A Message from the RAP Chair

By Evelyn Levinson

RAP Chair

Welcome to the 2010 preconference edition of the NAFSA wRAP-Up, fellow RAP’ers!

Throughout the week, we will offer a variety of RAP-related sessions, poster fairs, seminars, special events, and opportunities to network and share ideas with fellow RAP’ers at our RAP Networking Center. You will also note that we are expanding our offerings on international enrollment management (IEM) to include a 1/2 day workshop on IEM 101 basics, as well as a special seminar that will focus on advocacy for IEM Strategy and Campus Internationalization. RAP will also explore the expanding and complex world of international counseling and advising relationships, its intersection with student needs, enrollment goals, and recruitment practices related to recruitment in a session you won't want to miss!

Other highlights include the networking reception, a session just for newcomers, a RAP update, and RAP: Our Year Ahead. You won't want to miss one of our most popular events - the Overseas Education Advisers/Embassy Country Fair. Here, you’ll have an opportunity to talk with overseas advisors and embassy cultural/education attachés from around the world.

Don't forget to stop by and visit the KC Station, located in the Expo Hall, and the RAP Networking Center. Join us as RAP moves in exciting new directions, and enjoy your stay in Kansas City!

Evelyn Levinson
Chair, Recruitment, Admissions, and Preparation (RAP) Knowledge Community

www.nafsa.org/IEMResources
Important Update on RAP National Leadership and Positions that Support the National Team

Dear wRAP Up readers,

The RAP chairstream has been exploring a variety of ways to promote a spirit of inclusiveness and empowerment for our RAP Knowledge Community as we move forward with International Enrollment Management (IEM) and other new or expanded responsibilities within the field of Recruitment, Admissions, and Preparation. As past-chair Julie Sinclair states so eloquently in a recent document we've prepared for the upcoming NAFSA conference, "Whether you work in marketing and recruiting or overseas advising at the beginning of the process, admissions and credential evaluation ensuring proper placement, English language training assisting in integration and retention, or as a sponsoring agent working throughout the process, you play a vital role in IEM."

Given the crucial role Sponsored Program Administrators (SPA) can play in helping RAP provide guidance to members, organizations and institutions who wish to develop and implement IEM plans that include U.S. and foreign government sponsored students, I am delighted to share that NAFSA has approved our request to reinstate the RAP Sponsored Program Administration (SPA) network!

Please join me in welcoming our newly appointed SPA Network Leader, Craig Hastings, Associate Director for Programs, LASPAU, Academic and Professional Programs, Boston, MA! (email: craig_hastings@harvard.edu).

Our National Team and positions that support the RAP KC now look like this:

**RAP National Team - 9 members**

Emily Tse, Information Management Coordinator
International Education Research Foundation

Caroline Gear, English Language Training and Administration Coordinator/Network Leader
International Language Institute of Massachusetts

Aimee Thostenson, Admissions and Credential Evaluation Coordinator
St. Catherine University

Maria Mercedes Salmon, Overseas Educational Advising Coordinator
Fulbright Commission-Ecuador

Christopher Peltier, Training Coordinator
Northern Arizona University

**Plus three important positions that support the RAP National Team:**

Ellen Silverman, Network Leader, Bologna Special Network
City University of New York

Craig Hastings, Network Leader, Sponsored Program Administrators (SPA)
LASPAU: Academic and Professional Programs for the Americas

John Eriksen, RAP Team Liaison to the regional RAP representatives
Bryant University

Thanks to NAFSA's support of our RAP vision and the dedication of our national and regional leaders, as well as our subcommittee and task force members, I believe RAP will have a formidable presence at this year's conference and beyond.

Warm wishes to all, and see you in Kansas City!

Evelyn Levinson
NAFSA 2010 Chair, RAP KC
and
Director, International Admissions
American University
An incredible amount of good information is exchanged during sessions at the NAFSA regional conferences. In an effort to share these great resources, tips, helpful hints and insights, the RAP representatives to the regional teams have compiled this list of highlights:

Region I - Vancouver, WA
Credential evaluation services such as ECE and FIS stepped up to the plate with multiple presentations, and Ken Warren of Educational Perspectives held a well attended half-day workshop on identifying fraudulent educational credentials. For more information, contact Ken at kwarren@edperspective.org

NAFSAn of the Year was awarded to RAP member LesLee Clauson, the Regional Director for AACRAO. Congratulations, LesLee!

Region II - Albuquerque, NM
Nancy Currey, a Fulbright Scholar who spent 3 years in Syria, provided background on the history of the Middle East region and educational systems in her session entitled “Tips On How Community Colleges & Universities Can Work With Middle Eastern Students.” Nancy also covered affordable ways of helping Middle Eastern students feel at ease on campuses. For more information, contact Nancy at Nancy.Currey@nau.edu.

Region III - Dallas (Addison), TX
In their session entitled Mining Diamond Recruits at Community Colleges, Kenneth Kern and Diana Klinghagen of Tulsa Community College and Vivian Wang of Oklahoma State University-Tulsa demonstrated how the increasing numbers of international students at community colleges can provide universities with a pool of talented students for recruitment. The presenters shared their experiences in connecting their international student groups and the unexpected success in university transfer. For more information contact Diana at dklingha@tulsacc.edu.

In her session, A Gem of an English Language Proficiency Exam: Celebrating 20 Years of IELTS, Rebecca Lommel of Southern Methodist University presented an overview on the four IELTS skills modules, including video samples of the speaking section, and information on how to use test scores. For more information, contact Rebecca at rlommel@smu.edu.

James Meyers of Educational Credential Evaluators presented on the changes in Spain’s educational system in his session, Find the Diamond in Bologna: The Educational System of Spain. James also provided information on new university degrees being offered and updates on how Spain is adapting to the Bologna Process. For more information, contact James at jmeyers@ece.org.

Region IV – Rochester, MN
William Bellin from Educational Credential Evaluators (ECE) presented on the educational system of China. His presentation included many document samples with an overview of when formats changed. You can email William at wbellin@ece.org to get a copy of the presentation.

Pat Parker from Iowa State University shared a worksheet she created called the “High School Credential Evaluation Worksheet.” This worksheet, combined with a few key internet resources, can help admission officers create country-specific guidelines to help determine admissibility of first year applicants. For a copy of the worksheet and resource list, please contact Pat directly at piparke@iastate.edu.

Region V – Milwaukee, WI
Region V welcomed 5 EducationUSA advisors and conference attendees learned a lot from the expertise they brought. The advisors were from Afghanistan (Mohammad Arif Mujaddedi), Ghana (Bernice Affotey), Mongolia (Ariunaa Enkhtur), Nepal (Priyani Shah), Suriname (Judith Dijks), Turkey/REAC (Amy McGoldrick) and IIE (Marty Bennett). Attendees consistently note the benefits of their attendance in almost equal proportion to complaints that there isn’t enough time to learn/hear all they have to share!

One of the themes among several sessions was how to work “smarter” (not harder) in an economically challenging climate and using technology to as part of that “strategy.” Tammy Mireles led a session on Tips & Tricks to Develop Your Overseas Recruitment Plan. Jim Crawley and Marty Bennett’s session, Developing a Strategic Plan for International Recruitment, received praise for the “helpful tips” on strategic planning and web use. Additionally, the session “EducationUSA: Your Partner in International Education” received many positive comments along the lines of “very helpful, low cost ideas.” You can reach Tammy at tmireles@clcillinois.edu, Jim at jcrawley@els.edu and Marty at MBennett@iie.org for more information.
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**Region VI – Cincinnati, OH**

One of the highlights was a session on fraudulent academic credentials presented by Ken Warren of Educational Perspectives. Ken brought a stack of fraudulent documents he has collected over the years for everyone to review. The international admission people found it quite interesting, if not a bit disconcerting. For more information, contact Ken at kwarren@edperspective.org.

