

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ**

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**HIGHER EDUCATION  
IN THE UNITED STATES OF AMERICA**

**ВЫСШЕЕ ОБРАЗОВАНИЕ В США**

Учебно-методические материалы

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## WORDS TO DO WITH EDUCATION

1. Work in groups. Write the alphabet on a piece of paper. Next to each letter write one word connected to education. How many words can you write in two minutes?

2. Complete the A–Z quiz.

### THE A–Z OF LEARNING

**A** The \_\_\_\_\_ year is the time when there are school or university classes.

**B** \_\_\_\_\_ **time**, when students can “have a breather”. In the U.S. it’s called **recess**. Many people’s favourite part of the school day!

**C** is for a series of lessons in a particular subject. It could be a **crash** \_\_\_\_\_, a **refresher** \_\_\_\_\_ or a **foundation** \_\_\_\_\_.

**D** is for **degree**, **diploma**, to **drop out** of university.

**E** is for \_\_\_\_\_ school (as it’s known in the U.S.) – in the UK it’s **primary** school. You go there from age 6 to age 11.

**F** is for **faculty**, **final exams**, **further education**.

**G** is for \_\_\_\_\_ day. It’s traditional in many countries to wear a cap and gown as you receive your degree.

**H** is for **high school**, **higher education**, **history**.

**I** The **Internet**, **infant school**, **instructor**.

**J** is for \_\_\_\_\_ school – in the UK this is a school for 7–11-year-olds; in the U.S. it’s a high school for children aged 12–14.

**K** is for **kindergarten**, **kids**, **knowledge**.

**L** is for \_\_\_\_\_: university students should attend them and take notes, but sometimes they skip them!

**M** Numbers which show how well you did in a test – full \_\_\_\_\_ is 100 per cent (unlike grade, which is a letter).

**N** is for **nursery school**, **numeracy**, **note-taking**.

**O** is for \_\_\_\_\_ -learning – in other words, studying via the Internet.

**P** is for \_\_\_\_\_ – a teacher at university: in the UK, higher-ranking than a lecturer.

**Q** is for **qualifications**, **questions**, **quizzes**.

**R** is for the three Rs – \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_, the three basics of a good primary education ... but shouldn’t that be the one R, one W and one A?!

**S** is for **secondary school**, **school subjects**, **scholarship**.

**T** is for \_\_\_\_\_ education – education at a college, university, etc.

**U** is for \_\_\_\_\_ – a student studying for a first degree, as opposed to a postgraduate, studying for a Master's or PhD.

**V** is for \_\_\_\_\_ courses, which help you to do a specific job.

**W** is for **work experience, workload, workaholic.**

**X** is for \_\_\_\_\_ – an American company that produces and sells photocopiers – something that hardly any student can do without when working in the library.

**Y** is for **Yale**, one of the USA's most prestigious universities.

**Z** is for **zoology**, which you can take a degree in.

**3. Categorize the following words according to whether they relate mainly to school or college/university. Check any meanings you are not sure of.**

|            |               |           |
|------------|---------------|-----------|
| headmaster | lecturer      | seminar   |
| professor  | undergraduate | freshener |
| degree     | form          | thesis    |
| class      | lesson        | secondary |
| pupil      | tutorial      | teacher   |
| detention  | homework      | campus    |

**4. Underline the most suitable word.**

1. Jack decided to take a *course/lesson* in hotel management.
2. Sheila always got good *marks/points* in algebra.
3. My sister *learned/taught* me how to draw.
4. I can't come to the cinema, I have to *read/study* for a test.
5. Martin *failed/missed* his maths exam and had to sit it again.
6. If you have any questions, *raise/rise* your hand.
7. Penny took three exams and managed to *pass/succeed* them all.

**5. Complete each sentence with a word from the box. Use each word once only.**

|          |       |        |        |             |      |       |       |
|----------|-------|--------|--------|-------------|------|-------|-------|
| memorize | cheat | revise | divide | look        | copy | stand | pick  |
| hand     | pass  | get    | punish | concentrate | keep | pay   | write |

1. It is difficult to ..... attention in a noisy classroom.
2. Helen decided to ..... all her work at the end of every week.
3. If you don't know the answer, ..... it up in the back of the book.
4. The teacher saw Jerry trying to ..... in the exam.
5. Stop talking, and ..... on with your work!
6. Your mind is wandering! You must ..... more!
7. Try to ..... the most important rules.
8. If you ..... twenty-seven by nine, the answer is three.

9. George finds it hard to ..... up with the rest of the maths class.
10. Pauline tried her best to ..... the examinations.
11. Your work is the same as Harry's. Did you ..... his work?
12. Carol stayed in France and managed to ..... up the language.
13. If you speak so fast I can't ..... down what you're saying.
14. Don't forget to check over your work before you ..... it in.
15. Our teachers used to ..... us by making us stay behind after school.
16. Mrs Wood is going to ..... in for your teacher while he is away.

**6. Match the words in the box with a suitable definition. Use each word once only.**

|           |          |           |           |       |
|-----------|----------|-----------|-----------|-------|
| classmate | examiner | learner   | principal | pupil |
| graduate  | lecturer | professor | tutor     | coach |

1. Someone who teaches at a university.
2. Someone who has a college degree.
3. The head of a school.
4. Someone who studies at primary or secondary school.
5. The most important teacher in a university department.
6. Someone who teaches one student or a very small class.
7. Someone in the same class as yourself.
8. Someone who trains a sports team.
9. Someone who writes the question papers of an examination.
10. Someone who drives but has not yet passed a driving test.

**7. Choose the most suitable word or phrase to complete each sentence.**

1. Martin has quite a good ... of physics.  
A) result B) pass C) understanding D) head
2. In Britain, children start ... school at the age of five.  
A) kindergarten B) secondary C) nursery D) primary
3. Edward has a ... in French from Leeds University.  
A) certificate B) degree C) mark D) paper
4. My favourite ... at school was history.  
A) topic B) class C) theme D) subject
5. If you want to pass the examination, you must study ....  
A) hard B) enough C) thoroughly D) rather

**8. Complete each sentence with one suitable word.**

1. Please pay attention ... what your teacher says.
2. Mary has a degree ... civil engineering.

3. I was very good ... maths when I was at school.
4. We had to write a composition ... "Our Ideal School".
5. You might not understand things even if you learn them ... heart.
6. When Sue visited Italy, she soon picked ... the language.

