could do the work academically if given the opportunity.

Having been established as a viable candidate on their competitive "playing field," readers begin to dig more deeply into your application. They look at extracurricular activities, test results and essays for "hooks" or points of distinction. Quite often, the question directed at your application will be as simple as, "What do we get by admitting this student?" As the research into your application continues, committee members probe for authenticity and sincerity of purpose in all your application materials.

Readers will also look for explanations that might shed light on any irregularities in your program and/or performance. Such explanations might be found in personal statements, interviews and letters of recommendation.

In a very short period of time, admission officers develop a bias - a sense of what you have to offer and where you fit in the competition. The more intense the competition the more important it is to have a decisive or "over the top" credential - and the more important it is for that credential to be authentic. This is when arguments on behalf of students with special talents, interests and perspectives begin to emerge.

Assuming the bias is favorable, readers quickly scan letters of recommendation to look for validation - evidence that supports the information on your application. Sometimes these letters provide an added dimension of understanding regarding your performance. This insight can be very powerful.

As the selection process moves into March, the focus turns to the students who remain on the "bubble" or the margin of the competition. Questions such as "What is the likelihood that she will enroll if we take her?" and "How are his third marking period grades?" and "Are we sure we will get a good return on our investment if we give him that much financial aid?" dominate the deliberations. While candidates at opposite ends of the competitive spectrum are sorted quickly and easily, those in the middle continue to get lots of attention as the process winds down.

Complicating this process is the impact of the readers' personalities in the decision-making as well as the collective accountability for creating a freshman class that will further the university's aims. All of this, along with the pressure to make fine distinctions between excellent candidates, leads to the widespread notion that the selection process is neither "fair" nor "logical."

In truth, the process can be very arbitrary. If, however, you have applied to colleges that represent good fits for you - places that value you for what you do well - you should find yourself in possession of happy outcomes when the decision letters arrive!

Source: www.theadmissiongame.com

ADMISSIONS OFFICES ARE PURSUING MORE WOMEN & MINORITY CANDIDATES

by Alison GO

U.S. News and World Report Online, April 22, 2009

In a small classroom on the MIT Sloan School of Management campus in Cambridge, Mass., about 15 graduate business school students gather for a workshop on job interviews. The lesson is like any other for a group of job seekers - stay calm, tell a clear story - but the attendees look nothing like what you might expect. They all are women.

Business schools have traditionally been white and male. Even today, women represent only about 30 percent of M.B.A. enrollment. Blacks, Hispanics, and American Indians make up fewer than 10 percent of the students in the top 30 business schools, while they comprise about 28 percent of the U.S. population.

But business schools are working hard to make their classrooms reflect the real world - the world employers recognize, too. Companies "are trying to build the most diverse workforce," says Elissa Ellis-Sangster, executive director of the Fortū Foundation, an organization that promotes women's leadership in business. Schools have followed suit, reaching out to potential students who may never have before considered an M.B.A.

For most schools, the problem of gender and racial imbalance presents itself early in the application process. Simply put, women and underrepresented minorities do not apply to business programs as often as their counterparts do. If randomly drawn from the applicants, a first-year class would remain disproportionately white, Asian, and male. As a result, diversity and parity efforts rely heavily on outreach.

In 2001, the Fortū Foundation - a collaboration of major corporations, top business schools, and the Graduate Management Admission Council - was formed to address the lack of progress toward gender equity in business schools. Law and medical schools were quickly approaching parity, but business programs remained disproportionately male. Admissions officers were losing smart women not to competitor schools but to other disciplines.