**Region VIII – Washington, DC**

Dale Gough from AACRAO International presented on Degrees of Fraud: Diploma and Accreditation Mills, which was nominated as a Region VIII Highlight. The session focused on how these institutions got started, what propels their growth and how to protect your institution against these widespread practices. For more information, contact Dale at goughd@aacrao.org.

**Region X & Region XI - Springfield, MA**

Jake Cacciapaglia from goSwoop, Cheryl Darrup-Boychuck from US Journal of Academics and Harsha Raghavan from ApplyGo.com led a session called “ROI Roundtable: Measuring the Costs and Benefits of International Recruitment.” While the session was driven by audience questions, some of the main points discussed why calculating the return on investment (ROI) for international student recruitment initiatives is important and what specific challenges schools face in the process of determining which recruitment channels are most effective. The panelists also offered a set of simple steps as a guide for calculating ROI.

For more information, contact Jake at jake.cacciapaglia@gmail.com, Cheryl at cheryl@USjournal.com or Harsha at harsha.raghavan@applygo.com.

**Region XII – San Diego, CA**

Representatives of the US Commercial Services led a session to introduce attendees to ways universities and colleges can combine their efforts to create study consortia to recruit international students. The session highlighted web addresses reserved by the commercial service for this purpose and also shared best practices from active study consortia. For more information contact James Paul, Education Team Leader for the U.S. Department of Commerce, at jpaul@mail.doc.gov.

Members who reside outside the United States are encouraged to participate in professional development activities which take place at the regional and national levels and to become involved in NAFSA’s volunteer leadership. NAFSA also works collaboratively with sister organizations in other countries and world regions which promote international education and exchange.
An Update on Working with Agents
By Cheryl Darrup-Boychuck, USjournal.com, LLC

In March 2010, NAFSA offered a webinar about working with agents, or paid consultants (typically in a student’s home country) who help the student navigate admission to a foreign campus. A general session / panel discussion with a similar theme is slated for Wednesday, 2 June at 3:45 p.m. at NAFSA’s Annual Conference in Kansas City.

The webinar presenters had prepared comments about cultural perspectives, potential conflicts of interest, matters of trust, legality and standards, and calculating Return on Investment. The liveliest part of the presentation, however, featured a number of thought-provoking questions. For example:

Q: If the agent acts as a representative of my school in another country, are there any legal liabilities? If so, what would they be and how do we protect ourselves?

A: You need to ensure your university legal team drafts a contract which makes clear the role and responsibility of the agent; what they can and cannot do on your behalf; and setting clear time periods and criteria for formal reviews. The fundamental elements of an agent relationship include initial agent appointments and screening, the contract, and an ongoing review. Further details about legality and standards are available at http://www.airc-education.org/

Q: Are there any sample agent contracts accessible online?


Q: What are the official positions of the U.S. Departments of State and Commerce, with regard to engaging commercial recruitment agents?

A: The two departments take radically different approaches:

U.S. Department of State / EducationUSA:
www.educationusa.info/pdf/Policy_Guidance_for_EducationUSA_Centers.pdf

U.S. Department of Commerce:
www.buyusa.gov/studyusa/

In spite of their differences, the two federal departments are collaborating on a project, www.ThinkEducationUSA.com/ to increase international student enrollments.

Q: For an institution that is new to this concept... Can you recommend the top three markets that would be ideal for appointing agents?

A: It depends on whether you want to focus on undergraduate or graduate students, but a good start would be China, India and Korea. (Consult http://opendoors.iienetwork.org/ for data on which countries tend to send specific subsets of students.)

Q: In which Latin American countries is agent use most prevalent?

A: Brazil, Colombia, Mexico.

Q: Do some institutions require an agent to visit their campus, so they know what they’re selling?

A: This is always a good idea. However, it may not always be possible or may not always be “fast enough”. In those cases, revert to “Plan B”:  
- Conduct general training sessions with your agent “live” via Skype  
- Train the agent about how to navigate your institution’s website  
- Provide a virtual tour of your campus to your agent remotely, “in real time” where you explain to the agent important information regarding your campus; give the agent ample opportunity to ask you questions.

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Q: Is it common for a school to share in the costs of the agent’s visit to their campus?

A: In many cases the agent pays their flight, whilst you can pick up hotel and hospitality costs on campus. So, yes, share the cost with the agent. That way, both parties have a common interest (money invested). Make sure that you have an agenda of activities ready for the agent to do. Include a tour of the campus, a tour of the city, a meeting with some of your international students from the agent’s country, etc. Be ready to utilize the time with your agent for training and to get to know him/her. If the agent will be visiting other schools around your city, make sure that your agent knows that you will only cover the hotel and food for the days he/she will be visiting your campus and working with you.

Q: What is your opinion regarding agents paying the university directly for the student’s cost of tuition, fees, housing, etc. instead of the student paying to the university at the time of registration for classes? I have heard that some universities/colleges in the U.K. use this model of payment by agents.

A: This is correct, in many countries it is common and accepted practice for the agent to pay the application fee direct to the university via credit card or bank draft, and the student may reimburse the agent. However, students themselves should only provide bank drafts for deposits and fees themselves, rather than the agent providing this. Make sure that your student pays for his/her own tuition, fees, etc, NOT the agent, to avoid any problems of late payments or no payments at all.

Continue the conversation at: http://www.nafsa.org/MRforums

About the Author: Cheryl Darrup-Boychuck, Chief International Education Officer of USJournal.com: U.S. Journal of Academics, manages all aspects of its family of 17 multilingual domains, all dedicated to encouraging qualified students to study in the United States.

**RAP: Did you know?**

**RAP Mission Statement**

The RAP KC is a dynamic community that provides leading-edge knowledge for international education professionals in recruiting, admissions, preparation and international enrollment management.

**Six networks support RAP activities:**

**Special Focus Network: Bologna Process**

As the Bologna Process moves forward, it will influence student mobility around the world. This process does not aim to harmonize national educational systems but rather to provide tools to connect them. This Special Focus Network provides information, resources, and news about the various aspects of the Bologna Process.

**Admissions and Credential Evaluation Network**

This network supports professionals, in an academic or non-academic setting, who are responsible for the admission and placement of international students into U.S. institutions of higher learning.

**English Language Training & Administration Network**

Professionals who have responsibilities in the teaching and/or management of programs that teach English to speakers of other languages are served by this network.

**Marketing and Recruiting Network**

Professionals responsible for institutional recruitment, promotional campaigns, budgeting, and implementation of strategic marketing plans will find information pertaining to their work.

**Overseas Educational Advising Network**

Professionals employed within varying organizational structures throughout the world will find resources here to assist them in providing accurate, complete and unbiased information on the full range of educational opportunities in the United States.

**Sponsored Program Administration Network**

This network addresses the needs of administrators who work in sponsoring agencies programming agencies, universities, and other training provider institutions across the United States and abroad.
There are many proficiency tests available that can help university staff and employers determine if a non-native English speaker has the necessary language skills to perform the expected tasks. The ones frequently used to determine the language ability of an international student in an educational setting are the TOEFL (Test of English as a Foreign Language) by the Educational Testing Service and the IELTS (International English Language Testing System). In Japan, the most frequently administered English language test is the Society for Testing English Proficiency’s (STEP) EIKEN test. In addition to these well-known tests comes a new assessment: the PTE-Academic (Pearson Test of English).

Most people have a very strong personal reaction when faced with the subject of testing, remembering feelings of being pitted against the test and against peers. But when you are on the staff of a university, you develop a new appreciation for English language assessment because it isn’t about competition, it’s about information. What is this person’s ability to use English in this setting?

Too many people stop at the total score a person received on a proficiency test, regarding the total score as a “yea” or “nay” to admission. There is so much more information to be had and these tests provide it. All of these tests break down the total score into sections: writing, academic reading, speaking and listening. Think about the tasks your students will need to perform in college – all of these are important skills but, for example, if this is a graduate student who is expected to work as a teaching assistant, wouldn’t it be especially important to know how they performed on the speaking section?