### 9. Decide which answer (A, B, C or D) best fits each space.

#### *Learning how to learn*

There is usually one important (71) ... missing from most school (72) ... . Very few students are (73) ... how to organize their learning, and how to (74) ... the best use of their time. Let's take some simple (75) ... . Do you know how to (76) ... up words in a dictionary, and do you understand all the (77) ... the dictionary contains? Can you (78) ... notes quickly, and can you understand them (79) ... ? For some reason, many schools give learners no (80) ... with these matters. Teachers ask students to (81) ... pages from books, or tell them to write ten pages, but don't explain (82) ... to do it. Learning by (83) ... can be useful, but it is important to have a genuine (84) ... of a subject. You can (85) ... a lot of time memorizing books, without understanding anything about the subject!

|               |              |                 |                 |
|---------------|--------------|-----------------|-----------------|
| A theme       | B book       | C subject       | D mark          |
| A agendas     | B timetables | C terms         | D organizations |
| A taught      | B learnt     | C educated      | D graduated     |
| A take        | B give       | C get           | D make          |
| A sentences   | B results    | C rules         | D examples      |
| A find        | B look       | C research      | D get           |
| A information | B advise     | C subjects      | D themes        |
| A do          | B send       | C make          | D revise        |
| A after       | B afterwards | C lastly        | D at last       |
| A teaching    | B ability    | C instruction   | D help          |
| A concentrate | B remind     | C forget        | D memorize      |
| A how         | B what       | C why           | D it            |
| A the way     | B heart      | C now           | D law           |
| A information | B success    | C understanding | D attention     |
| A pass        | B waste      | C tell          | D use           |

### 10. Points to ponder:

- a) A university should be a place of light, of liberty and of learning. (B. Disraeli)
- b) Knowledge is a city, to the building of which every human being brought a stone. (R. W. Emerson)
- c) Knowledge is power. (F. Bacon)
- d) He who can, does. He who cannot, teaches. (G.B. Shaw)
- e) Education ... has produced a vast population able to read but unable to distinguish what is worth reading. (G.M. Trevelyan)

f) Education is what survives when what has been learnt has been forgotten.  
(B.F. Skinner)

**11. a) Mark the sentences below (+) if they are true in our country, (-) if they are not true, and (?) if you're not sure.**

1. Children start learning the Three Rs from the age of about six.
2. The academic year begins in September.
3. Most undergraduates take five or six years to finish their degrees, and many drop out of university.
4. University lecturers and professors are badly paid.
5. More than two-thirds of students in tertiary education are women.
6. Many postgraduates go abroad to study.
7. Secondary school students can do vocational courses as well as courses in academic subjects.
8. Lectures are often attended by more than 500 students.
9. More and more people are doing online language courses.

**b) Correct the sentences that are not true, then, in pairs, compare and discuss your answers.**

**12. a) Which of the things in exercise 11 would you like to see changed in our country?**

**b) Think of three other things about the education system in our country that you would like to change. Compare answers with other students.**

**c) What do you know about the U.S. education system? In what aspects does it differ from ours?**



## GENERAL OUTLINE OF AMERICAN EDUCATION

### 1. Read and translate the texts.

#### Educational Structure

The general pattern of education in the USA is an eight-year elementary school, followed by a four-year high school. This has been called 8–4 plan organization. It is preceded, in many localities, by nursery schools and kindergartens. It is followed by a four-year college and professional schools. This traditional pattern, however, has been varied in many different ways. The 6–3–3 plan consists of a six-year elementary school, a three-year junior high school, and a three-year senior high school. Another variation is 6–6 plan organization, with a six-year elementary school followed by a six-year secondary school.

The age of entry to compulsory education in the U.S. varies, according to the state, between 5 and 7 years of age, 6 being the most common. The age at which compulsory schooling ends varies between 16 and 18 years of age, the most common being 16. School education does not end until age 18, or completion of the 12<sup>th</sup> year of school and those who leave school at the end of compulsory education without earning a secondary (high school) diploma do not receive any certificate or recognition – they are considered to be secondary school drop-outs. Students may graduate a year earlier or late depending on when they entered school. Gifted students may graduate earlier because they skipped grades, and students may graduate later because they repeat grades. School years are referred to as “grades” in the United States. After graduating high school (12<sup>th</sup> grade), U.S. students may go on to college or university. College or university study is known as higher education.

U.S. grading systems at both the secondary and higher education levels are generally based on the principle of starting with an assumption of a perfect grade and then subtracting points for errors, omissions, poor expression, unsound reasoning, etc. Numerical scores are often converted into letter grades, or vice versa. Since there are five common letter grades (A, B, C, D, F) and ten-point score ranges are frequently issued to denote letter grade separations, it is common for any score/grade of less than 60 (D) to be considered unsatisfactory. This is an important difference from systems where scoring begins at zero and points are added to achieve a final grade.



## Primary and Secondary School

The length of primary education varies from four to seven years, i.e. grades 1–4, 1–7, etc. Each state determines what grade range constitutes primary education, called “elementary education”. The elementary school is followed by secondary school, or high school. Often the last two years of elementary and the first years of secondary school are combined into a middle school or a junior high school. Secondary education takes place in grades 7–12, depending upon the laws and policies of states and local school districts.

Admission to the American high school is automatic on completion of the elementary school. During high school the student studies four or five major subjects per year, and classes in each of these subjects meet for an hour a day, five days a week. In addition, students usually have classes in physical education, music and art several times a week. If they fail a course, they repeat only that course and not the work of the entire year. Students must complete a certain number of courses in order to receive a diploma, or a certificate of graduation.

**Academic Year.** The school year is nine months in length, beginning early in September and continuing until about the first of June, with a vacation of week or two at Christmas time and sometimes a shorter one in spring. There are slight variations from place to place.

