



## Education USA Weekly Update

No. 17 January 15, 2007

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## I. Scholarships and Fellowships

The Penn State Smeal MBA Program - **100% tuition waiver and a \$6,000 stipend**

This is a small personalized MBA Program with the resources and brand of a major U.S. university. We admit approximately 100 students per year and a third of these are international students. Significant merit based funding is available with over **two-thirds of our international students receiving assistantships with a 100% tuition waiver and a \$6,000 stipend last year**. This program is ranked 25<sup>th</sup> among U.S. programs by Financial Times and we are considered one of the top ten Supply Chain programs in the United States.

The Penn State **Master of Manufacturing Management (MMM)** Program. This is a nine month program offered jointly by Penn State's Industrial Engineering Department (4th in U.S. News Rankings among IE programs) and the Supply Chain Department (Top Supply Chain Department in the U.S. in a recent study by Supply Chain Management Review). It is an intensive program in which students combine technical knowledge with management skills to prepare them for careers in manufacturing and operations. Financial support for study in this program is very limited.

The Penn State **MBA/MMM Concurrent Degree Program**. Students in this program earn both the MBA and the Master of Manufacturing Management (MMM) degree in the same twenty-one months that it normally takes to earn the MBA degree. It is an intensive and highly structured program for individuals who are focused on a leadership career with the manufacturing or operations area of an organization. Students in this program have access to the same funding opportunities as those in the full-time MBA Program.

<http://www.smeal.psu.edu/mba>

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iTeachTEXAS - **Teaching job opportunities in Texas** (sponsor of the EducationUSA conference in Lisbon)

**iTeachTEXAS** will be hosting a coffee break on Thursday, March 15 at the EducationUSA Advising Conference in Lisbon. We will share information about how our company can provide teaching job opportunities in Texas in high-need areas including math, science, and Spanish-bilingual education for qualified college graduates and spouses of master's students.

The state of Texas requires all non-certified first year teachers to enroll in an alternative certification program (ACP) to obtain a teaching position. **iTeachTEXAS**, with its convenient online course work, is the largest ACP in Texas with candidates teaching in over 500 school districts throughout the state. **iTeachTEXAS** provides teacher training, preparation and classroom success through three primary means:

- (1) comprehensive training curriculum with experienced instructors that is entirely online via the internet,
- (2) Texas state examination preparation (99.5% pass rate), and
- (3) in-depth classroom mentoring by teacher/administrators with at least 25 years experience. Our outstanding reputation among school districts and other education entities is in part due to our excellent service throughout the hiring process, developing high-caliber teachers, and our innovative initiatives for a better teacher certification system.

For program and contact information please see our website at <http://www.iteachtexas.com> We are looking forward to seeing you in Lisbon.

Contact an EducationUSA adviser near you for guidance on finding and applying to an accredited U.S. college or university <http://www.educationusa.state.gov/> 1

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**Program update: New York Film Academy - filmmaking, screenwriting, 3D animation, acting, editing and digital technology**

Home of one of the most innovative film schools in the world, the New York Film Academy is teaching the next generation of filmmakers and actors. Since our inception in 1992, the Academy has grown from offering short-term filmmaking and film production workshops to presenting students with an array of options for courses and programs ranging from one-week to one or two years in not only filmmaking, but screenwriting, 3D animation, acting, editing and new digital video technologies. We have year round locations in New York, Los Angeles and London and summer programs in Orlando, Paris, Florence, Bilbao, and Porto.

The Academy is honored to be the film school of choice of many Hollywood filmmakers and their families, including the son of Steven Spielberg; the son of Academy Award winning actors Susan Sarandon and Tim Robbins; the son of Academy Award winning actor Kevin Kline; and the daughter of director George Romer. Yet some of the best films to come out of the New York Film Academy are from students with no connections to the film industry.

**Over 40% of our students are from outside of the U.S.** The international mix creates a stimulating, dynamic atmosphere, and we're eager to continue attracting students from all over the globe.

New York Film Academy is nationally accredited by the National Association of Schools of Art and Design (NASAD), the only accrediting body for visual art programs recognized by the U.S. Department of Education.

Stacy Benjamin Wood, New York Film Academy  
100 East 17th Street, New York, NY 10003  
<http://www.nyfa.com/>

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**Carleton College, Minnesota - Mellon post-doctoral teaching fellowship**

Two-year teaching fellowship available in the Department of Art and Art History to begin August 31, 2007. The candidate must have received a Ph.D in art history with specialization in Islamic art within the past five years. Appointment involves half-time teaching and half-time for research and writing. Teaching obligations would likely include participation in the Introduction to Art History (World Art) courses, an introductory course dealing with Islamic art and architecture, and a more advanced course in the candidate's specialty area. We are particularly interested in a candidate who would also be able to teach architectural history and/or European medieval art history. Carleton will offer a competitive salary, health and other benefits.