If using the TOEFL, be sure to insist on the TOEFL iBT (internet-based test.) This is the only version of the TOEFL that has a speaking section. Students are expected to listen to a conversation or an academic lecture and then speak about what they heard, summarizing it in their own words.

On the IELTS, the candidate has an 11-minute face-to-face interview with a test administrator in which the candidate reads some information and then answers questions about it posed by the test administrator. This interview is recorded and then scored by multiple scorers.

The PTE Academic incorporates 20 integrated test question types that use interactive task-based examples from academic settings to provide a realistic reflection of how language is used. Because many questions require candidates to make use of more than one language skill, there are no sections testing one skill only. Ultimately, the score report breaks the total score into the four main skills, reading, writing, speaking and listening and then gives you additional information by reporting on the six “enabling” skills, such as fluency, pronunciation, vocabulary usage and others.

If you work with international students, consider talking to faculty who have had international students in their classes and find out how those students performed. Then look back at the scores those students had in the four skill areas of their proficiency test when they entered the university and make some connections for yourself. Did it turn out that the writing score was the most important indicator of success in the business classes? Was the speaking score a telling factor in the success of students who became teaching assistants? Did students who performed less well on listening, but very well on reading ultimately succeed?

Don’t stop at the total score. Make use of the additional information each of these tests gives you about the candidates and use this information to select candidates for your institution who will complete their degrees and be successful representatives for you when they graduate.

All of the testing programs have websites that can provide you with information about how to use the information the scores provide. Many of them also offer onsite training or online training for determining the best score requirements for your institution.

Reese Heitner of Drexel University, Bonnie Olson of ELS Centers/St. Paul and Caroline Gear of International Language Institute of Massachusetts, will be presenting a session at the NAFSA Annual Conference in Kansas City on June 1 entitled: Standardized English Language Proficiency Exams: Tools for International Admissions Officers. The presenters will describe the components of the most widely available tests, and explain how to interpret scores and set institutional and program requirements for admission.

Proficiency tests are not gatekeepers – they’re partners in helping you choose candidates who will thrive at your educational institution.
OPEN MEETINGS

Please join us in the RAP Networking Center for informal discussions on any of the topics listed below that are of interest to you. Please bring your ideas and questions! Each discussion will have a facilitator, but these are meant to be times for conversation. Also, you are welcome to use the RAP Networking Center at any time throughout the conference to meet with colleagues after sessions or to engage in other conversations.

Wednesday, June 2
12:00 PM – 1:00 PM

Sponsored Programs Agencies (SPA) Update
Come and hear what’s new among sponsoring programs agencies and emerging sponsored program partnerships. Facilitator – Evelyn Levinson

2:00 PM – 3:00 PM

Share Your Successful International Marketing Communication Strategies
Share and discuss international marketing communication strategies that have worked for you. Facilitator – Kemale Pinar

Thursday, June 3
10:30 AM – 11:30 AM

Intensive English Program (IEP) Accreditation – Yes or No?
English language program administrators are invited to share their views on IEP accreditation. This is an informal gathering held in the RAP Network Center for IEP Administrators to share the positives and negatives of seeking accreditation. In addition, the advocacy work towards requiring accreditation will also be discussed. Facilitator – Caroline Gear

2:00 PM – 3:00 PM

International Enrollment Management (IEM): Where Do We Go from Here?
Following up on the IEM seminar, discuss with others from similar institutions what IEM will mean to your institution in the future. Facilitator – Julie Sinclair

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Get Help with Problematic Foreign Educational Credentials

Bring those credentials that have you stumped. Experienced evaluators will be available to help you figure them out. Facilitators – Kate Freeman and Traci Wells

POSTER FAIRS

www.nafsa.org/annualconference/default.aspx?id=17609

Wednesday, June 2
3:00 PM – 5:00 PM

Country Fair: EducationUSA & Embassy Dialogue (MIG) - Circle the Globe at the Country Fair.

EducationUSA and the Embassy Dialogue Committee (EDC) present the Country Fair at the 2010 NAFSA Conference. EducationUSA advisers from over 45 countries will team up with representatives from foreign embassies and consulates in the United States to showcase the educational systems and study opportunities of countries around the world. This long-standing NAFSA tradition provides conference attendees with the opportunity to connect with professionals who work directly with prospective students in their home country and support interests in recruiting international students, increasing study abroad options and expanding international programs.

Participants find the Country Fair to be a valuable networking experience and one of the few opportunities for individual contact with the experts in the field. “It only takes a few minutes to strike up a relationship that could carry you through years,” according to Kathleen K. Alam, Regional Educational Advising Coordinator (REAC) for South Asia. “EducationUSA Advisers are in the unique position of being able to answer questions, add clarity, lead you toward important contacts that you otherwise may not have access to. And they’ll do it without asking for a commission or a contract.”

Co-chairs Nichole Johnson, Director of REAC Services at the Institute of International Education, and Gudrun Kendon, Assistant Director of International Student & Scholar Services at The Catholic University of America, report that over the past couple years, the Country Fair has drawn a record attendance. “We expect over a thousand visitors to attend this year’s event.” Circle the globe and get connected at the EducationUSA/EDC Country Fair on Wednesday, June 2nd from 3pm to 5pm in the Poster Fair section at the NAFSA Expo Hall.

Thursday, June 3
1:00 PM – 2:30 PM

An Intensive English Program Fair: Highlighting Program Innovation

NAFSA 2010 in Kansas City will have a new poster theme group focused on Intensive English Program innovations and highlights of practice.

The fair, “An Intensive English Program Fair: Highlighting Program Innovation”, will be an exciting forum for people to learn about what is going on in more than 30 IEP’s from around the United States.

This poster fair will allow for conversations around shared practices and commitments to international education, quality assurance and student services. The theme of NAFSA 2010, “Changing the Landscape of Global Higher Education” and this poster fair offers the opportunity for many to see the important role IEP’s play in the higher education landscape and in the area of global education.

In addition to the posters, there will also be a resource table that will include many resources for IEP’s found at the conference and beyond. This poster fair will take place on Thursday, June 3rd from 1:00-2:30. Click on this link for a complete list of all the posters: http://acsearch.nafsa.org/PosterFairs.aspx?Fair=PF011

Best Practices in Marketing and Recruitment

This year’s Best Practices in Marketing and Recruitment Fair is bringing together a dynamic group of presenters who will be sharing the results of their most current research and experiences in marketing and recruitment. Are you looking for ideas to build brand awareness? Are you interested in learning about how your colleagues are using advanced technology to reach prospective students? Want to discuss how the enrollment funnel is being redefined? Would you like to learn how you can take advantage of over 400 EducationUSA centers around the world? Come and join us on Thursday, June 3, at 1:00 p.m to 2:30 p.m.

Updates on Country Policies and Higher Education

Are you interested in learning about higher education in Burkina Faso or Peru and how these countries might serve as interesting study abroad destinations? Would you like to update your knowledge on the higher
education system of Austria, Egypt, Germany, or French-speaking countries in sub-Saharan Africa? Or would you like to know more about medical and allied health education in India? If you answered “yes” to any of these questions then you don’t want to miss the Updates on Country Policies and Higher Education Poster Fair! The ten posters that will be presented at this fair will provide you with important and timely information on higher education policies and programs in several regions of the world.