Since then, Fortū and its member schools have talked to thousands of women to explain the value of the M.B.A. "We market not just the schools," says Julie Strong, an admissions officer at MIT Sloan. "We market the M.B.A. as a whole." Fortū holds conferences in big cities to answer questions about financing, work-life balance, career opportunities, and the commitment necessary to earn an M.B.A. And, as with that job interview workshop held by MIT Sloan Women in Management, or SWIM, Fortū events offer women a safe space to raise concerns that might not come up in a mixed-gender setting. Youth movement. Women also have benefited from a decade-old admissions trend at business schools: increasingly younger students. During the '90s, the age of business school students crept up until enrollees averaged about seven years of work experience. It was beginning to seem like the older, the better. But about 10 years ago, graduate programs began to reverse course, in part because of the effect an aging student population was having on diversity recruitment. By seeking out potential students just two or three years out of college, graduate programs could recruit more women when they were receptive to the message of a significant life

change. "If you wait five to seven years, women are more concerned about uprooting their lives," Ellis-Sangster says. "The earlier you get them, the fewer strings attached."

Tackling the dearth of certain minority groups may seem similar to the battle to reach gender parity, but the challenges are vastly different. For example, black women are relatively well represented in business schools, says Barbara Thomas, president and CEO of the National Black MBA Association. But, much like in the rest of academia, it is black men who are left behind.

Part of the solution is to recruit young. The National Black MBA Association has begun outreach efforts in high school and specifically seeks out C students who might otherwise be overlooked. If she had her way, Thomas would start even younger. High school is "really not early enough," she says. "After the age of 9, if you have not gotten into the mind of the child, you probably have lost them."

The National Society of Hispanic MBAs and American Indian Business Leaders also offer resources and opportunities for their members. There is also the Consortium for Graduate Study in Management, a corporate and academic alliance dedicated to advancing underrepresented minorities in business. As part of its effort to attract more black, Hispanic, and American Indian students to the field, the consortium provides a common application for potential students, hosts a special orientation program for first-year student members, and gives access to scholarships - rare commodities in the business-school world.

Meanwhile, individual schools have taken matters into their own hands, banding together to recruit from historically black colleges or hosting elaborate "diversity day" events to welcome new or potential students.

Lastly, there are two selling points that speak clearly to both women and minorities: money and flexibility. In general, women and minorities are far more concerned about the cost and convenience of a graduate degree, and business schools have responded. This isn't to say that school is getting cheaper (it's not) or that there are more grants and affordable loans out there (most students will still rely heavily on standard loans). But schools have found that recruiting women and minorities means being prepared to answer more questions about tuition, housing, loans, and repayment. In addition, many programs have expanded their part-time and online offerings and don't hesitate to advertise their commitment to supporting their students.

Despite the challenges, the efforts of these schools have not gone unrewarded. Last year, first-year enrollment at New York University's Stern School of Business was 41 percent female, and MIT has seen its class go from 28 percent female in 2000 to 35 percent just eight years later. The number of local chapters of the National Black MBA Association grew more than 50 percent in five years, and, according to Thomas, the late 1990s were a time of "drastic changes" in the social fabric of business schools: "You could feel it. You could see it. It was all around everywhere." Now, in the wake of a historic presidential election, another round of "drastic changes" doesn't sound so improbable.

EXPLORING GLOBAL VIEWS AND VISIONS: UNDERSTANDING OUR NEW CULTURAL CONTEXT THROUGH THE LIBERAL ARTS

by Naomi F. COLLINS, Ph.D.

"Globalism" as a term seems both abstract and overused, yet it has real meaning and impact. Everyone recognizes that traditional borders no longer define the beginnings and ends of phenomena - communication, mobility, commerce, and the spread of information, fashion, and disease. That the world is "shrinking", and that we live in a 24/7 time continuum, is not news, but it is a pressing reality. Whereas historic exploration and mobility resulted in limited encounter, today's technologies have resulted in continuous, multiple, and multipolar encounter and interaction between and among cultures.

Yet "globalism" is discussed most commonly through a narrower lens, that of "markets" and commercial activity. Recently the sciences have also discussed global "challenges"; for example, global warming and other environmental issues, bio-diversity, diseases without borders, such as the AIDS and TB epidemics, genetically altered crops, and other topics. A liberal arts approach to understanding our new global context appears to be just entering higher education curricula.