**Carleton is a highly selective liberal arts college** with 1850 students located 45 miles south of the Twin Cities of Minneapolis and St. Paul. Carleton is an affirmative action/equal opportunity employer. We are committed to developing our faculty to better reflect the diversity of our student body and American society. Women and members of minority groups are strongly encouraged to apply.

Send letter of application with a description of courses you might like to teach and research plans for the next two years, c.v., three recent letters of reference and graduate transcripts by February 2<sup>nd</sup>

To: Professor Kathleen Ryor, Chair of the Search Committee, Department of Art and Art History, Carleton College, One North College Street, Northfield, MN 55057.

Kathleen M. Ryor, Chair, Associate Professor of Art History  
Editor, Ming Studies, Department of Art and Art History  
Carleton College  
1 North College Street  
Northfield, Minnesota 55057  
[http://apps.carleton.edu/campus/doc/position\\_openings/?job\\_id=264609](http://apps.carleton.edu/campus/doc/position_openings/?job_id=264609)

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**Colorado Christian University - \$10,000 annual undergraduate award**

With a heritage dating back to 1914, Colorado Christian University is committed to offering a complete education that develops students intellectually, professionally, and spiritually.

**CCU Scholars Program** - To be considered for the CCU Scholars Program, students must meet at least two and preferably three of the criteria outlined below. These awards are **guaranteed for four years** as long as the student maintains satisfactory academic progress (SAP).

**Trustee's Scholar:** \$10,000 annual award (Highly selective competition open only to students who are invited to participate.)

Award	Minimum GPA	Rank in Class	ACT	Composite SAT
Presidential Scholar \$6,000 annual award	3.8	top 10%	28	1950
Dean's Scholar \$4,000 annual award	3.4	top 15%	24	1650
Honors Scholar \$2,000 annual award	3.2	top 25%	22	1530

Contact an EducationUSA adviser near you for guidance on finding and applying to an accredited U.S. college or university  
<http://www.educationusa.state.gov/>

Awarding begins on March 1 and is done on a first-come first-served basis as funds are available.

Colorado Christian University  
180 S. Garrison St.  
Lakewood, CO 80226  
United States  
<http://www.ccu.edu/finaid/default.asp>

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**Simpson College in Indianola, Iowa - International Student Scholarships are available and range from \$5000 to \$16,000**

Simpson College in Indianola, Iowa is an ideal setting for students to complete their baccalaureate program. U. S. News and World Report America's Best Colleges Guide consistently has listed Simpson as one of the top ten comprehensive colleges in the Midwest.

Multicultural learning is an important part of the Simpson Experience. Our location, which is 12 miles south of Iowa's capital city of Des Moines, provides the best of both metropolitan and suburban activities and offers many educational, cultural and social opportunities.

Simpson College offers over 40 majors and career programs along with a thriving student life program that enhances the student's learning experiences.

We invite you to learn more about Simpson at <http://www.simpson.edu/>. Current application materials are available online, or to request brochures and printed application materials, please e-mail [admiss@simpson.edu](mailto:admiss@simpson.edu)

**International Student Scholarships are available and range from \$5000 to \$16,000.** They are based on academic merit and financial need.

It is a pleasure to serve you and your students. Please feel free to contact me any time I can assist.

I wish you the best in the New Year.

Gwen Schroder  
Director of International & Transfer Student Enrollment

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## II. News you can use

### Promoting US Higher Education: Q&A with Karen Hughes, Under Secretary Of State For Public Diplomacy and Public Affairs

Editors at The Chronicle sat down in December with Karen Hughes, under secretary of state for public diplomacy and public affairs, to discuss the Bush administration's efforts to attract foreign students to the United States and to send American students overseas. Ms. Hughes was also asked what American colleges and universities can do to help.

**Q. A number of higher-education organizations have called on Congress and the administration to develop a national foreign-student-recruitment strategy in which the federal government works with various federal agencies to help bring in more students. Where do you stand on that?**

A. We're doing quite a bit of it on an ad hoc basis. For example, we're partnering with [the Department of] Commerce on marketing projects in different countries, including an infomercial that we've developed, a 20-minute program about opportunities in higher education.

We also have about **400 educational-advisory centers in 144 countries around the world** where we help advise young people about higher-education opportunities and about the admission process, which can be somewhat intimidating for a foreign student.

Our University Presidents Summit [in January 2006 at the State Department] was the first-ever gathering of its kind and was co-hosted by Secretary of Education Spellings and Secretary of State Rice.

See the complete interview online: <http://chronicle.com/temp/reprint.php?id=hyqqtgv12fcfc600t5j5dy290x5w6pgq>

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The New York Times - Education Life, special insert - **The ultimate in distance learning, financial aid and more...**

- **The Ultimate Distance Learning:** By CHRISTINE LAGORIO  
Scores of colleges and universities have set up campuses in Second Life, where students interact in real time and the laws of physics don't necessarily apply.
- **More, Please:** By ERIC DASH  
Colleges may negotiate aid packages but not often.
- **Questions on Education:** By MAREK FUCHS  
Are there colleges that care more about hard work than SAT scores? Are there resources for older people to obtain funds for grad school?