**Working with Sponsored Students and Sponsor Program Organizations**

This year’s Sponsored Program Administration (SPA) poster fair will feature an expanded number of sponsors and programming organizations. Take advantage of this “one-stop-shopping” opportunity to meet face-to-face with representatives from several sponsors and most of the major programming organizations from Washington D.C., New York, and Boston! There will also be a poster with information on the SPA network within NAFSA and the benefits for your institution of joining the network. Sponsors who will present posters at the fair include the U.S. Agency for International Development, the U.S. Department of State, and the Ministry of Education of Qatar. The poster fair will also feature eight programming organizations including: American Councils; AED; AMIDEAST; CIES; IIE; IREX; LASPAU; and World Learning. The poster presenters will display information on the various undergraduate, graduate, and other programs they sponsor or administer and answer your questions on how your institution can attract more sponsored students to your campus. Additionally, the United States Student Achievers Program (USAP), which has been assisting highly talented, economically disadvantaged students to access higher education opportunities in the United States for the past 10 years, will present posters highlighting the program in Brazil and Ecuador, Mongolia and Nigeria, and South Africa and Zimbabwe.

**WORKSHOPS**

**Turn Your Biggest Challenges Into Your Greatest Achievements.**

When you are being asked to do more with less, make an investment to ensure that you are prepared. Register yourself or members of your team for a preconference workshop at NAFSA’s 2010 Annual Conference & Expo, May 30-June 1, in Kansas City, MO. Sign up now to develop key skills, expand your knowledge, and acquire hands-on experience -- get a great start or prepare yourself to take on more specific responsibilities with confidence. Choose from NAFSA’s 49 Core Education Program Workshops (CEP) or Current Topic Workshops (CTW), both providing in-depth examination of topics and opportunities for lively discussion and sharing ideas. Some of the targeted recruitment, admissions, and preparation workshops that support your work in moving your institution’s agenda forward include:

- **CTW: A Primer on the U.S. Higher Education System**
- **CTW: The Basics of IEP (Intensive English Program) Administration**
- **CTW: Bologna 2010 - 2020: What the Future Holds**
- **CTW: Focus on Secondary Education: Evaluating Credentials from Around the World**
- **CTW: Building Institutional Support for Your Work**
- **CEP: Basics of Effective U.S. International Admissions**
- **CEP: Foreign Educational Credentials Analysis**
- **CEP: Marketing Basics for International Educators**
- **CEP: Basic Immigration Concepts for Professionals Outside International Student Advising**
- **CTW: Basic Principles of International Enrollment Management**
- **CTW: Advising Students on Admission to U.S. Business Schools**

Click on [www.nafsa.org/ac10workshops](http://www.nafsa.org/ac10workshops) to read full descriptions, schedule, price and training team information for all the 2010 preconference workshops.

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**The Basics of IEP (Intensive English Programs) Administration**

**Tuesday, 6/1 – 8:00 AM to Tuesday, 6/1 – 12:00 PM**

Successful administrators of Intensive English Programs (IEP) work at the intersection of education and enterprise. Students, faculty, department chairs, and partner schools count on them for strong academic and advising services. At the same time, their responsibilities to program staff, educational agencies, immigration
Focus on Secondary Education: Practical Approaches to Evaluating Credentials Around the World
Tuesday, 6/1 – 8:00 AM to Tuesday, 6/1 – 12:00 PM

Through case studies and discussion, participants will learn the ins and outs of foreign secondary credentials, including how to distinguish between lower and upper secondary levels, vocational and academic streams, and more.

Participants will learn the following:
- How to identify which academic records are appropriate for evaluation
- How to develop the resources necessary for credentials evaluation
- How to distinguish between vocational and academic tracks
- How to distinguish between lower and upper secondary levels
- How to determine eligibility for university admission
- How to determine advanced college credit (A-Level, International Baccalaureate)
- How to understand educational patterns (American, British, French, and Russian)
- How to convert into U.S. grades and Carnegie units

Building Institutional Support for Your Work
Tuesday, 6/1 – 9:00 AM to Tuesday, 6/1 – 12:00 PM

Learn how to navigate your institution's culture using strategies to move your initiatives forward. Examine how your institution's shadow side impacts how things get done.

Participants will:
- Learn how to identify the effects of culture, idiosyncratic personalities, social systems, and politics at work in institutions
- Identify the skills needed to be an effective leader
- Learn how to use the process of mapping change to more effectively move their initiatives forward at their campus or institution
Basics of Effective U.S. International Admissions
Sunday, 5/30 – 8:00 AM to Sunday, 5/30 – 6:00 PM

Learn the fundamentals of a U.S. international admissions office, including institutional policies, admissions process, office procedures, and an introduction to recruitment and marketing concepts. No credential evaluation.

Participants will be able to:
- Consistently implement institutional policy and understand an institution’s strategic plan and its impact on international admissions
- Assess and benchmark office practices in comparison to peer and aspirant peer institutions
- Build allies/allegiances/relationships to serve the interests of the international admissions office
- Ethically and consistently apply admission policies in the collection and verification of financial and admission documents
- Determine English language proficiency
- Collect and analyze data to generate projections and improve office procedures
- Examine various methods of file management
- Identify types of international student recruitment
- Define audiences and design message for audience
- Identify components of a communication stream
- Apply institutional practices to benefit recruitment

Foreign Educational Credentials Analysis
Sunday, 5/30 – 8:00 AM to Monday, 6/1 – 12:00 PM

This professional practice workshop is a 12-hour introduction to the field of foreign educational credential evaluation intended to educate participants about the basics of analyzing foreign academic records. It is intended for professionals who work with internationally educated individuals, including admissions officers, registrars, counselors and credential evaluators, and others interested in comparative international education, who have between 0 and 3 years of direct experience in the field.

This workshop is intended to provide a general understanding of major international education systems and to develop a systematic approach to evaluating international academic credentials. Participants of the workshop will gain the ability to determine the documentation required for assessment, the recognition status of the school or institution, and the represented level of study. Furthermore, participants will learn how to convert credits from the four major types of educational systems (credits, hours, marks, and outcome-based), and to calculate a grade point average. All participants will gain an understanding of available resources, as well as the process of building a support network in this dynamic field. This is an interactive workshop which includes a training manual with many examples and exercises. All participants should bring a calculator. Many sample credentials will be shown, focusing primarily on post-secondary studies but include some examples of secondary-level credentials.

Marketing Basics for International Educators
Sunday, 5/30 – 8:00 AM to Sunday, 5/30 – 5:00 PM

Maximize your marketing efforts by learning how to apply basic strategies to an international education setting and develop a marketing plan specific to your office’s needs.

Participants will:
- Learn how basic marketing principles apply broadly to international education
- Gain working knowledge and terminology of marketing
- Assess the market and analyze it from the perspective of their institutional needs
- Develop a working draft marketing plan based on marketing principles
- Create an action plan to help position this marketing plan at your individual institution

Basic Immigration Concepts for Professionals Outside International Student Advising
Tuesday, 6/1 – 8:00 AM to Tuesday, 6/1 – 12:00 PM

This four-hour workshop provides basic knowledge in immigration laws, SEVIS, the visa process and other related topic for individuals from universities, colleges, and Intensive English Programs (IEPs), as well as advisers outside the U.S. The marketing plan is used as an overall device to unify the day and provide a structure within which to place recruiting topics and tools.

Topics covered include:
- Visa types
- Applying for a visa
- Issuing an I-20 or DS-2019
- Reviewing financial documents
- SEVIS fee
- SEVIS
- International student employment

(Continued on page 13)
(Continued from page 12)

Workshop Objectives:
- Understand various visa types most seen on U.S. campuses
- Understand the visa application process
- Review financial documents in preparation for issuing I-20s and DS-2019s
- Understand how students maintain visa status
- View steps for SEVIS preparation of I-20s and DS-2019s

Basic Principles of International Enrollment Management
Monday, 5/31 – 8:00 AM to Monday, 5/31 – 12:00 PM

We are excited to offer this new workshop at the NAFSA Conference in Kansas City! This workshop will help you gain basic strategies for increasing international enrollment on your campus. Participants will practice collecting data and preparing recruitment plans appropriate to their institutions. This workshop is geared toward professionals who are new to international enrollment issues, international admissions, or international student services.

