

I. Scholarships and Fellowships

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I. Scholarships and Fellowships

GEORGIA COLLEGE AND UNIVERSITY OFFERS UNDERGRADUATE SCHOLARSHIPS AND GRADUATE ASSISTANTSHIPS TO INTERNATIONAL STUDENTS - SPRING 2010

Georgia College & State University is Georgia's designated Public Liberal Arts University, located in historic Milledgeville, Georgia, less than a dozen miles from the geographic center of the State. The University enhances the town's beauty with its architectural blending of majestic buildings of red brick and white Corinthian columns. The Milledgeville campus is complemented by additional acreage in Baldwin County with facilities for athletics, recreation and outdoor and integrative education.

Georgia College welcomes international students and the diverse backgrounds they bring to our campus, and encourages all students to study abroad. The International Education Center works with students, faculty and staff across campus to promote international and cross-cultural learning, as well as respect for diversity - one of the four cornerstones of the Georgia College educational experience - and assists the University in producing graduates who are prepared to accept their responsibilities as citizens of the world.

We will have a number of INTERNATIONAL STUDENT SCHOLARSHIPS and INTERNATIONAL GRADUATE ASSISTANTSHIPS available for the Spring 2010 semester. The application deadline for the spring semester is September 1st, 2009.

International Student Scholarships (ISS) are awarded as either a full out-of-state tuition waiver or a half out-of-state tuition waiver, and are awarded on the basis of demonstrated academic ability, evidence of extra-curricular involvement and financial need.

International Graduate Assistantships (IGA) waive the out-of-state fees, and are awarded to new incoming students on the basis of demonstrated academic ability, evidence of extracurricular involvement and financial need. International Graduate Assistants are required to work 10 hours per week while school is in session.

To find out more about international student scholarships, visit:
www.gcsu.edu/international/tuition/ugrad.htm

For more information on graduate assistantships, go to:
www.gcsu.edu/graduateadmissions/assistantships.htm

To learn about majors and minors, see:
www.gcsu.edu/academics/majorsandminors.htm

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UNIVERSITY OF TEXAS-EL PASO (UTEP) INTRODUCES NEW MASTER'S DEGREE IN COMMUNICATIONS FOR CONSERVATIONISTS - IN PARTNERSHIP WITH THE GLOBAL ENVIRONMENTAL NON-PROFIT 'RARE'

The collaboration between University of Texas-El Paso and RARE is the first of its kind. Coordinated out of the Sam Donaldson Center for Communication Studies at UTEP, conservationists who enroll in the Rare/UTEP M.A. program tackle real issues harming the environment, like illegal bush-meat hunting and dynamite fishing. **The conservationists learn social marketing tools aimed to engage the community to combat and change destructive practices.**

Conservation practitioners earn an M.A. in Communication. Administered by regional university partners in four languages, and globally accredited by UTEP, the degree is awarded to Pride campaign managers who complete all coursework, as well as implement a successful 2-year Pride campaign at their site.

Pride campaign managers do not simply study social change theory in the classroom. **The majority of Rare's training takes place in the field** where campaign managers complete the toughest assignment possible - applying theory to real people in their communities. They do not graduate until they've made a difference in the way people think about and practice conservation in their small, but important corner of the world.

This is not easy! So, in addition to **17 weeks of classroom training**, each campaign manager receives a dedicated **Rare Pride Program Manager for two years; support from technical experts at problem-solving workshops and online forums throughout the campaign; visits to his or her site by Rare alumni mentors and staff; and tailored supplemental reading and guest lecturers during return trips to the university.**

To find out more about the program, go to the RARE website:
<http://rareconservation.org/programs/page.php?subsection=Training>

For more information on UTEP, visit:
www.utep.edu

ROOSEVELT UNIVERSITY LAUNCHES A DOCTOR OF PHARMACY PROGRAM

Roosevelt University is a four-year private institution serving 7,500 undergraduate and graduate students. **With campuses in Chicago and Schaumburg, we have 300 international students who come from approximately 65 countries.**

The University has announced that it is creating a College of Pharmacy at its Schaumburg Campus and has appointed Dr. George E. MacKinnon III, a pharmacy administrator and educator with 20 years of experience, as founding dean, effective June 1.

The new College of Pharmacy, which will offer the Doctor of Pharmacy (PharmD) degree, will be Roosevelt's sixth college and the first it has opened since 1970 when the Evelyn T. Stone College of Professional Studies was developed.