Currently, as written in *Change Magazine* (September/October 2002, pp. 51-52), it is not uncommon to view the internationalization of higher education as extra rather than integral, marginal rather than mainstream. But as the September 11th attacks on New York and Washington struck at the core of American commercial, governmental, and personal life, they showed not only that we Americans are not exempt from the impact of global events, but also that higher education cannot unbundle a global perspective from the center of academic concerns, content, and activity. Not since the launch of Sputnik in October 1957 were we so shaken in our assumptions about our place in the world and our preparedness as a nation, and so questioning of our ability to equip our students to thrive and compete in a new context. If in 1957 we were astonished at the gap we uncovered between Soviet and American students' math, science, and language skills, we were now startled at the chilling vision of U.S. agencies' apparent inability to muster linguists to interpret messages in airplane black boxes, or in potentially prophetic letters stacked on officials' desks.

Pressure to broaden the bandwidth of liberal arts education comes from at least two sources, students and employers. Students, according to ACE's national surveys reported in *Public Experience, Attitudes, and Knowledge*, want and expect to have an internationalized education. Even before 9/11, student poll surveys indicated that 88% of students believed international education gave them a competitive edge in the workforce; 86% strongly or somewhat agreed that knowing a foreign language improved their chances for career success. Eighty-three percent believed that international education opportunities are an important consideration when selecting a college or university; 70% believed it very important or somewhat important to interact with foreign students, study foreign language, and/or have the opportunity to study abroad. And 85% planned to participate in international courses or programs - 57% in foreign language; 50% in courses on history or culture of another country; 48% in a study abroad program. (*Public Experience*, pp.20 - 23; see also Green, *Change*, May/June 2002 issue).

The study concludes that colleges and universities with robust international offerings will have a competitive advantage in attracting new students. The evidence would indicate that students recognize that they will live and work in a worldwide context, and that they seek to master the knowledge and competencies to equip themselves to succeed in this transnational setting.

Nor, apparently, did the events of 9/11 scare students into insularity. Institute of International Education surveys, reported in *Open Doors*, indicate that credit-bearing study abroad has realized continued growth in the years since 2001. Furthermore, the range of countries of interest has broadened. Equally important, beyond exchanges, students are drawn to curricular offerings on other cultures, religions, lifestyles, and comparative perspectives. (*The New York Times*, February 12, 2002, p. A13.)

Corporate and business leaders also express preference for graduates prepared to work in a new global context. Although data on actual factors affecting hiring are hard to muster, with multiple variables among candidates, private sector employers maintain that when other factors are comparable, they favor internationally experienced, broadly educated candidates.

The challenge for the educational community today is to ramp up its response to these pressures from students and the workplace to meet these new and growing needs. Clearly, the new era calls for new ways to view our expanded universe, and new ways to expand traditional liberal arts to incorporate a larger vision. Like the shock of

Sputnik, the defining drama surrounding 9/11 and its aftermath creates a "teachable moment" and great opportunity. Those students entering colleges with education that provided a worldwide perspective will expect an expansion of that base in college.

At least three broad phenomena of the world that graduates enter today are:

- Continuous and multiple encounters among and between cultures;
- Complex interrelationships among cultures, with reverberating impacts on one another (both benign and destructive); and
- Cerebral skills as the bases of economies, the often called "knowledge economy" that has overtaken agricultural, manufacturing, and industrial based economies.

For the new economies, methodical approaches to inquiry, understanding, and expression are essential. Skills include systematic logic and reasoned argument, analysis and assessment, critical and interpretive thinking, mastery of "content", and sensitive and appropriate communications. These approaches and skills are inherent in a liberal arts education.

In sum: while CNN spans the world, Internet affects almost everyone's life, and the "global marketplace" shapes our days and future, academic attention to the human dimension of globalization and our new international context grows more essential.

At a time when financiers and economists use and interpret the flow of capital and corporations across borders, policy analysts explain the evolution of nation-states and ethnic identification, and computer and network theorists and practitioners laud the wonders of connectivity and instantaneity, the challenge of the liberal arts and humanities is to provide meaning to this new world, offer perspective, explore contexts, analyze implications and impact on individuals, cultures, and civic society. With expanded liberal arts content, approaches, and context, graduates will be more empowered than ever to engage a world of continuous cultural encounter and interaction.