**School Curriculum.** Each of the 50 states in the USA has its own laws regulating education. From state to state some laws are similar, others are not. For example, all states require young people to attend school (the age limits vary: seven to sixteen, six to eighteen, etc.). Though there is no national curriculum in the United States, certain subjects are taught across the country. Almost every elementary school provides instruction in these subjects: mathematics, language arts (a subject that includes reading, grammar, composition and literature), penmanship, science, social studies (a subject that includes history, geography, citizenship and economics), music, art and physical education. In many elementary schools courses in the use of computers have been introduced. And in some cases, a foreign language is offered in the upper elementary school. Not all schools offer any foreign languages, if they do, it usually lasts for no longer than half a year. In general, it is not necessary to study a foreign language to get a high school diploma. But if one plans to enter a college or university, one should study a foreign language for no less than two years.

**Usual grading system in secondary school.** Most secondary schools use a grading system consisting of the Roman alphabet letters A, B, C, D, sometimes E and F, with the letter I meaning “incomplete”. These letters are linked to numerical grade scores. There is no national regulation on grading systems.

Highest on scale: A (Excellent)  
Pass/fail level: D (Marginal)  
Lowest on scale: F (Failure)

### **Higher Education**

Higher education in the U.S. is also called postsecondary education, but the latter term also refers to all formal education beyond secondary school, whether higher education (defined as degree-granting education) or not. Postsecondary education is broadly divided into two different sectors: postsecondary vocational education and training, which is non-degree but can produce some transferable credits under certain circumstances; and higher education, which includes studies undertaken in degree-granting institutions for academic credit. However, the U.S. higher education system is not legally organized into separate university and non-university sub-systems as are some other national systems, but is comprehensive. It is a diverse and autonomous community of publicly and privately supported institutions.

Current data indicate that there are 6,479 postsecondary institutions, including 4,182 non-degree institutions. Of the degree-granting higher education institutions, some 1,732 award only the associate degree plus sub-bachelor's certificates and diplomas; 702 award only the bachelor's degree; 1,094 award degrees and certificates beyond the bachelor's degree but not the research doctorate; and 654 institutions award the research doctorate. The United States does not use an official classification or typology for its higher education institutions. While different institutions offer varying levels of degrees, U.S. accreditation policies result in degrees at any given level adhering to certain minimum standards regardless of the institution that grants them.

The U.S. higher education system is characterized by accessibility, diversity, and autonomy and is known for both its size and quality. The federal government has no jurisdiction or authority over the recognition of educational institutions, members of the academic professions, programmes or curricula, or degrees or other qualifications. Nearly all U.S. postsecondary institutions are licensed, or chartered, by a state or municipal government to operate under the ownership of either a government (if public) or a private corporation (if independent), and may be for-profit or not-for-profit enterprises. Religious institutions are considered independent, or private. Quality assurance is achieved via the system of voluntary accreditation by specific accrediting agencies that are recognized by the U.S. Secretary of Education and meet the standards for membership in the Council for Higher Education Accreditation (CHEA).

**Academic Year.** The academic year is usually divided into two semesters of four months each, or three quarters of three months each (a three-term calendar is

known as the “trimester” system). A full-time student takes four or five courses each semester, or three or four courses each quarter.

**Main grading systems used by higher education institutions.** Many institutions use either a letter grading system similar to that described for secondary school linked to a numerical system based upon points earned. The latter system is typically based on a five-, four-, or three-point scale. Some institutions do not use grades or provide them only upon request. Grading systems are determined by each institution.

Highest on scale: A, 4.0 (Excellent)

Pass/fail level: C, 2.0 (Marginal)

Lowest on scale: D or F, 1.0 or below (Failure)

Advanced research studies (Master’s thesis, Doctoral dissertations), projects and presentations in the fine or performing arts are often not assigned letter or numerical grades but rather evaluated on an “honours”, “pass”, or “fail” basis by the supervising faculty.

| Grade           | Grade Point Value |
|-----------------|-------------------|
| A               | 4.0               |
| A-              | 3.7               |
| B+              | 3.3               |
| B               | 3.0               |
| B-              | 2.7               |
| C+              | 2.3               |
| C               | 2.0               |
| C-              | 1.7               |
| D+              | 1.3               |
| D               | 1.0               |
| F               | 0.0               |
| I (Incompletes) | 0.0               |

## 2. Answer the following questions.

1. What is the general pattern of education in the USA?
2. What are the variations of the traditional 8–4 plan?
3. When do children begin to go to school?
4. What is the length of the school year in the USA?
5. Are the laws regulating education the same across the USA?
6. What are the subjects offered in elementary schools?
7. What does the curriculum in high school include?
8. Is it necessary to study a foreign language to get a high school diploma in the USA?
9. How is the U.S. higher education system organized?
10. How do main grading systems function in secondary and higher education institutions?

## 3. Summarize the texts in 5–6 paragraphs.



## HISTORY OF HIGHER EDUCATION IN THE USA

### 1. Read text 1.

#### **Public Education: Historical Review**

The history of education in the United States has certain peculiarities which are closely connected with the specific conditions of life in the New World and the history of the American society.

The early Colonies and different politics of education for the first white settler who came to the North America from Europe in the 17th century brought with them the educational ideas of the time most typical of the countries they represented. In Virginia and South Carolina, for example, education was entirely private. The children of the rich either had tutors or were sent to Europe for schooling. Many of the children of poor parents had no education at all. In Pennsylvania, New Jersey, and New York many of the schools were set up and controlled by the church.

In Massachusetts, which was much more developed at that time, three educational principles were laid down: 1) the right of the State or Colony to require that its citizens be educated; 2) the right of the State to compel the local government decision such as towns and cities, to establish schools; and 3) the right of the local government to support these schools by taxation.

At the very beginning, school buildings were often rough shacks. They were poorly equipped with a few benches, a stove, and rarely enough textbooks. Discipline was harsh, and a corporal punishment was frequent.

The program of studies consisted largely of reading, writing, basic arithmetic, and Bible lessons. Since each community was responsible for solving its own educational problems, there was no attempt to find a common standard of excellence. Even the Constitution of the United States, ratified in 1789, contained no direct mention of education.