The college will prepare pharmacists to be effective in a variety of organizations, such as nursing homes, hospitals, mental health institutions and neighborhood health clinics, in addition to retail drugstores. **It will offer the PharmD degree in an innovative three-year, year-round format, the only program of its kind in Illinois and one of only seven in the nation.** By offering courses in an accelerated manner, Roosevelt will be able to deliver pharmacists to employers in three fourths the time of traditional programs and PharmD students will be able to graduate and begin their careers in pharmacy earlier.

To find out more about the program, visit:
www.roosevelt.edu/pharmacy/default.htm

For more information about applying and receiving funding, contact:

Office of International Programs
430 South Michigan Avenue-AUD336
Chicago, IL 60605
Tel.: 312-341-3531; Fax: 312-341-6377
E-mail: internat@roosevelt.edu

www.roosevelt.edu/isa/default.htm

STUDENTS AND GRADUATES FIND PRACTICAL WAYS OF DEALING WITH THE RECESSION

Common stigmas faded this year, students say. Waiting tables has become a good option. Going home to figure things out bears no shame. The sense of entitlement supposedly characteristic of the millennial generation is largely absent, says Steven Rothberg, president of the online resource CollegeRecruiter.com, as **students necessarily keep open minds**. Students have **expanded their searches, considering a broader array of companies, industries, and geographic locations**. Interest in **public-service opportunities, already growing, has surged**. Predictably, more students have decided to pursue graduate school.

Career counselors are working to keep pace with worried seniors. The University of California at Davis has lined up a series of back-to-back workshops, called Hire Me! Academy. Many other **institutions have ramped up their career services and refined their approaches for a tight market**. Kalamazoo College held a series of "career dinners" this spring for graduating seniors to meet with job coaches. Luther College canvassed alumni via e-mail to produce leads for students, and Carleton College created an e-mail list to share seniors' professional profiles with alumni and parents.

Graduate school provides a time-honored recession hideout, and many students are hunkering down. According to the Council of Graduate Schools, applications to many programs are up, some as much as 20 percent, while others have seen declines. Some career counselors reported **seniors' staying a fifth year to add a second major, and several institutions offered financial aid to seniors to enroll in graduate programs**.

Katharine S. Brooks, director of liberal-arts career services at the University of Texas at Austin and author of *You Majored in What? Mapping Your Path From Chaos to Career* (Viking 2009) is **encouraging students to wander**. Many students are pursuing **transitional opportunities this year**, she says. One wants to lead wilderness trips for troubled youth; some are going to teach English abroad. "They're being a little more creative," she says.

Free: Originally published in the Chronicle of Higher Education
For New Graduates, Recession Yields Frustration – and Freedom
by Sara Lipka
June 1, 2009

http://chronicle.com/free/v55/i38/38decision.htm?utm_source=cc&utm_medium=en

CROSS-CULTURAL DIFFERENCES IN PLAGIARISM

Plagiarism may be defined as taking another person's work and presenting it as one's own, and is considered a very serious infraction at U.S. universities. It is often described as **the theft of another's intellectual property**. How can international students studying in the U.S.A. understand academic ethics within the context of the U.S. American national culture? How does one learn the rules of this culture?

In seeking to understand the U.S. American perspective on plagiarism, one must first understand **two commonly held U.S. American cultural values: individualism and direct communication**.

The cultural value of **individualism** requires students to respect the rights of individuals whose ideas they have borrowed by clearly distinguishing another's ideas from one's own and using an established method for doing so. Individualists also expect students not share answers on an exam or even discuss the questions with friends who may need to take the exam at a later time in the day.

A second cultural value in the U.S.A. is **direct communication**. This means that U.S. Americans prefer messages that are explicit and very low in context. As an example, clear expectations for academic behavior are commonly found printed in university publications such as a Student Code of Conduct, Honor Code, or Institutional Statement on Academic Integrity. The idea is that by providing students with easy access to the accepted standards of conduct, accidental violations of academic ethics will be greatly reduced.

Before beginning classes, it is a good idea to **search the website of the institution** one wishes to attend in order to locate and familiarize oneself with academic expectations. After arrival, one should be able to find many **resources exist at the university for helping students to avoid plagiarism**. If unsure of how to properly use citation styles, **seek assistance from a professor, librarian or writing center staff** (if applicable). If cultural values seem to pose a challenge, speak with the **international student advisor** or a leader of the international student community who is mature enough to provide cultural insights.

Originally appeared in *Al Jamiat*, June 4, 2009:

The article features links to resources on American cultural values, citation styles, and strategies to avoid plagiarism:
www.al-jamiat.com/college-lifestyle/plagiarism-crosscultural-perspective/