Dr. Naomi F. Collins, Ph.D. is a consultant to cultural and higher education organizations. She has served as Executive Director of NAFSA: Association of International Educators, and is author of the forthcoming book, *Through Dark Days and White Nights: Four Decades Observing a Changing Russia*.

Source: <http://www.iienetwork.org/?p=Collins>

THE DO-IT-YOURSELF ATHLETIC SCHOLARSHIP

by Matthew FUTTERMAN

The Wall Street Journal, December 18, 2008

In September, Kirsten Bladec a senior in high school and a volleyball player spent \$39.99 to post her athletic resume and pictures of her playing on the Web site www.be recruited.com. The shots, combined with videos posted later, highlighted her ability to set the ball from in front of her forehead, with arms thrust out like Superman in flight. That display, combined with some telephone campaigning by Kirsten and her mother, got college coaches to start paying attention.

"I've been getting so many calls from random numbers, half of them I'm scared to pick up," says Kirsten, who recently took an all-expenses-paid visit to New Mexico Highlands University, where she was offered a scholarship.

Do-it-yourself services have emerged that allow student athletes to showcase their abilities for a fraction of the price. Aside from beRecruited.com, other sites include www.prepchamps.com, www.trupreps.com (owned by CBS Corp.'s MaxPreps unit), ActiveRecruiting.com, Collegecoaches.net and SportsWorx.com. There are also numerous sport-specific sites.

These sites are particularly active now, the peak of the college-application season. College coaches have grown more willing to scout talent on the Internet, especially since the sites don't charge

them to view the profiles. So far, beRecruited.com is the largest new recruiting network, with 300,000 students and 12,000 coaches registered as users, according to the company's Jeff Cravens. Becca Kohli, the head field hockey coach at Quinnipiac University in Connecticut, called recommendations from other high-priced agents as "unnecessary money." "If kids are good enough, they don't need to spend more," Ms. Kohli says.

**SEVIS CHANGES FOR 2009-10:
ADVICE FOR STUDENTS AND EXCHANGE VISITORS**
Information provided by SEVP, ICE – March 2009

The United States uses a Web-based data base to monitor the entry, presence and exit of international students, exchange visitors and their dependents. Currently, the school which accepts you will enter the necessary data into SEVIS, the Student and Exchange Visitor Information System, and will issue you a Form I-20 which allows you to apply for student (F-1 or M-1 visa) or exchange visitor (J-1) visa. SEVIS data is used by many government agencies which you will encounter in your journey to the United States: the US embassy or consulate where you will apply for your visa, the US Customs and Border Protection which will review your documents when you apply to enter the US at a port of entry, and the colleges, universities and programs where you will study.

The Student and Exchange Visitor Program which manages SEVIS (Student and Exchange Visitor Information System) is planning major improvements in SEVIS. The new database - called SEVIS II - will be implemented in two phases, the first beginning in October 2009. The planned advanced upgrades will make it easier for all users to navigate and use the system.

The new system is based on the idea that there will be one - and only one - SEVIS record for each person. If you are a student or exchange visitor, you and your dependents will each have one record for your entire relationship with the US immigration system. This will be possible through the use of an Immigration Identification Number or IIN - a unique identifier component.

WHAT DOES THIS MEAN FOR YOU? If you are currently attending school in the U.S. your school will tell you when and how to create this unique identifier, sometime in the last three months of 2009. Creating this account will require you to enter personal data from your travel documents for yourself and your dependents into a web-based application. If you are a student under the age of 18 or if you require the assistance of someone to help you create the account, your parent or legal guardian may do so. Your school will review your application and make changes to correct it.

SEVIS II will also match all records that belong to the same individual. Students will be asked to validate that the records being matched do, in fact, belong to them. They will also have the opportunity to identify records that belong to them that the system may not have identified as theirs.