Participants will:
- Be able to articulate economic and social gains of increased international student populations to campus and community
- Gain experience researching global trends and a basic understanding of student mobility
- Identify important campus allies and practice advocating for their goals
- Practice measuring and evaluating new initiatives
- Leave the workshop able to assess needs at their own organization and apply strategies from the course to enroll and retain more students

Advising Students on Admission to U.S. Business Schools
Tuesday, 6/1 – 8:00 AM to Tuesday, 6/1 – 12:00 PM

Gain the necessary tools to confidently advise your international Master of Business Administration (MBA) candidates through the competitive admissions processes at leading U.S. MBA programs.

Participants will:
- Recognize how the requirements for MBA programs and application processes are different from other graduate programs
- Be able to accurately explain the MBA admissions process and confidently guide international applicants through application processes
- Have a greater awareness of the objective and subjective elements of the evaluation process, further underscoring the important role advisers play in the process
- Be able to identify relevant resources, locally and internationally, to continue increasing their MBA admissions knowledge
- Learn how to build and maintain successful relationships with the business school community
The U.S. Army Approach to Exchanges: A Dialogue with Colonel Steven Boylan

The Command and General Staff College (CGSC) recognizes that change is the only constant in our world. We must have an orderly process to manage this change to continually meet the needs of the Nation and the Army. Further, there will never be enough time to cover all the subjects and prepare our officers as fully as we would like. So a process to make good decisions concerning the curriculum is important. CGSC operates under an outcomes based approach of adult learning. We ensure good assessments that measure teaching and learning controls this process. The joint learning outcomes are the foundation for our curriculum.

CGSC is an educational institution, a professional school for military and others involved in National Defense. The difference in a professional school and other colleges is that the faculty are primarily successful practitioners of the profession, just as in law or medical schools. Typically we have students from a host of foreign countries. Currently between the two classes at the college, we have 113 students from 100 countries participating with and partnering with our US students who not only represent the US Army, but all of our military services. While we have foreign officers in attendance at CGSC, US officers are also afforded opportunities to attend other nation's military colleges such as in the United Kingdom, Japan, France, Italy, Germany, S. Korea, Australia, Canada, to name a few.

At the college, the Joint, Interagency, Intergovernmental and Multinational (JIIM) operations is our environment setting and full spectrum operations is our education focus. Today we find ourselves operating in many parts of the world with coalition and host nation partners as well as the ‘whole of government (US) approach and we must know how to operate in these diverse environments.

The students come from a host of backgrounds. Typically 11 years of military experience with 90% having deployed to Iraq or Afghanistan and 66% at least twice. Over 37% have a graduate degree, many are in progress of attaining their graduate degree and six have already attained PhDs while 14 more are in progress.

(Continued on page 15)

SESSIONS AND SEMINARS*

Tuesday, June 1
2:30 PM

Three-Year Degrees: Pros and Cons for Admission to Graduate Programs in the United States

More than 30 countries currently offer three-year bachelor’s degrees with more in the pipeline, and there is no consensus in the United States on the suitability of students who hold these degrees for admission to U.S. graduate programs. As more students holding these degrees apply for graduate programs in the U.S., it is important for graduate admissions officers to understand these degrees and to work with the graduate programs in their institutions to develop policies for reviewing these degrees for possible admission. Institutions must begin to consider what they are looking for in undergraduate preparation as they review 3-year degrees. At this session, seasoned admissions officers and credential evaluation professionals with very different points of view will debate the issue to provoke thought and discussion.

Standardized English Language Proficiency Exams: Tools for International Admissions Officers

Reese Heitner of Drexel University, Bonnie Olson of ELS Centers/St. Paul and Caroline Gear of International Language Institute of Massachusetts, will be presenting a session at the NAFSA Annual Conference in Kansas City on June 1 entitled: Standardized English Language Proficiency Exams: Tools for International Admissions Officers. The presenters will describe the components of the most widely available tests, and explain how to interpret scores and set institutional and program requirements for admission.

The Expanding World of International Counseling and Advising Relationships

International enrollment managers are witnessing an expansion in the number and types of counseling and advising relationships related to recruitment. This session will describe the complex world of such relationships, and their intersection with student needs, enrollment goals, and recruitment practices. It will also address NAFSA’s definition of "good practice" related to counseling relationships.

* Dates and times subject to change. Check website for latest schedule: http://acsearch.nafsa.org/KCSessions.aspx
Canadian higher education is a well-kept secret, say international students who find their way to Canada. Gain an understanding of the country's higher education system, discover emerging issues in Canadian international education, and gather tips on how to partner effectively with Canadian institutions.

9:30 AM

**Recruiting International Students with Disabilities: Where, Why, and How**

Gain the tools you need to recruit and advise international students with disabilities who wish to study in the United States. Presenters will discuss the context of disability services and rights in the United States, how to find potential applicants, and issues that international students with disabilities commonly face.

**Educational Reforms in the Commonwealth Caribbean**

In recent years, the educational systems of the Commonwealth Caribbean have been undergoing intense reforms aimed at increased regional mobility and system transparency. This presentation will look at the status of educational reforms in the region. Presenters, including two representatives from the region, will focus on the following aspects of Caribbean education: quality assurance, external examinations, and the role of the regional university. Quality Assurance in the Commonwealth Caribbean is a relatively new process. This session will present the current advances in developing local and regional quality assurance bodies. External examinations are a primary method of student assessment in the region. Secondary and some post-secondary examinations are administered by the Caribbean Examination Council (CXC). A representative of the CXC will provide an overview of its history, examination practices and promotion of the post-secondary Caribbean Advanced Proficiency Examination (CAPE).

Finally, a delegate from the Caribbean’s premier tertiary level institution, the University of the West Indies (UWI), will examine the Institution’s own development including the main highlights of UWI’s achievements over the past five years as well as evidence to the UWI’s continued commitment of “unlocking West Indian potential”. In doing this it is important that the audience understands the context in which the UWI is framed and how this context has shaped and developed one of the World’s most dynamic institutions.

* Dates and times subject to change. Check website for latest schedule: [http://acsearch.nafsa.org/KCSessions.aspx](http://acsearch.nafsa.org/KCSessions.aspx)
Personality or Pedagogy: Which Is More Important for English as a Second Language Teachers?

Is good teaching purely instinctive? How can a person tell if s/he has that innate ability? Or is successful teaching a matter of better training?

The presenter, Dr. Lois Spitzer, will take participants on a journey through their teaching careers to help them discover their own feelings about whether which is more important to good teaching: personality or pedagogy. What were the personality traits they felt were the most helpful and did they feel at any time that these traits were more helpful than their pedagogical training? Have their perceptions changed over time? Dr. Spitzer will then present her research on how both the inexperienced and experienced teachers in her study responded to this question of which is more important and how teacher educators need to listen to and consider the perceptions of these teachers to inform our teacher preparation programs.

Seminar: The Strategic Role of International Enrollment Management in Campus Internationalization

The IEM seminar is one of the featured sessions for advanced practitioners. In this interactive seminar, presenters and participants will engage in group discussion, brainstorming, and a case study on advocating the importance of an international enrollment strategy as a component of internationalization. Topics include developing communication plans and relevant data for advocacy with different campus stakeholders. Presenters and participants will consider the context of campus internationalization and the importance of a strategic IEM component within that plan.

Back to Basics: International Recruitment Strategies

The global economy has affected most of our institutions to some degree. Consequently, for many of us, our international recruitment plans have been altered to some degree, while some have even taken a hiatus from travel all together. Through information collected from colleagues we will talk through some of these challenges, and offer suggestions for getting through these tough times. In addition, we will reinforce the use of many existing resources which are low or no cost initiatives.