The schools of the early 1800s were not very different from those of the pre-revolutionary period. Some historians consider that they actually deteriorated in the three or four decades following the American Revolution, for the new country turned its attention to the development of its land, cities, and political institutions.

And yet, in attempt to generate interests in education, a number of communities continued founding schools. Some classes were opened to children for secular instruction and a number of schools for poor children which were a forerunner of the public schools in several major cities. Some States tax-supported schools and urged their spread.

The purpose of the public or "common" schools was to teach the pupils the skills of reading, writing, and arithmetic. No particular religion was to be taught.

By the mid-19th century, the desire for free public education was widespread. But the States couldn't find enough means for its financial support. It was during those years that communities began to support the schools within their boundaries. The States finally required local school districts to tax themselves for that purpose through the "real property" tax. This tax originated as financial support for public schools, and remains today the major financial resource for the public school system in the United States though it can no longer carry the entire burden.

Towards the second part of the 19th century compulsory attendance laws came into effect, starting with Massachusetts in 1852. Now in most States the minimum age at which a pupil may leave school is sixteen; in five States seventeen; and in four States eighteen.

As has already been mentioned, education remains primarily a function of the States. Each State has a board of education, usually 3 to 9 members, serving mostly without pay. They are either elected by the public or appointed by the Governor. The board has an executive officer, usually called a State school superintendent or commissioner. In some cases he is elected; in others he is appointed by the board.

In theory, responsibility for operating the public educational system is local. Schools are under the jurisdiction of local school board, composed of citizens elected by residents of the school district. In fact, however, much local control has been superseded. State laws determine the length of the school year, the way in which teachers will be certified, and many of the courses which must be taught.

Though the Federal Government has no powers at all in the field of education, from time to time Congress passes different Acts which help to "assist in the expansion and improvement of educational programs to meet critical national needs". Such Acts provide money for science, mathematics, and language instruction; for the purchase of laboratory equipment.

## **2. Do the following tasks.**

- a) Describe the development of education from the 17th through the 19th centuries.
- b) State the role of the Church.
- c) Comment on the three principles of education laid down in Massachusetts.
- d) Express your attitude towards corporal punishment.
- e) Tell the story of the "real property" tax.
- f) Describe how the public education system operates nowadays.

**3. Read text 2 carefully paying special attention to the facts which haven't been mentioned in text 1.**

### **Traditions in Education**

When the colonies that eventually became the United States of America were settled in the 1600s, the world already had some very old universities. The University of Al-Azhar in Cairo was then more than 600 years old. Italy had had its University of Bologna for centuries. Oxford and Cambridge in England and the University of Paris were founded in the 12th century.

European colleges were an offspring of its universities. The first colleges were opened in Paris in the 15th century as residence halls for university students. Usually, all the students in one residence studied the same subject (for example, law, medicine or theology). The term "college" gradually came to mean a place for studying a specific subject (for example, law). And thus, colleges developed into schools.

Both institutions – colleges and universities – were an important part of life in England when its people began to migrate to North America. Within the first 25 years of the Massachusetts Bay Colony more than 100 graduates from Oxford, Cambridge and Dublin joined its founders. It was natural for these early colonists to set up the same institutions in America that they had known in their native country. And since many colonists came to America for religious freedom – it is not surprising that their first colleges trained young men to be ministers. Harvard College was founded for this purpose in 1636; so were William and Mary College (Virginia) in 1693 and Yale (Connecticut) in 1701. By the time the colonies won their independence from Britain in 1783 six more colleges had been added: Princeton (New Jersey), Pennsylvania, Columbia (New York), Brown (Rhode Island), Rutgers (New Jersey) and Dartmouth (New-Hampshire). All are active, respected universities today.

The colonies prospered in the 18th century, men and women who left England and other European countries as poor people became owners and traders on American shores. In Europe, college was regarded as a place for the elite (members of the wealthy "upper class"), but in early colonial America no rigid traditions in class existed. So those who could afford it for their sons (but not their daughters sent them) to a colonial college. Not all these sons, however, went on to the religious ministry. By the middle of the 18th century, only half the graduates of American colleges were becoming ministers. The other 50 per cent usually chose careers as lawyers, doctors and businessmen.

What did colonial colleges teach? As in Europe, Latin and Greek were basic subjects. So were philosophy and the study of religion. But, responding to the interest of the "new student" in the New World (as America was then called),

colleges introduced "modern" subjects, too. Students read and discussed the new political ideas of England's John Locke and France's Montesquieu. They were given a taste of geography. A few colonial colleges even offered courses in the so-called "practical" subjects – surveying, navigation, husbandry (farming), commerce (trade) and government.

But the basic goals and methods of 18th-century academic education did not change in colonial colleges. These colleges still followed the models set down by Oxford and Cambridge. They were dedicated to forming their students' characters, to handing down the knowledge of previous generations. They did not offer to lead their students in doing fresh research or in adding new ideas to what the world already knew. Even after the independence of the United States in 1783 this model of higher education would continue in the United States for most of the next century.

By the time of George Washington's inauguration as the first president in 1789, several very powerful ideas had worked their way into American thinking. Inspiring documents had attended the birth of the new nation: Thomas Paine's pamphlet, "Common Sense", the Declaration of Independence, the Constitution of the United States and the Federalist Papers (essays in which the new Constitution was discussed). Reading and debating the contents of these works was an education in itself. Americans became deeply conscious of the principles of democracy and of the proper role of government in a republic.

The two principles of excellence in education and popular control of government were sometimes difficult to keep in balance. For example, when the founders of the new nation urged more education for all citizens, Americans applauded the idea. But when Washington and his first five successors proposed opening a national university in the nation's capital, the Congress said no. The people's representatives feared giving too much power to the new central government. Decisions about education, they decided, should continue to be made by each state and locality.

The 19th century hit the United States like a series of strong, gusting winds. If these winds had a common direction, it was westward: Millions of Europeans sailed west across the Atlantic to live in the new nation. And millions of these newcomers joined the descendants of earlier immigrants in a westward trek across the North American continent. As pioneers, they planted homes, farms, towns and colleges as they moved toward the Pacific Ocean. Most of these new colleges were poor, but they accepted almost everyone who had the time and interest to apply. And with this development, a crack appeared in the European model.