Once SEVIS II is fully implemented in 2010, you will use your IIN to access SEVIS II -again online - to review your record, make changes to your personal information such as a change in your physical address, and ask your school to correct mistakes in your record.

If you are not a continuing student, but a new student who is planning on starting your studies in 2010 when SEVIS II is fully implemented, your process for obtaining your IIN will be slightly different. You will access the SEVIS website to create your account, which will then be made available to all the schools to which you apply.

Once they accept you, they will create a SEVIS record for you based upon the information you have entered. If you have applied to more than one school you will have to decide which school you wish to attend. Once you decide on a particular school, all of the other electronic records created by all of the other schools will be eliminated. When you apply for the appropriate visa, you will no longer have a paper Form I-20; the embassy or consulate will just check SEVIS II to verify your data. The creation of a one person-one

record system based upon IINs means that SEVIS II will be paperless. Your visa will be issued to reflect the school of your choice.

What this means is that once you register in SEVIS, which is your responsibility, it will now be a "one person, one record" system. The improved system will not be complicated. In fact, it's going to make it easier for you by saving you time, reducing data entry inconsistencies and duplications. SEVIS II will also help eliminate document fraud.

SEVP is planning many different ways to get you information about the account set-up process and your role with SEVIS II and will work with schools, programs, and the EducationUSA Advising Centers affiliated with US embassies abroad to make sure that you have all the information you need to make this transition to SEVIS II effortless.

Check the SEVP website at www.ice.gov/sevis for updates on this process, but remember that while you are an international student in the US, your international student advisor at your school is your best source for information.

NEW LOAN PROGRAM HELPS INTERNATIONAL STUDENTS

Harvard, JPMorgan Chase to offer private education loans!

Harvard University has signed an agreement with JPMorgan Chase that will provide graduate and professional students from abroad with access to private education loans. (International students are not eligible for federal student loans.)

The agreement follows more than six months of work by University officials to secure support for international students in its graduate and professional programs after other major lenders withdrew from the market. International undergraduate students at Harvard College are separately covered under the College's financial aid program.

"We have a significant international student population, and we pride ourselves on the contributions these students make to a diverse campus. We are pleased to be able to say, once again, that a Harvard graduate education remains accessible to all talented students, regardless of where they live." - *Dan Shore*, Chief Financial Officer, Harvard University.

Under the agreement, JPMorgan Chase will provide financing to graduate and professional students from abroad who register at Harvard. A customized underwriting process will make it as simple as possible for student loan applicants. Under this program, international students may qualify for loans up to the total cost of their attendance at the University, but the specific amount available to individual students will be determined, as part of an overall financial assessment, by the Harvard Schools or programs they will attend. Full text at:

www.news.harvard.edu/gazette/2009/03.05/99-studentloan.html

**FULL-TUITION FELLOWSHIPS
FROM TOP BUSINESS SCHOOLS
MORE THAN YOU MAY KNOW**
by Alison DAMAST

Here's a look at some of the basics about full-tuition scholarships at some of the leading MBA programs.

One of the management education world's greatest secrets is the wide variety of full-tuition fellowship programs at business schools. There are more than you might think - University of Virginia's Darden School of Business, for example, offers 61 full-tuition fellowships - and it is well worth taking the time to look into them during the application process. It could save you a cool \$150,000, the average price for a two-year education at a top business school. We've rounded up some of the top schools' full-tuition fellowship programs, along with how to apply for them.

For details go:

http://www.businessweek.com/bschools/content/sep2008/bs2008094_035405.htm

NEW IDENTIFICATION TECHNOLOGY FORTHCOMING FOR GMAT

Concerned about increased levels of cheating, top business schools will soon require a palm-vein scan as proof of identification for the Graduate Management Admission Test (GMAT). Since 2006, GMAT test takers have been required to undergo digital fingerprinting as proof of identification to deter proxy test taking. The Graduate Management Admission Council, which oversees the GMAT, notes that palm vein scans are superior to the former technology in terms of efficiency and accuracy.