Intensive English Programs: A Dialogue with U.S. Government Officials

This session provides a forum for intensive English program directors to discuss regulatory issues with officials from the U.S. Departments of Homeland Security, State, and Commerce.

Opportunities and Challenges of Working with Agents

If you are skeptical about using education agents to recruit international students then this session is for you. You will learn whether agents are worth considering, the pitfalls of using agents, assessing the quality of agents, sourcing good agents and managing agents to ensure positive outcomes.

The panel includes Mitch Leventhal from the State University of New York and founder of the AIRC in the US and Andy Nicol from Hobsons’ Malaysia Regional Office who are currently working with agents, and who have experienced some difficulties in the use of agents and found ways to not only overcome the challenges but produce significant international student enrollments from their agent relationships.

Joining the two presenters on the panel will be Markus Badde, ICEF CEO who will be on hand to share expertise on working with and screening for high quality agents from all over the world. Educator panelists will discuss their own history of using agents and the impact that it has had on their international student enrollment and on their institution as a whole.

This session will show how outsourcing your student recruitment to education agents can be the most cost-effective way of establishing your institution in a specific market on a long-term basis. The agent’s knowledge will help you penetrate the market, find new student sources and help you increase your student intake from different areas quickly and effectively.

* Dates and times subject to change. Check website for latest schedule: http://acsearch.nafsa.org/KCSessions.aspx
Thursday, June 3
8:00 AM

The Gulf Cooperation Council Scholarship Programs: Challenges and Opportunities

Gain familiarity with scholarship programs sponsored by the countries of the Gulf Cooperation Council (GCC), which has been sending Middle Eastern students to study in the United States for many years. Presenters will address immigration, academic, and cultural adjustment issues that GCC students commonly face, highlight social and cultural activities organized by and for GCC students in their host communities and institutions, and outline what to expect.

Advising International Student Athletes: What You Need to Know

This session will provide quality, accurate and up-to-date information with which you must be familiar in order to confidently advise international student athletes wishing to participate in American collegiate sporting teams/competitions. The focus will be on the NCAA Eligibility Center rules & process, sports scholarships, and helpful resources. The presenters will be: Judy Freudenberger, Senior EducationUSA Adviser from the US Embassy in Canberra, who has years of experience working with Australian student athletes who have gone to study and play sport at U.S. colleges and universities; Patricia Burak (Syracuse University) and Richard Yam (Univ. of MA Amherst) who will share information gained during years of experience in working with international student athletes after their arrival on US campuses; and Stephanie Shrieve, who is a NCAA Compliance Officer at a college that has a lot of experience with international student athletes.

The main topics which will be covered during the session will be:

- U.S. collegiate athletic associations
- The NCAA Eligibility Center rules, regulations, and process for international student athletes
- Recruitment of international student athletes
- Sports scholarships for international student athletes
- Sources of practical and accurate assistance for international student athletes and their advisers
- The role of campus-based NCAA Compliance Officers
- Amateurism issues

Following the session, participants will:

- Be able to describe & differentiate between the 3 major collegiate sporting organisations
- Demonstrate knowledge of the NCAA Eligibility Center requirements & process
- Know where to find useful websites & resources for international student athletes & advisers
- Have knowledge that will prove essential & invaluable for advising potential applicants who are international student athletes
- Be better equipped to develop recruiting strategies which are inclusive of international student issues & concerns
- Be able to encourage good communication between all staff who work with international student athlete applicants, including athletic departments, admissions, international student offices, financial aid, etc.

The Israeli Bagrut and Three-Year Bachelor’s Degree: Evaluation, Placement, and Recruitment Considerations

Israel remains the number one country in the Middle East when it comes to the number of students studying in the United States, (according to IIE 2009 – 3,061 students).

The presentation will outline the intricacies of the Israeli Bagrut (matriculation) certificate and its learning levels. In addition, participants will gain an in-depth understanding of the qualitative nature of the 3-year Bachelor’s degree and how it is perceived in the U.S. among the various graduate schools.

A New Marketing Paradigm for Community Colleges to Recruit and Retain Students

U.S. community colleges continuously work to overcome misunderstandings and misperceptions about their purpose and goals. Presenters will discuss challenges that U.S. community colleges commonly face when trying to recruit international students. They will also address how EducationUSA advisers can work with U.S. community colleges to strengthen their image while being sensitive to local situations and limitations.

* Dates and times subject to change. Check website for latest schedule: [http://acsearch.nafsa.org/KCSessions.aspx](http://acsearch.nafsa.org/KCSessions.aspx)
(Continued from page 17)

**Student Perspectives on Why the Midwest is a Top Destination for International Students**

The allure of the Midwest region of the United States may seem like a best-kept secret, but it doesn't have to be! From the lower cost of living to four distinct seasons and heartland hospitality, opportunities for international students abound. Hear from a panel of international students studying at local institutions on why the Midwest is a great place to earn a degree, and get ideas for how to strengthen your marketing and recruitment efforts to bring students to the region.

**Building International Connections: The Fulbright Scholar Program**

Research indicates that Fulbright Scholars develop new exchange programs, internationalize curriculums, and enhance international engagement. Examine the role that Fulbright Scholar grants play in the internationalization of U.S. university campuses, and learn how to use various Fulbright Scholar programs to internationalize your campus.

**Attracting and Retaining International Graduate Students from Nontraditional Backgrounds: the IFP Experience**

The mission of the Ford Foundation International Fellowships Program (IFP) is to expand educational opportunity and social justice in developing countries. Three U.S. universities that have hosted IFP fellows will share models developed to ensure that selected candidates are admitted, prepared, and supported to achieve their academic goals.

**Update on the Educational System of Iraq**

The United States is welcoming more Iraqi refugees than in past years and universities and evaluation services are seeing an increase in applications from people who have studied in Iraq. The session will begin with background information about the secondary and tertiary educational structure and records in Iraq from prior to the war to the present. The presenters will also speak about the current conditions faced by students from Iraq, including the difficulty of obtaining academic records. They will discuss their experiences with security features, fraud and success in verifying academic records from Iraq, where many of the normal pathways of communication (email, fax and mail) are not reliable. Finally, the panel members will provide attendees with a list of useful contacts for institutions in Iraq.

(Continued on page 19)
**Free Campus Internationalization: Classroom Exchanges Between University and ESL Students**

When universities seek to expose their students to other cultures, they are often discouraged by cost, but campus internationalization can actually be free if done creatively. Many campuses overlook free resources, such as students in ESL programs. This session will show how an intensive English program in Ruston, LA began a cultural exchange initiative with individual professors and their students at LA Tech University to develop a year-round system of cultural exchange. During class visits, American college students interview international students about aspects of their culture pertaining to the course content at hand, such as their education system, government, family values, traveling preferences, etc. While students are exchanging ideas about their cultures, the ESL students have a chance to meet Americans and practice English.

This program has achieved tremendous success for both groups involved as a partnership between ESL students with ELS Language Centers and American students in courses at LA Tech University. This session will serve as a step-by-step guide to modeling a similar program on any campus.

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**International Student Retention: Three Measured Approaches**

Three different perspectives on international student retention will be presented, including current research and trends and how to measure the success of office retention efforts. Participants will review and apply learning about how educational programming, collaboration with residence life, and comprehensive academic assistance can improve international retention rates.

**Measuring Return on Investment in International Student Recruitment**

We know that it’s impossible to define international students’ contributions by any numbers with dollar signs in front of them. Yet we also recognize the need to speak the language of those who hold the purse strings on campus, to effectively justify our recruitment costs.

The general session, “Measuring Return on Investment in International Student Recruitment” is your chance to contribute to a virtual toolbox of case studies. Take advantage of this opportunity to share your own results of promotional initiatives (in three minutes or less!), based on a simple spreadsheet template: [http://www.USjournal.com/en/educators/erecruit/10/ROI.xls](http://www.USjournal.com/en/educators/erecruit/10/ROI.xls)

Please complete the worksheet in advance of the session and bring it with you. As our room will be set up theatre-style, colleagues with case studies will move to the perimeter and rotate every three minutes. Colleagues without case studies may remain stationary in the center of the block of chairs.

