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I. Scholarships and Fellowships

THE MILWAUKEE SCHOOL OF ENGINEERING (MSOE) - INTERNATIONAL SCHOLARSHIPS FOR 2009

The Milwaukee School of Engineering (MSOE), one of the top engineering schools in the nation is highly committed to offering affordable education. In 2009, international scholarships are available to full-time, non-fully sponsored, international students. The scholarship amounts are determined based on grade point average (GPA).

Students having a 3.0-4.0 GPA (on a 4.0 scale) may be eligible for a scholarship amount of 11,000 - 15,000 USD.

To qualify for this academic scholarship students are encouraged to complete the MSOE admissions process at: www.msoe.edu/fulltime_students/index.shtml

For more information, please contact Caleb Black, Admission Counselor for International Students at black@msoe.edu Or 00-1-414-277-6763. www.msoe.edu/admiss

Located in downtown Milwaukee, Wisconsin, MSOE has been a leader in engineering education since 1903. On the shores of one of the Great Lakes, Lake Michigan, it experiences all four seasons with cold winters and mild summers. Milwaukee is one of the country's largest cities with a metropolitan population of approximately 1.6 million residents. The 15 acre (approximately six hectares) MSOE campus is situated in one of the most exciting parts of the city - East Town. Many restaurants and attractions, such as the Milwaukee Art Museum, are walking distance from the campus.

MSOE offers 4-year ABET and CCNE accredited Engineering, Business, and Nursing programs.

Milwaukee School of Engineering
1025 North Broadway
Milwaukee, WI 53202-3109
explore@msoe.edu
www.msoe.edu

ANDRE MICHAUX TRAVEL AND RESEARCH GRANT FOUNDATION ANNOUNCES A GRANT FOR RESEARCH ON HORTICULTURAL AND BOTANICAL EXCHANGES

Fall - Winter 2009-2010

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 four copies:

- A) CV
- B) Paper or publication related to botany and horticulture
- C) Two letters of recommendation
- D) Research goals

Applications for Fall/Winter 2009/2010 must be postmarked by 5/30/2009 and mailed to:

Barbara Spence Orsolits
Director - The Andre Michaux Travel and Research Grant Foundation
4085 Ridge Road
Smyrna, Georgia
30080

borsolits@bellsouth.net

LYNN UNIVERSITY INTRODUCES NEW CORE CURRICULUM: DIALOGUES OF LEARNING -



During the past two years Lynn University has planned and executed a new core curriculum called *The Dialogues of Learning*. The new core marries the traditional liberal arts focus on classical texts and knowledge with a dedication to preparing students for real world professional practice. The undergraduate core courses are small in size, taught by experienced faculty, both internationally and domestically focused, and completely interdisciplinary.

The president of the Association of American Colleges and Universities, the leading national association concerned with the quality and vitality of international education has called the university's new core curriculum inspirational, and has praised it for ensuring that Lynn students graduate outstandingly prepared for life, work and citizenship.

Distinguishing features of Lynn's new core curriculum:

- 4-year (rather than traditional 2)
- Small classes (no lecture halls)
- Faculty taught (no adjuncts or grad students)
- 60% seminar courses (in the Dialogues)
- Relevant, real world math and science classes
- Writing and public speaking in every class
- January Term focusing on internships, study-abroad and special projects
- Early access to classes in major (very first semester)
- International and domestic focus
- Readings from Eastern and Western canons, ancient and modern day texts

For information on scholarships and grants visit:

www.lynn.edu/getting-started/cost-and-aid/scholarships-grants-loans

Office of Admissions
3601 North Military Trail, Boca Raton Florida 33431-5598
Tel: (561) 237-7900 OR (800) 888-LYNN
Fax: (561) 237-7100
www.lynn.edu
admission@lynn.edu

MASTER OF LAWS IN INTERNATIONAL TRADE LAW AT THE UNIVERSITY OF ARIZONA

The University of Arizona James E. Rogers College of Law welcomes international students to enroll in its LL.M. program, designed to provide candidates with the skills and knowledge required to meet the challenges of a global marketplace.

See the scholarship request form at: www.law.arizona.edu/Tradelaw

International and U.S. students complete a rigorous core curriculum, demonstrate research and analysis skills in a required thesis, and may participate in any number of practical learning opportunities offered at the James E. Rogers College of Law and through institutional affiliations, most notably the National Law Center for Inter-American Free Trade.