Post-graduate professional school admissions tests including the MCAT, LSAT, and the GRE also require some form of identification verification. Last year, the MCAT began requiring that its applicants submit to digital fingerprinting. The LSAT has mandatory ink fingerprinting, while GRE applicants only need to show valid government-issued identification before sitting for the test.

The Graduate Management Admission Council took into account potential financial and privacy concerns before implementing the new technology. The test's price will remain at \$250 and test applicants should be aware that police cannot use palm-vein scans in investigations. The first palm vein scans will begin as early as August in Korea and India, with a world-wide rollout planned for May 2009.

Read full article online:

www.collegejournal.com/article/SB121669545112672811.html?mod=fpa_editors_picks

TOEFL® TV LAUNCHED ON YouTube®

Heard about the new resource for students learning English? Check out TOEFL® TV – the new official TOEFL channel just launched in March 2009 on YouTube®.

TOEFL TV provides tips from teachers and other students on improving English-language skills; video testimonials from universities and other TOEFL-accepting institutions on why they use the TOEFL® test; and student videos sharing test preparation tips.

TOEFL TV can be found at: www.youtube.com/TOEFLtv

YouTube users can add videos to the TOEFL TV channel, following review and approval by ETS.

USEFUL LINKS

The Ultimate Guide to the SAT: 100 Helpful Sites and Resources

<http://satguide.weebly.com/>

The Ultimate Guide to the SAT will be very useful for students who don't have access to an EducationUSA Advising Center but do have access to an online computer.

The site doesn't look like much at first glance, but the content is extremely comprehensive. It has everything from vocabulary building to online mock SAT tests. And the best part, it's ALL FREE. Also, there is a 300 page .pdf SAT study guide!

GRE Word List Gadget

For those interested in practicing online their vocabulary for the test. Here is the link to it:

<http://www.google.com/ig/adde?moduleurl=http://readergadgets.googlepages.com/grewordlist.xml&source=imag>

Several similar gadgets that help prepare for GRE, SAT, and GMAT can be found at:

<http://www.google.ru/ig/directory?hl=ru&recommend=aruljohn.com%2Fgadget%2Fgre.xml>

United Healthcare Student Resources for International Students

www.uhcsr.com

United Healthcare International Student Resources provides student health insurance for J-1 and F-1 visa holders at hundreds of colleges and universities in the United States. These student health products are underwritten by the United Healthcare Insurance Company and leverage the national reach of United Healthcare's preferred provider networks. United Healthcare has mastered the implementation and administration of international student plans, ensuring a quality experience for both clients and students.

16 Prestigious Schools that Offer Free Online Classes...

<http://aceonlineschools.com/free-online-classes/>

Information technology has revolutionized how we find and share information. These progressive institutions have taken the first step by making their class free for anyone to use online:

1. Massachusetts Institute of Technology
2. New York University
3. Vanderbilt University
4. Stanford University
5. Yale University
6. University of Notre Dame
7. Carnegie Mellon University
8. Tufts University
9. University of Washington
10. University of California at Berkeley
11. Johns Hopkins University
12. Berklee College of Music
13. Gresham College
14. Open University
15. Utah Valley State College
16. Utah State University

Free Online English Course from Dept. of Education

www.usalearns.org

Almost every aspect of immigration in the United States these days is controversial. Here is one that should not be.

It's USA Learns, a free Web site from the Department of Education that helps people learn to speak and write English.

There's a crying need for English-language instruction among immigrants. The 2003 National Assessment of Adult Literacy found that 11 million adults in the United States were not literate in English, and that state and local language programs were reaching only about 1 million of them.

The Web site, launched this month at www.usalearns.org, is not a perfect substitute for an abundance of amply funded, not-overcrowded English as a Second Language classes. But it's a good start.

People who don't have the time, money, or luck needed to get into E.S.L. classes, or who want to practice on their own, can now cozy up to a library computer and get hours of valuable training in the practical language of taxes, government, health, parenthood, and other useful subjects.

Immigration tough talkers like to insist that English should be the national language of the United States, but seldom support efforts to help more immigrants learn it. Maybe they will find something to deplore about this modest initiative, too. But to us it sounds simple, useful, and long overdue.