Another crack appeared with the admission of women into college. The first three women to receive their BA's from an American school graduated from Oberlin College, Ohio, in 1841. But Oberlin – which had admitted all applicants regardless

of race or sex since the 1830s – was an exception. Most colleges in the first half of the 19th century refused women applicants. It was also considered improper for women to attend the same class as men. (Even in Oberlin, women were not allowed to attend an evening class demonstrating the use of telescopes for observing stars.) These attitudes changed slowly. Vassar (New York), the first American college founded for women, did not open until 1865. Wellesley, Smith (both in Massachusetts) and a few others followed within the next 35 years.

The most unusual change in American higher education may have begun with an unusual law – the Land Grant College Act of 1862. Under this law, the federal government gave huge tracts of public land to the states for the development of agricultural and technical colleges. The states sold the land and used the money to build these colleges. The Land Grant Act marked the beginning of federal influence on higher education – an influence based on financial aid. It also was the beginning of another trend: Land grant colleges became deeply involved in researching new methods of scientific farming.

In 1869 Harvard's new president, Charles Eliot, reorganized his college – the nation's oldest – into a university. He raised Harvard's entrance requirements, added new courses (including electives), and toughened Harvard's standards for awarding degrees. A few years later, the Johns Hopkins University opened in Maryland, followed more than a decade later by the University of Chicago (Illinois) and Stanford University (California). These new research-oriented institutions introduced graduate school programs (a level of education European nations had had for some time). By the beginning of the 20th century, almost all the other characteristics of American higher education were in place:

- A number of graduate and undergraduate schools began to specialize (focus on just one field of study). "Normal Schools", for example, were founded to prepare those who wanted to be teachers.

- Many colleges and universities that had been operated by religious groups were now simply private – or even public – schools.

- Most colleges and universities were coeducational (open to men and women). In the years following the end of slavery, black Americans, too, began to attend colleges and universities. (But it would take many more years to erase school segregation – the practice of educating blacks and whites in separate schools.)

Despite all these changes, however, higher education in the United States was still regarded as something for a sort of elite: the most talented, the wealthy, or at least those who could afford not to work full-time while they attended college or a university.

In 1944 Congress passed the Servicemen's Readjustment Act, soon popularly called the "GI Bill of Rights". ("GI" at the time, was a nickname for the American



soldier. The nickname came from an abbreviation for "Government Issue" – the uniforms and other articles "issued" to a soldier.) The Act promised financial aid, including aid for higher education, to members of the armed forces after the end of World War II.

The war ended in the following year. The prediction had been that 600,000 war veterans would apply for aid for education. By 1955, more than two million veterans of World War II and of the Korean War had used their GI Bill of Rights to go to college. Many of these veterans were from poor families. Thirty percent were married when they applied for college aid; 10 per cent had children. More than a few had to work part-time while they took courses. It was difficult, but these veterans believed that a college degree (which they could not afford on their own) would improve their chances for a good job in the post-war economy. Some went to liberal arts colleges; others to technical and professional institutions. Their outstanding success in all these schools forced everyone connected with higher education to rethink its purpose and goals. Within just a few years, American veterans had changed the image of who should go to college.

In post-war America, other groups sought their place on America's campuses, too. The enrollment of women in higher education began to increase. Racial segregation in elementary and secondary education ended, and thus blacks achieved an equal opportunity to get into any college of their choice.

By the 1960s, some colleges introduced special plans and programs to equalize educational opportunities – at every level, for all groups. Some of these plans were called "affirmative action programs". Their goal was to make up for past inequality by giving special preference to members of minorities seeking jobs or admission to college. Some colleges, for example, sponsored programs to help minority students prepare for college while still in high school.

By the 1970s, the United States government stood firmly behind such goals. It required colleges and universities receiving public funds to practice some form of affirmative action. But when colleges began to set quotas (fixed numbers) of minority students to be admitted, many Americans (including minority citizens) protested. They felt that this was another form of discrimination.

As with most (but not all) problems in American public life, the conflict was resolved by change and compromise. Colleges continued to serve the goal of affirmative action – but in less controversial ways. One large university, for example, announced a new policy: It would seek to admit students who would add diverse talents to the student body. It thus dealt with all applicants – minorities included – on a basis that was not restricted to high school performance and entrance tests, but which took into account the talents, voluntary activities and "life experience" of the student.

What success did these efforts have? American college students are an increasingly diverse group. In 1987, 54 per cent were women. Women received 51 per cent of the bachelor's and master's degrees awarded that year, and 35 per cent of the doctorates and professional degrees. But not all groups are doing so well.

Although 59 per cent of the students who graduated from high school in 1988 enrolled in college that same year, only 45 per cent of the African-American high school graduates went on to college. Educators and others are working to increase that percentage.

U.S. colleges and universities are also enrolling a higher percentage of non-traditional students – students who have worked for several years before starting college or students who go to school part-time while holding down a job. In 1987, 41 per cent of college students were 25 years of age or older and 43 per cent were part-time students.

**4. Divide the text into several logical parts. Define the main idea of each part finding the sentence carrying the most essential piece of information or extracting it from the general contents of the part.**

**5. Entitle each part. Retell the text according to this plan.**

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## THE US HIGHER EDUCATION SYSTEM

### 1. Read and translate text 1.

#### **General Information about Higher Educational Institutions**

There are about 3,000 colleges and universities, both private and public, in the United States. Students have to pay to go to both private and State universities. Private universities are generally smaller but very expensive, which means that the tuition fees are extremely high. State colleges and universities are not that expensive, the tuition fees are usually lower, and if the students are State residents, they pay much less.

Every young person who enters a higher educational institution can get financial assistance. If a student is offered a loan, he should repay it (with interest) after he has left the college. Needy students are awarded grants which they do not have to repay. Scholarships are given when a student is doing exceptionally well at school.

American universities and colleges are usually built as a separate complex, called "campus", with teaching blocks, libraries, dormitories, and many other facilities grouped together on one site, often on the outskirts of the city. Some universities are comprised of many campuses. The University of California, for example, has 9 campuses, the biggest being Berkeley (founded in 1868), San Francisco (1873), Los Angeles (1919), Santa Barbara (1944), Santa Cruz (1965).