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(Continued from page 18)

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1. Sponsor relationship/communication/managing expectations
2. Immigration issues that specifically affect sponsored students and their dependents--how to do successful DOS transfers, CPT, OPT, etc.
3. Quality of life and mental health issues (such as more students coming from countries that have high levels of strife; more students from "damaged" backgrounds; more severe culture shock, etc., in the recent semesters)--when/if/how to communicate with the sponsor.

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(Continued on page 20)
You may choose to present your case study anonymously. Please plan to submit it to us at 5 p.m. on 3 June (before you leave the session), so we can compile and share them on NAFSA's Marketing and Recruiting Network: http://www.nafsa.org/MRforums

We will supplement the “speed dating” part of the session with brief presentations:

- **Cheryl Darrup-Boychuck** (USjournal.com): How ROI can potentiate International Enrollment Management
- **Rahul Choudah, PhD** (World Education Services): Lessons for international student recruiters, drawn from corporate practices and research literature
- **Randall W. Martin, PhD** (British Columbia Council for International Education): How institutional ROI expectations compare with those of larger jurisdictions

We look forward to your participation in this dynamic session!

**Demystifying Postsecondary Education in England, Wales, and Northern Ireland**

In this session, the presenters seek to demystify postsecondary education in the UK, where the system is sometimes difficult to navigate. Panel members will discuss the structure of traditional postsecondary education while emphasizing newer qualifications (i.e. Cambridge Pre-University and foundation degrees). They will also include a section on professional qualifications and non-traditional pathways to higher education from an evaluation and admissions standpoint. A member of the British Council will highlight issues arising for UK students applying for higher education in the US. Finally, the presenters will provide guidelines and resources for researching UK qualifications.

**Region XII Highlight: Institutional Recognition Across the Globe**

In the era of transnational education and new ventures in joint degree programs, the issue of institutional recognition has become increasingly complex. Presenters will examine traditional forms of recognition and accreditation of international institutions and reviews resources that offer information about the official status of international institutions of higher education. The focus will then shift to a series of case studies that illustrate some of the more challenging issues related to establishing the degree-granting authority of higher education institutions across the world. Attendees will be encouraged to share their own thoughts as well as their institution's policies regarding the topic of institutional recognition. Session participants will leave with a set of questions and key concepts that will help them confront these issues in their daily work.

**Friday, June 4**

**8:00 AM**

**Working Together to Bring Sponsored Students to Your Campus: Universities and Sponsored Program Organizations**

Sponsored students provide an excellent way to increase international student numbers on U.S. campuses. This session will offer an overview of the programs that exist, the players involved, and strategies for recruiting sponsored students. The panel will include the perspectives of the program organizations, the host university, and the sponsored student, and will examine how all can work together to best support these programs.

**International Recruitment: Bridging Research and Practice**

How can research improve the efficiency and effectiveness of international recruitment practices? What are the opportunities and challenges? An international panel will share their perspectives on these and similar questions. Participants will learn to use research findings to create or improve strategic recruitment plans.

**Educational Systems of Russia, Georgia, and Uzbekistan: Common Roots, Diverging Evolution**

Need help in your work with evaluating documents from Russia, Georgia and Uzbekistan? Want to develop your student outreach in this part of the world? In this session, you will meet EducationUSA advisors from these countries and learn about the educational systems, academic documentation, and the services available to students there who are interested in studying in the United States. Connect and learn! Sergei, Sopo and Sharifa are looking forward to seeing you there.

**Internationalizing the Minority-Serving Campus**

Join us for an engaging look at common challenges facing minority-serving institutions in the United States as they pursue internationalization. Panelists will highlight successful strategies including partnering with sponsoring organizations to internationalize the student body and the faculty.

*Dates and times subject to change. Check website for latest schedule: http://acsearch.nafsa.org/KCSessions.aspx*
9:30 AM

**Chilean Graduate Students on Your Campus: The BECAS CHILE Scholarship Program**

Over the next 10 years the Government of Chile wants to train 30,000 professionals and technicians abroad through the BECAS CHILE scholarship program. The program was created in October 2008 to respond to the urgent need for Chile to have more top-notch academics, professionals, and technicians, who would not only be more productive, but who would be more creative, innovative, and entrepreneurial. This session will present information on the characteristics of the BECAS CHILE grantees, the level of their scholarship funding, the collaborators in the program, and how your graduate institution can serve as a host institution for BECAS CHILE grantees. With a new government having taken office in March of this year, less than two weeks after the horrific earthquake that struck Chile on February 27, this session is well-time to be able to provide updates on any changes envisioned for the program.

**Shoestring Budget Recruiting with Video, Translations, and Webinars**

Find out how to make the most of virtual recruiting tools on a tight budget. Through presentation of useful resources, best practices, and case studies, you'll learn how to use online video, translation, and webinars to create a localized international recruitment strategy that works.

**Learning Disabilities and the English as a Second Language Classroom**

Learning disabled students can feel overwhelmed by the classroom environment yet this confusion is often dismissed as a problem with the language or culture shock. While LDs are treated with some trepidation, they are accepted as real in this country. Often foreign students in an ESL classroom have gone undiagnosed or have been diagnosed but have been sent abroad to "save face". Consequently, it is extremely difficult to address the question of an LD and even more difficult to address in the dual topic of ESL/LD instruction. This session will cover hands-on techniques for an initial recognition of an LD, what you can do to prompt your school or university into further action, and how to help your students in an adult ESL classroom environment.

This presentation will be led by June Justice Crawford, an educator of over 30 years and former adult LD specialist for the National Institute for Literacy (NIFL) and Jennifer Forth, who has been teaching ESL both in the US and overseas for close to twenty years. It will offer practical information for both teachers in the classroom as well as counselors and administrators looking for some answers.

10:30 AM

**Seminar: Campus Internationalization: Whose Job Is It, Anyway?**

No matter what their specialty is, every international education professional has a role to play in internationalizing the campus and the student experience. Through roundtable discussions and examinations of case studies, identify where your own work fits within a wider campus internationalization plan and take home strategies to further your impact on the internationalization process.

11:00 AM

**RAP: Our Year Ahead**

Join the Recruitment, Admissions, and Preparation (RAP) Knowledge Community team as we review the 2010 annual conference and seek your opinions and comments on sessions and workshops. We will also solicit suggestions for sessions and workshops at the 2011 conference as well as general comments on the work of the RAP Knowledge Community.

**Crossing Borders: Creating Learning and Cultural Connections for International Students**

Through a case study of the Community College English Language Institute and an examination of an international student adjustment model, participants will gain an understanding of specific strategies to help international students achieve maximum results in short-term English as a Second Language programs. Come away with the knowledge you need to implement or create your own sustainable learning initiatives.

**Overcoming Challenges to Internationalization at Rural U.S. Institutions**

Institutional resistance to internationalization efforts at rural U.S. colleges can be fierce. Presenters will share overviews of several exchange programs that can be implemented on small campuses at little cost, including a variety of Fulbright programs, the Congress-Bundestag Youth Exchange Program, and the Virtual Student Foreign Service Program.

*(Continued on page 22)*
Spanish Higher Education: An Overview of Recent Developments

Following the Bologna declaration of 1999, the Spanish education system has undergone important changes. The session will focus on Spain's current system of higher education and its recent developments. Gain an understanding of the structure of Spain's current system and learn about legislation affecting higher education in the country.