Source: <http://theboard.blogs.nytimes.com/2008/11/24/learning-english-the-web-way/>

Studying English in the U.S. - ELS Language Centers

www.els.edu

ELS Language Centers offer students unparalleled opportunities for academic growth and development in a safe and supportive environment. With 47 centers strategically located throughout the US, ELS provides international students sound English language training enhanced by a broad support network of nearby partner institutions, including many US colleges and universities. Unlike other language schools, ELS Language Centers encourage their

students to pursue further study, promoting on-campus recruitment and facilitating student transfers within the US.

Students with specific educational aspirations will find that many ELS Centers lie in close proximity to major colleges and universities in both rural and urban areas. In addition, the ELS Language Center's cooperative program and academic placement service supports students in finding and applying for university admission before ever leaving their home country.

ELS Language Centers offer classes, testing services and more for full-time, part-time, or vacation study. Over 550 US universities, colleges, and career schools accept completion of an advanced level in the ELS Intensive Language Program in place of the TOEFL.

For more information or for program locations, please see the ELS Language Centers at:

<http://www.els.edu/contents/index.aspx>

UNIGO's Resource

www.unigo.com

Unigo is a new platform for college students to share reviews, photos, videos, documents, and more with students on their campus and across the country.

It's also the best place for high school students to find out what life is really like at America's colleges, and to make friends to help them find the school that's right for them.

Unigo is the result of a nationwide grassroots movement to get the truth out about college life, and it's growing bigger every day.

E-Campus Tours

www.ecampustours.com

Courtesy of Edsouth, eCampusTours.com is a revolutionary college planning web site featuring 360° x 360° virtual college tours of over 1200 college campuses.

A private, nonprofit corporation, Edsouth dedicates resources, invests in technology, and provides cutting-edge services to students, families, and schools across the United States.

Registration required/Enter to win a \$1000 scholarship!

Sample:

www.ecampustours.com/VirtualTours/Default.aspx?FafsaCode=E00468&login=false

Questia Online Library

www.questia.com

Questia is the world's largest online library of books, with over 67,000 full-text books, 1.5 million articles, and an entire reference set complete with a dictionary, encyclopedia, and thesaurus.

Subscription to the entire Questia academic library also includes digital productivity tools for highlighting text, taking notes, and generating footnotes and bibliographies in seven different styles.

Students, educators, businesspeople, and professional writers/researchers around the world rely on the trusted books, journals, and articles found in the Questia online library to save significant time without sacrificing research quality or convenience.

The library is open 24/7 to an unlimited number of users.

Science in Focus

<http://www.sumanasinc.com/scienceinfocus/scienceinfocus.html>

Sumanas Inc.'s website offers a wide range of material, such as animations of scientific processes, for a range of scientific disciplines, but here visitors will find their "Science in Focus" section of the website. Some of the topics that are brought to life with animating technology are antibiotic resistance, stem cell research, malaria, anthrax, gene therapy, and peptic ulcers. Click on "Go to Presentation" next to your topic of choice, and you'll be taken to a page that has the animation ready to play, but also has several links to outside sources of information. When you're ready to view the animation, click on the link "Click to view animation" and you'll be shown a simple player that will allow you to listen to the narration while viewing the animation, or read the text while viewing the

animation. Visitors shouldn't miss the Malaria Parasite animation for an explanation of how humans, mosquitoes, and the Plasmodium parasite all have to be involved to successfully pass on malaria.

(From *The Scout Report*, Copyright Internet Scout Project 1994-2008. <http://scout.wisc.edu/>)

Academic Journals Online Tool

<http://www.jurn.org/>

Finding new and important works from academic journals can be challenging, and winnowing out the free offerings can be even more taxing. The JURN site brings together humanities and social sciences articles that are made available from the Directory of Open Access Journals and the Intute: Arts & Humanities website. Additionally, the site brings together pieces from 13 fine-arts magazines and full-text proceedings from conference proceedings.