All the universities are independent, offering their own choice of studies, setting their own admission standards and deciding which students meet their standards. The greater the prestige of the university, the higher the credits and grades required.

The terms "college" and "university" are often used interchangeably, as "college" is used to refer to all undergraduate education; and the four-year undergraduate program, leading to a bachelor's degree, can be followed at either college or university. Universities tend to be larger than colleges and also have graduate schools where students can receive post-graduate education.

Higher educational institutions usually are governed by a board of regents or a board of trustees. The executive head of a college or a university is usually called the president. The various colleges or schools which take up a university are headed by deans. Within a school or a college there may be departments according to subject matter fields, each of which may be headed by a chairman. Other members of the faculty hold academic ranks, such as instructor, assistant professor, associate professor, and professor. Graduate students who give some part-time service may be designated as graduate assistants or fellows.

## 2. Agree or disagree with the following statements.

1. There is no difference between private and State universities.
2. A University course usually lasts for four years.
3. Scholarships are given to all students.
4. Any University has only one campus.
5. The system of university education in the U.S. is centralized.
6. There is no difference between colleges and universities.
7. The executive head of a college or a university is usually called a chairman.
8. Graduate students are not allowed to become faculty members until they finish their studies.

## 3. Read and translate text 2.

### Characteristics of the US Higher Education System

**Academic Year.** The academic year usually begins in August or September and continues through May or June. The majority of new students begin in autumn. There is a lot of excitement at the beginning of the year and students form many great friendships during this time, as they are all adjusting to a new phase of academic life. Additionally, many courses are designed for students to take them in sequence, starting in autumn and continuing through the year.

The first academic year of higher education (called the freshman year) and the second year (called the sophomore year) usually focus on general studies. Students completing their freshman and sophomore years at a community college obtain an associate degree. The third academic year is called the junior year and focuses on more intensive study in the chosen major. The fourth and final academic year toward obtaining a bachelor's degree is called the senior year. It is common to refer to students by their academic year of study: students are called freshmen, sophomores, juniors, or seniors.



**Freedom of Choice.** Students are allowed to choose their own courses and class schedules. While this results in great freedom, the student has more responsibility for making the right choices to meet educational goals. Advisers are always ready and willing to offer advice and provide information that will help students make the right decisions.

**Credit System.** Students receive a certain number of credits for each course successfully completed. The number is directly related to the number of hours assigned to the course by the institution. A course is typically worth three to five credits. For example, successful completion of a course that meets for 1 hour, three times a week equals a total of 3 credits. The same course with an additional hour of lab work equals 4 credits. A full-time program at most schools is 12 or 15 credit hours (four or five courses per term) and a certain number of credits must be fulfilled in order to graduate.

Grades received at the end of a course are used to indicate how well the student performed and whether the course was successfully completed. (The range of grades is from *A* to *F*, with *A* as the best possible grade. An *F* indicates failure.) All grades received during a course of study are combined to determine the student's grade point average (GPA).

**Classroom Environment.** Classes range from large lectures with several hundred students to smaller classes and seminars (discussion classes) with only a few students. The American university classroom atmosphere is very dynamic. You will be expected to share your opinion, argue your point, participate in class discussions and give presentations. International students find this one of the most surprising aspects of the American education system.

Each week professors usually assign textbook and other readings. You will be expected to keep up-to-date with the required readings and homework so you can participate in class discussions and understand the lectures. Certain degree programs also require students to spend time in the laboratory.

**Transfers.** If a student enrolls at a new university before finishing a degree, generally most credits earned at the first school can be used to complete a degree at the new university. This means a student can transfer to another university and still graduate within a reasonable time.

**4. Which of the mentioned characteristics of the U.S. higher education system do you consider to be the most important? How do they differ from those in our country? Which of them would you like to be present in our system?**

**5. Read and translate text 3.**

## Stages of Studies

### First Level: Undergraduate

A student who is attending a college or university and has not earned a bachelor's degree is studying at the undergraduate level. It typically takes about four years to earn a bachelor's degree. You can either begin your studies in pursuit of a bachelor's degree at a community college or a four-year university or college.

Your first two years of study you will generally be required to take a wide variety of classes in different subjects, commonly known as prerequisite courses: literature, science, the social sciences, the arts, history, and so forth. This is so you achieve a general knowledge, a foundation, of a variety of subjects prior to focusing on a specific field of study. Many students choose to study at a community college in order to complete the first two years of prerequisite courses. They will earn an Associate of Arts (AA) transfer degree and then transfer to a four-year university or college.

A "major" is the specific field of study in which your degree is focused. For example, if someone's major is journalism, they will earn a Bachelor of Arts in Journalism. You will be required to take a certain number of courses in this field in order to meet the degree requirements of your major. You must choose your major at the beginning of your third year of school.

A very unique characteristic of the American higher education system is that you can change your major multiple times if you choose. It is extremely common for American students to switch majors at some point in their undergraduate studies. Often, students discover a different field that they excel in or enjoy. The American education system is very flexible. Keep in mind though that switching majors may result in more courses, which means more time and money.

Courses within the degree program can be divided into one of four types:

|                  |   |
|------------------|---|
| Core Courses     | Provide the foundation of the degree program and are required of all students seeking that degree.  |
| Major Courses    | The student's field of concentration. Major courses represent 25-50% of the total number of courses required to complete a degree. Most students pursue one major, but some pursue double majors. |
| Minor Courses    | The student's secondary field of concentration. Students who decide to pursue a minor will usually complete about five courses in this second field of study.                                     |
| Elective Courses | Courses that may be chosen from any field of study. Electives give students an opportunity to explore other topics or subjects of interest.   |

*The Associate degree is the first academic or professional degree that can be awarded in U.S. postsecondary education. Holders of this degree may apply to enter higher degree programmes at the Bachelor's level, but are not qualified to apply directly for advanced (graduate) studies programmes. Programmes of study for this degree are usually designed to take 2 years of full-time study, but some take longer to complete. Those who pursue this degree on a part-time basis also*

take longer than 2 years to complete their studies. The Associate degree may be awarded in the liberal arts and general studies as an academic qualification or it may be awarded in a professional occupational field. Some professional career programmes at the Associate level are terminal vocational programmes that do not lead to further study, while others do so. Associate degree programmes generally fulfill 2 years of the course requirements needed for a Bachelor's degree. Credit for Associate degree studies is usually transferable to Bachelor's degree programmes, especially where transfer agreements have been established between or among institutions.