LL.M. candidates at The University of Arizona will complete a minimum of 24 credit hours for the degree. During the summer foreign students will also complete a two-unit Introduction to American Law, and a special course devoted to U.S. research and writing techniques. Most of the curriculum will involve "core" courses in International Trade and Business Law, International

Commercial Law, and instruction in related areas such as Investment Law, European Union Law, Commercial (UCC) Law, Corporate Law, Administrative Law, Antitrust Law, Securities Law, and/or Domestic and International Environmental Law.

Recent research projects include the development of an electronic commercial registry; comparison of and suggestions for harmonization of banking law; transportation documentation; environmental legislation; customs law and procedures; common rules for recognition of judgments; dispute settlement at the WTO and under NAFTA Chapter 11; industrial incentives legislation in Central America; and comparative real estate law, but this is by no means an exhaustive list.

The program's LL.M. classes are extremely diverse. Students hail from all over the globe, including: Mexico, Canada, Australia, Argentina, Brazil, Costa Rica, China, the Czech Republic, Slovakia, Denmark, France, Finland, Germany, Honduras, India, Israel, Malaysia, Nigeria, the Congo, El Salvador, Panama, Papua New Guinea, Trinidad and Tobago, Haiti, the Philippines, Paraguay, Russia, Spain, Italy, Sweden, Taiwan, The Cameroon, South Africa, South Korea, Thailand, Uzbekistan, Uruguay, Guatemala and Vietnam.

For more information about the program and available financial aid, visit:
www.law.arizona.edu/Tradelaw

ANNOUNCEMENTS - SUMMER 2009 ENGLISH PROGRAMS FOR INTERNATIONAL STUDENTS:

HARVARD SUMMER SCHOOL, SUMMER INSTITUTE FOR THE STUDY OF ENGLISH AT MERCY COLLEGE, AND THE UNIVERSITY OF CALIFORNIA BERKELEY SUMMER SESSIONS

Harvard Summer School: Institute for English Language Programs

Harvard Summer School welcomes international students from abroad, and students who are currently studying at other U.S. colleges and universities. If you are an international student interested in attending the 2009 Harvard Summer School, it is important to begin preparing for your summer as early as possible.

You can improve your English language skills through a variety of courses offered by the Institute for English Language (IEL) Programs. Intensive full-time programs are available at all levels of proficiency for students who are at least 18 years old; a special full-time program for high school students is also available. Students can choose from a wide array of courses including Communication in Business, English for the MBA, English for Design, English for Global Business and Secondary School Intensive English Language.

Each IEL course begins with a common reading whose content is examined throughout the seven-week summer session, which begins on June 24, 2009. This year the theme will be "200 Years of Darwin," celebrating the bicentennial of Charles Darwin's birth. IEL programs will all use a common reading and a variety of materials that explore this theme's educational, political, and environmental importance on a global scale.

Tuition costs \$4,950. There is a \$50 registration fee
Housing costs \$4,250. Adult students are encouraged to live on campus. High school students must live on campus.
Tel: (617) 495-2693
iel@dcemail.harvard.edu

The last day to register if requesting an I-20 is April 30, 2009. If not requesting an I-20, the last day to register is May 26, 2009. For more information go to: www.summer.harvard.edu/2009/international

The Summer Institute for the Study of English at Mercy College

June 24-August 16

Mercy College is offering an 8 week program for non-native speakers of English aged 18 or above who seek to prepare for study at an American university. With 18 hours per week of instruction this intensive program is designed to increase students' oral and written English skills.

Classes are held on the beautiful Westchester County campus only 30 minutes from Midtown Manhattan via Metro North railway. Scheduled cultural and educational trips to New York City museums, theater, cinema, concerts, sports events and historic Hudson Valley landmarks make the experience even more memorable.

Tuition: \$7500 includes books, materials and trips
Housing: \$200 per week, meal plan available
Contact: Simeon-Dan Guisuraga MS. Ed.,
Director, International Students Office, Mercy College
555 Broadway, Dobbs Ferry, New York 10522
914-674-7284 Office
Sguisuraga@mercy.edu

Deadline for application: June 1, 2009

Enrollment is on a first come first served basis. Apply early to ensure your spot. www.mercy.edu

University of California Berkeley Summer Sessions

Berkeley Summer Sessions welcomes students from all over the world—about 2,000 of our more than 14,000 students are visitors from outside the U.S. Here is a chance to experience American culture firsthand and to make friends from the U.S. and other countries.