How the Admissions and Overseas Advisers Liaison Group Can Help You

Members of the Recruitment, Admissions, and Preparation Knowledge Community (RAP KC) Overseas Advisers Liaison Committee help U.S. institutions obtain free, reliable, and up-to-date information on educational systems, credentials, grading, and institutions around the world, and also assist them with individual cases. Learn how you can make the most of this valuable resource.
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<tr>
<th>Date</th>
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<tr>
<td>Sunday, May 30</td>
<td>8:00 AM</td>
<td>Workshop: Basics of Effective U.S. International Admissions</td>
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<td>Workshop: Foreign Educational Credentials Analysis</td>
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<td>Workshop: A Primer on the U.S. Higher Education System</td>
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<td>Monday, May 31</td>
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<td>Workshop: Bologna 2010 to 2020: What the Future Holds</td>
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<td>Monday, May 31</td>
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<td>Reception: Recruitment, Admissions, and Preparation Knowledge Community Networking Reception</td>
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<td>Workshop: Basic Immigration Concepts for Professionals Outside International Student Advising</td>
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<td>Workshop: Focus on Secondary Education: Practical Approaches to Evaluating Credentials around the World</td>
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<td>Update: Recruitment, Admissions, and Preparation Knowledge Community Update</td>
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<td>Country Fair: EducationUSA &amp; Embassy Country Fair</td>
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<td>Roundtable: Recruitment, Admissions, and Preparation Knowledge Community Career Roundtable</td>
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<td>Poster Fair: Updates on Country Policies and Higher Education</td>
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Admissions and Credential Evaluation Network  
*at the NAFSA 2010 Annual Conference in Kansas City (Cont.)*

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<td>9:30 AM</td>
<td>Open Meeting: Get Help with Problematic Foreign Educational Credentials</td>
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<tr>
<td>Friday, June 4</td>
<td>11:00 AM</td>
<td>Session: RAP: Our Year Ahead</td>
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<tr>
<td>Friday, June 4</td>
<td>2:45 PM</td>
<td>Spanish Higher Education: An Overview of Recent Developments</td>
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<tr>
<td>Friday, June 4</td>
<td>2:45 PM</td>
<td>How the Admissions and Overseas Liaison Group Can Help You</td>
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Sponsored Programs Administration at the NAFSA 2010 Annual Conference in Kansas City

**www.nafsa.org/ac1RAP**

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<td>Update: Recruitment, Admissions, and Preparation Knowledge Community Update</td>
</tr>
<tr>
<td>Wednesday, June 2</td>
<td>12:00 PM</td>
<td>Open Meeting: Sponsored Programs Agencies (SPA) Update</td>
</tr>
<tr>
<td>Thursday, June 3</td>
<td>8:00 AM</td>
<td>Session: Building International Connections: The Fulbright Scholar Program</td>
</tr>
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<td>8:00 AM</td>
<td>Session: The Gulf Cooperation Council Scholarship Programs: Challenges and Opportunities</td>
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<td>Session: Attracting and Retaining International Graduate Students from Nontraditional Backgrounds: The IFP Experience</td>
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<td>12:00 PM</td>
<td>Roundtable: Recruitment, Admissions, and Preparation Knowledge Community Career Roundtable</td>
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<td>Poster Fair: Working with Sponsored Students and Sponsor Program Organizations</td>
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<td>Session: Sponsored Students: Exploring Advanced Topics and Negotiating Ethical Dilemmas</td>
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<td>Session: Overcoming Challenges to Internationalization at Rural U.S. Institutions</td>
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## English Language Training & Administration Network

at the NAFSA 2010 Annual Conference in Kansas City

[www.nafsa.org/ac10RAP](http://www.nafsa.org/ac10RAP)

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<td>Reception: Recruitment, Admissions, and Preparation Knowledge Community Networking Reception</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>Workshop: The Basics of IEP (Intensive English Programs) Administration</td>
</tr>
<tr>
<td>Tuesday, June 1</td>
<td>Update: Recruitment, Admissions, and Preparation Knowledge Community Update</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>Session: Standardized English Language Proficiency Exams: Tools for International Admissions Officers</td>
</tr>
<tr>
<td>Tuesday, June 1</td>
<td>Session: Personality or Pedagogy: Which is More Important for English as a Second Language Teachers?</td>
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<tr>
<td>12:00 PM</td>
<td>Discussion: ELTA Roundtable Discussion</td>
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<tr>
<td>Tuesday, June 1</td>
<td>Session: Intensive English Programs: A Dialogue with U.S. Government Officials</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>Session: The Gulf Cooperation Council Scholarship Programs: Challenges and Opportunities</td>
</tr>
<tr>
<td>Wednesday, June 2</td>
<td>Open Meeting: Intensive English Program Accreditation? Yes or No?</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>Roundtable: Recruitment, Admissions, and Preparation Knowledge Community Career Roundtable</td>
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<tr>
<td>Wednesday, June 2</td>
<td>Poster Fair: An Intensive English Program Fair: Highlighting Program Innovation</td>
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<td>Session: Free Campus Internationalization: Classroom Exchanges Between University and ESL Students</td>
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### Workshop: Basic Principles of International Enrollment Management
**Monday, May 31**
- **8:00 AM**

### Reception: Recruitment, Admissions, and Preparation Knowledge Community Networking Reception
**Monday, May 31**
- **5:00 PM**

### Update: Recruitment, Admissions, and Preparation Knowledge Community Update
**Tuesday, June 1**
- **12:00 PM**

### Session: Shifting Trends in Global Student Mobility: Who is Going Where
**Tuesday, June 1**
- **2:30 PM**

### Session: The Expanding World of International Counseling and Advising Relationships
**Tuesday, June 1**
- **2:30 PM**

### Seminar: The Strategic Role of International Enrollment Management in Campus Internationalization
**Wednesday, June 2**
- **1:30 PM**

### Session: International Recruitment Strategies on a Limited Budget
**Wednesday, June 3**
- **1:45 PM**

### Session: A New Marketing Paradigm for Community Colleges to Recruit and Retain Students
**Thursday, June 3**
- **8:00 AM**

### Session: How Do We Know They Will Succeed?: Admitting Economically Disadvantaged International Students
**Thursday, June 3**
- **9:15 AM**

### Roundtable: Recruitment, Admissions, and Preparation Knowledge Community Career Roundtable
**Thursday, June 3**
- **12:00 PM**

### Poster Fairs:
- **An Intensive English Program Fair: Highlighting Program Innovation**
- **Best Practices in Marketing and Recruitment**
- **Updates on Country Policies and Higher Education**
- **Working with Sponsored Students and Sponsor Program Organizations**
**Thursday, June 3**
- **1:00 PM**

### Open Meeting: IEM - Next Steps
**Thursday, June 3**
- **2:00 PM**

### Session: Measuring Return on Investment in International Student Recruitment
**Thursday, June 3**
- **3:45 PM**

### Session: International Student Retention: Three Measured Approaches
**Thursday, June 3**
- **3:45 PM**

### Session: International Recruitment: Bridging Research and Practice
**Friday, June 4**
- **8:00 PM**

### Session: Working Together to Bring Sponsored Students to Your Campus: Universities and Sponsored Program Organizations
**Friday, June 4**
- **8:00 AM**

### Seminar: Campus Internationalization: Whose Job Is It, Anyway?
**Friday, June 4**
- **10:30 AM**

### Session: RAP: Our Year Ahead – IEM will be one topic of discussion
**Friday, June 4**
- **11:00 AM**

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<td>Workshop: Marketing Basics for the International Educator</td>
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<td>Session: Recruiting International Students with Disabilities: Where, Why, and How</td>
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<td>Open Meeting: Share Your Successful International Marketing Communication Strategies</td>
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<td>Session: Opportunities and Challenges of Working with Agents</td>
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<td>Session: Student Perspectives on Why the Midwest is a Top Destination for International Students</td>
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What credentials would you like evaluated?  
What topics would you like covered?  
What did you like about this newsletter?  
What can we improve upon?