*The Bachelor's degree* is the second academic degree that can be awarded in U.S. postsecondary education, and is one of two undergraduate (first) degrees that qualify a student to apply to programmes of advanced (graduate) study (the other such degree is the first-professional degree). Programmes of study for this degree are designed to take between 4 and 5 years, depending on the field of study. Part-time students may take longer to complete the degree requirements. *Advanced certificates* requiring a year or less of study following (and sometimes accompanying) completion of a Bachelor's are sometimes awarded to signify a concentration in a sub-specialization or completion of a related set of competences.

| The Associate Degree:   | The Bachelor's Degree:   |
|---|--|
| <ul style="list-style-type: none"> <li>• Usually takes two years to complete.</li> <li>• Is offered at two-year colleges known as <b>community colleges</b> or <b>junior colleges</b>.</li> <li>• May be earned in a <b>terminal program</b> or a <b>transfer program</b>.</li> </ul> | <ul style="list-style-type: none"> <li>• Usually takes four years to complete.</li> <li>• Is offered at degree granting institutions known as <b>colleges</b>, <b>universities</b>, or <b>specialized institutes</b>.</li> <li>• Is highly flexible and students can choose from a wide variety of courses or create their own unique programs.</li> </ul> |

*First professional degrees* comprise a limited number of second first degrees. Students are only admitted to first professional degree programmes after completing most, or all, of a Bachelor's degree programme in another subject. Thus, first-professional degrees are considered graduate-level degrees for purposes of admissions and student financial assistance. The study content of the first professional degree programmes is undergraduate in nature and the degrees are prerequisites for entry-level access to certain regulated professions. Confusion sometimes arises because several first professional degrees use the term "doctor" in the title even though they are not advanced research degrees. First professional degrees are awarded in Medicine (MD), Dentistry (DDS/DMD), Veterinary Medicine (DVM), Osteopathic Medicine (DO), Optometry (OD), Paediatrics (DPM), Chiropractic (DC), Pharmacy (D.Pharm), Divinity (M.Div), Rabbis (MHL/Rav), and Law (JD).

## Second Level: Graduate in Pursuit of a Master's Degree

Presently, a college or university graduate with a bachelor's degree may want to seriously think about graduate study in order to enter certain professions or advance their career. This degree is usually mandatory for higher-level positions in library science, engineering, behavioral health and education.

A graduate program is usually a division of a university or college. To gain admission, you will need to take the GRE (graduate record examination). Certain master's programs require specific tests, such as the LSAT for law school, the GRE or GMAT for business school, and the MCAT for medical school.

Graduate programs in pursuit of a master's degree typically take one to two years to complete. For example, the MBA (master of business administration) is an extremely popular degree program that takes about two years. Other master's programs, such as journalism, only take one year.

The majority of a master's program is spent in classroom study and a graduate student must prepare a long research paper called a "master's thesis" or complete a "master's project."

*The Master's degree* represents the second stage of higher education and is the first advanced (graduate) degree. U.S. Master's degrees may be *non-research* (without thesis) or *research* (with thesis) and may be awarded in academic or professional fields. Most Master's degrees are designed to take 2 years of full-time study, although the time may vary depending upon the subject, the preparation achieved by the student at the undergraduate level, the structure of the programme, and whether the degree is pursued on a full- or a part-time basis.

Research-based Master's degrees generally require completion of a series of advanced course and seminar requirements, comprehensive examinations, and an independent thesis. Non-research Master's degrees generally require completion of a special project as well as coursework and examinations. Both types of Master's degree also require the satisfaction of special requirements (such as linguistic or quantitative skill) or a combination. U.S. awards that fall between the Master's and the research doctorate may be of several types, but all of them fall within the second stage of U.S. higher education. Examples of awards given at this level include the degree of Education Specialist (E.Sp. or Ed.S.) and Certificates and Diplomas of Advanced Study (C.A.E., D.A.E.).

### The Master's Degree:

- Provides education and training in a specialized branch or field.
- May be *academic* (e.g., master of arts (MA) or master of science (MS)) or *professional* (e.g., master of business administration (MBA), master of fine arts (MFA), master of social work (MSW) or master of education (MEd)).
- Programs offer a thesis and non-thesis option.
- Generally requires one to three years of additional study beyond a bachelor's degree.

Professional degree programs that lead to licensure in specialized fields such as law or medicine are also available in the United States. For most of these programs a bachelor's degree in a specific field is not required; however, some programs do require certain **prerequisite** coursework. For example, a student entering medical school may have a bachelor's degree in religion, but the student will also have taken a significant number of prerequisite courses in the biological sciences, chemistry, mathematics, and behavioral and social sciences.



### Third Level: Graduate in Pursuit of a Doctorate Degree

Many graduate schools consider the attainment of a master's degree the first step towards earning a PhD (doctorate). But at other schools, students may prepare directly for a doctorate without also earning a master's degree. It may take three years or more to earn a PhD degree. For international students, it may take as long as five or six years.

For the first two years of the program most doctoral candidates enroll in classes and seminars. At least another year is spent conducting firsthand research and writing a thesis or dissertation. This paper must contain views, designs, or research that have not been previously published.

A doctoral dissertation is a discussion and summary of the current scholarship on a given topic. Most U.S. universities awarding doctorates also require their candidates to have a reading knowledge of two foreign languages, to spend a required length of time "in residence," to pass a qualifying examination that officially admits candidates to the PhD program, and to pass an oral examination on the same topic as the dissertation.