There are over 500 courses available at UC Berkeley offered in over 70 academic disciplines. Fields of study include languages, science, art, humanities, social sciences, and the professional fields of architecture, business, education, engineering, public health, and social welfare. Courses in the Summer English Language Institute are appropriate for intermediate through advanced students who want to enhance their English language skills, improve job performance, or undertake university work. Students who participate in our program must be high school graduates, 17 years old or older, who speak, understand, read, and write English well enough to benefit from a course conducted entirely in English.

As a student you earn academic credit and receive an official Berkeley transcript upon completion. Living on (or near) campus is a big part of the summer experience. In the residence halls or International House you will meet students from Berkeley, from almost every state in the U.S., and from many other countries. We encourage you to join us, and to spend time visiting California's many scenic attractions. International students find a wide range of services available to them. Berkeley offers Visa services (I-20 invitations and SEVIS visa registration), competitive housing options, orientation to campus resources and recreational facilities, and access to the San Francisco Bay Area. Enrollment is easy, and the experienced Summer Sessions staff is ready to assist you in any way to make your stay at Berkeley productive and enjoyable.

The deadlines for registration vary depending on which session you select.
http://summer.berkeley.edu/mainsite/type_intl.html

For more information or assistance please contact:

Skye Ward, Manager
International Student Services, Berkeley Summer Sessions
1-510-643-3357
Skye_ward@berkeley.edu

II. News you can use

DESPITE EXPENSE, INTERNATIONAL STUDENTS PURSUE U.S. DEGREES

Enrollment in American colleges is hitting record highs as people look to education to improve their economic situation by investing in their future. Students often travel halfway around the world to get here. Despite the crumbling image of America as a bastion of financial stability, the value of a U.S. college diploma is still solid gold. **"Business degrees are far and away the most popular end objective of most foreign students,"** says John Fernandez, president of the Association to Advance Collegiate Schools of Business. There's good reason to believe that the number of foreign students at colleges in the U.S. — 624,000 at last count — will continue to grow.

But as home economies weaken, foreign students here are struggling. "I'm hearing stories like, 'Dad lost his job'; 'We're not able to sell things in our shop anymore'," says Amy Moffitt of George Mason University, who adds that foreign students are not eligible for federal aid. But they can apply for special work permits if they're really broke, and she is seeing an increase in those hardship applications. Most, she says, will work or borrow — whatever it takes to finish.

Now, of course, many schools are hurting — they are facing cuts in state funding, and their endowments are tanking. But in a world of failing businesses, American higher education remains a bright spot — a beacon that continues to attract students from all over the world, no matter what the cost.

Full text at: www.npr.org/templates/story/story.php?storyId=102560847



ETS LAUNCHES TOEFL® TV CHANNEL ON YOUTUBE®

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

We suggest that you consider sharing the information about this site with your academic customers so that they can make their students aware of it.

ENGLISH AS A SECOND LANGUAGE WEBSITES

Check out these websites featuring resources for teachers of English as a Second Language:

<http://owl.english.purdue.edu>

Resource site with thousands of English-related lessons, personal statements, practice exercises, and links to ESL "most popular" issues and problems.

www.teacherjoe.us/index.html

This website is a popular, free resource for English grammar, speaking, reading, and writing; it also contains links to other helpful websites.

<http://esl.about.com/library>

This site contains resources and practical help and exercises for learning and practicing English.

www.esl.cafe.com

This site is one of the first ESL websites, and one of the best. Check this site for exercises, chat groups, exercises, links for jobs, etc. The discussion forums include members from all over the world, and everyone is practicing English. Take part and make some new friends!

<http://englishclub.com/index.htm>

On this website you will find many resources and a lot of interesting information that can help you learn and practice English.

www.oup.com/elt/global/products/headway

This website contains practice exercises and tests for Oxford Publishing Company's English books in the New Headway series.

www.englishtest.com

Here you can find short practice tests for nearly every English skill. Although many of the resources are free, many require payment, so select what you want to practice carefully.

News continues below...

COLLEGE ADMISSIONS' WRENCHING INS AND OUTS

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

Excerpt: Angel B. Pérez, director of admission at Pitzer College in Claremont

“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...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. Choosing among a majority of overqualified students is our challenge...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,” says Pérez.

“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.” At Pitzer College they look for an even representation of women and men, in-state, out-of-state and international students, and try to create a strong balance of socioeconomic and ethnic diversity as well.

“So for all of you getting the thick envelopes, the thin envelopes and everything in between this week,” says Pérez, “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.”

Full text at: www.latimes.com/news/opinion/commentary/la-oe-perez3-2009apr03,0,4003619.story