<http://www.nytimes.com/pages/education/edlife/index.html>

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### New Definition for Liberal Education - "College Learning for the New Global Century"

The program for freshmen at Wagner College is based in part on "learning communities," in which students take a pair of courses together and then work in a local community that relates to the courses. Faculty members – all of them tenure track – plan the entire program together, even as they teach their own classes.

Wagner's program is among those praised in "College Learning for the New Global Century," a report released Wednesday by the Association of American Colleges and Universities. The report outlines curricular goals for all colleges, but they are not of the "two semesters of science, two courses in writing" variety. Instead they are four broad "**essential learning outcomes**," with the idea that different kinds of institutions would assure these outcomes in different ways. Generally, the outcomes would encourage rigor of preparation, interdisciplinary and team learning, and links between experiences in and out of the classroom.

#### The essential learning outcomes are:

- Knowledge of human cultures and the physical and natural world, which would include study of traditional arts and sciences disciplines.
- Intellectual and practical skills, such as critical and creative thinking, written and oral communication, and quantitative literacy.
- Personal and social responsibility, such as civic knowledge and engagement, "intercultural knowledge and competence," the ability to reason about ethics, and understanding of lifelong learning.
- Integrative learning, including the ability to synthesize information and engage in both general and specific study.

The report also called for colleges to operate under seven "principles of excellence" that would guide their educational programs. Among them are for colleges to "aim high," to give students specific plans to achieve educational objectives, to "engage the big questions," and to "connect knowledge with choices and action." Colleges were also urged to assess the results of their efforts.

<http://insidehighered.com/news/2007/01/11/aacu>

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**Postsecondary Institutions in the United States: Fall 2005 and Degrees and Other Awards Conferred: 2004-05**

Laura G. Knapp et al.  
National Center for Education Statistics, December 2006

The information presented in the "First Look" report is based on data collected from over **6,500 postsecondary education institutions that participate in Title IV federal student financial aid programs**. Title IV programs are accredited by an agency or organization recognized by the Secretary of the U.S. Department of Education and have been in business for at least 2 years. The report covers two survey components: "Institutional Characteristics" for the 2005-06 academic year, and "Completions covering the period July 1, 2004, through June 30, 2005".

Selected findings include:

- 40% of Title IV postsecondary institutions in the United States and other jurisdictions are 4-year institutions, 34% are 2-year institutions, and 26% are less-than-2-year institutions
- Of the degree-granting institutions, 29% offer an associate's degree as their highest degree, 17% offered a bachelor's degree as their highest degree, 20% offer a master's degree as their highest degree, and 16% offer a doctor's degree as their highest degree.
- Between 2003-04 and 2005-06, the average price of attendance for undergraduates attending public 4-year institutions and living on campus rose 17%, for undergraduates attending private institutions 12%. Undergraduates attending private not-for-profit 4-year institutions paid \$16,888 on average for tuition and required fees during 2005-2006, undergraduates attending private for-profit 4-year institutions paid \$13,894 on average, and out-of-state undergraduates attending public 4-year institutions paid \$12,652 on average.
- For the 2004-05 academic year, about 2.3 million degrees were awarded by 4-year institutions and about 557,000 by 2-year institutions.

Full text: <http://nces.ed.gov/pubs2007/2007167.pdf>

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**See You in the USA: State Department Official, Education Expert Chat with Austrians About Study in the U.S.**

Charisse Phillips, the U.S. counselor for consular affairs in Vienna, and Alexandra Enzi, a representative from the Austrian-American Educational Commission, answered questions from Austrians about study in the United States.

You can learn more about visiting the U.S. by reading our online eJournal U.S. See You in the U.S.A. -- <http://usinfo.state.gov/journals/>

Charisse Phillips and **Alexandra Enzi (EducationUSA)**: Hello and Servus! We welcome our young student and exchange visitor applicants seeking visas for the United States. You will find that the visa process is probably easier, simpler and more transparent than you've heard. The key to success is careful planning - the same skills that got you accepted into your US program.

- I have several questions to both of you. When's the beginning and end for applying for a Fulbright scholarship? What documents do I need and is there something in particular to consider?
- The U.S. system of education is different from the European. What criteria should I apply to search for a university - is there some handbook?
- How do I know whether I qualify for a certain study? May I study something else than what I study in Austria?
- Is there an age limit for studying (or a scholarship) in the US?
- Are there language (or knowledge) tests before spending a semester in the U.S.? If so, how comprehensive are these tests?
- What is the cost of living per month? May I choose between various lodgings? Who will help me with that?
- Is there a limit to my studying in the U.S. and is there a point where I may not extend?
- What about insurance (e.g. health insurance)? Do I need a student visa? If so, how long does it take to get one? Am I allowed to work while studying in the U.S.?

Answers and a complete transcript are found at:

<http://usinfo.state.gov/usinfo/Archive/2006/Dec/01-361967.html>

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