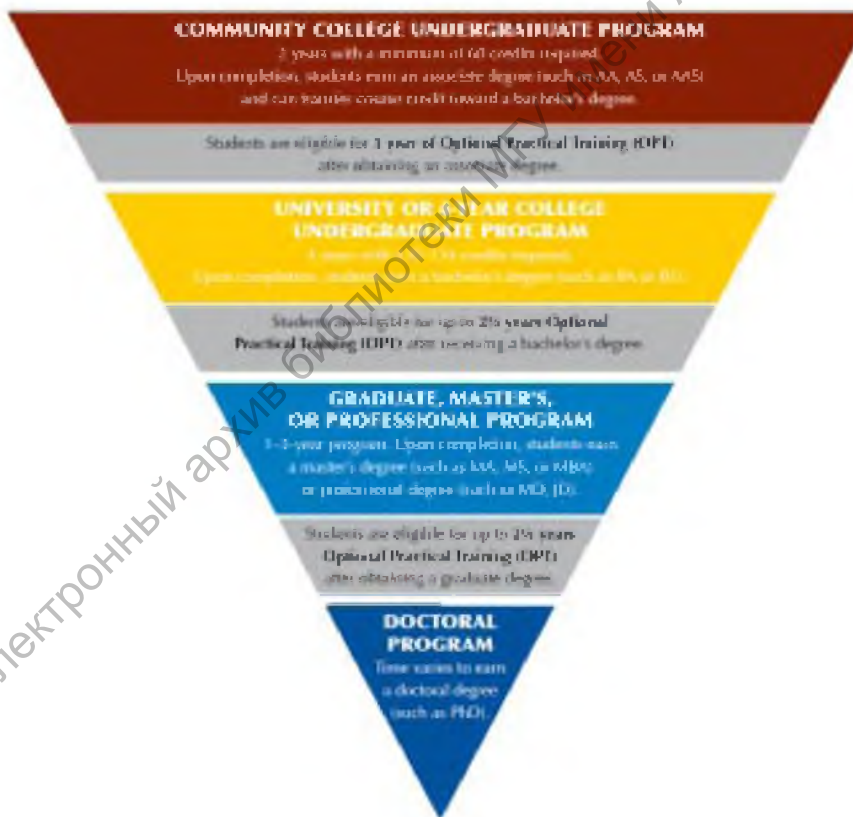
The Research Doctorate represents the third and highest stage of higher education in the United States and may be awarded in academic disciplines and some professional fields of study. This degree is not awarded by examination or coursework only, but requires demonstrated mastery of the chosen subject and the ability to conduct independent, original research. Doctoral programmes require intensive study and research in at least one subfield and professional level competence in several others. Following a series of research seminars designed to prepare the individual research proposal, some candidate examinations (covering at least two subfields in addition to the field of research focus, one of which must be in a subject outside the doctoral student's own faculty but related to his/her research). If the candidate examinations are passed at a satisfactory standard (excellent or higher), the student is advanced to candidacy for the doctorate and selects a research committee of senior faculty who will approve the dissertation topic, monitor progress, and examine the student when the research is finished. The conduct of research and preparation of the dissertation can take anywhere from one to several years depending on the chosen subject, available research funding, and the location of the research. When the dissertation is finished and approved as a document by the chair of the research committee, that individual

#### The Doctoral Degree:

- Is designed to prepare students for college faculty and research administration positions, or for other careers that require advanced knowledge and research skills.
- May be academic (e.g., doctor of philosophy (PhD)) or professional (e.g., doctor of education (EdD) or doctor of business administration (DBA)).
- Requires that candidates pass a comprehensive examination and complete a piece of original research leading to a **dissertation**.
- Generally requires five to eight years of additional study beyond a bachelor's degree. Previous completion of a master's degree may be required for admission to some programs.

convenes the full committee plus any outside faculty and public guests and presides over the candidate's oral defense of the dissertation. An unanimous vote of the research committee and examiners is generally required to award the doctorate. Most doctoral degrees take at least 4 or 5 years of full-time study and research after the award of a Bachelor's degree or at least 2 to 3 years following a Master's degree. The actual time to obtain the degree varies depending upon the subject and the structure of the programme. Research Doctorates are awarded in the academic disciplines and for theoretical research in some professional fields. The most common of such degrees is the Doctor of Philosophy (PhD). There are a variety of equivalent degree titles used in some institutions and disciplines.

**6. Using the information from the text describe the U.S. higher education system. The following diagram may be of great help to you.**





## CHOOSING A COLLEGE OR UNIVERSITY IN THE USA

The United States attracts millions of international students to its universities and colleges because it offers so many choices and some of the best facilities in the world. With about 3,000 colleges and universities in the United States, the options are almost limitless. Yet, because the choices are so varied, deciding which program to attend is not an easy choice.

### **Factors to Consider when Choosing a College or University**

#### **Academic field (major)**

Unlike universities in most countries, at universities in the USA you do not usually have to decide your main field of study (major) when you first enroll. However, if you know what you wish to study, make sure that each of the universities to which you apply has an accredited program in this area. Almost all colleges and universities offer popular majors, such as business and information technology. But if you are interested in some more specialized field, such as marine biology or archaeology, it is important for you to check ahead.

Aside from a few specialized institutions of higher learning, most colleges and universities in the USA offer a wide variety of subjects. It is nearly always possible to study your major and pursue other subjects at the same time. Traditional liberal arts colleges normally award bachelor's degrees in the sciences and in the arts. These schools have the additional advantage of offering a close association with its professors and their research. You might decide to attend a school that mainly offers courses in your area of study. There are U.S. colleges that are exclusive to one field, such as business or engineering, for example. On the other hand, perhaps you would rather study at a school where a wider variety of subjects are taught. This gives you more options and flexibility.

#### **Academic standards and prestige (rankings)**

Admission to some U.S. colleges and universities – particularly the most famous and prestigious ones – is highly competitive. For the majority of students, it is more practical to find a quality institution where they will be academically challenged, rather than insisting on attending one of the top 50 universities in the United States. Be aware that most colleges and universities base their admissions decision on academic performance. Your extracurricular activities will also be considered. Scores on standard-your marks or grades from school are more important.

#### **Total cost for your education**

Try to calculate the TOTAL cost for your studies, including living expenses.

You can often get this information via colleges' websites. Elite, private colleges and universities usually have higher tuition costs than public universities. There are a few private institutions with very competitive costs compared to public universities.

Generally speaking, the areas away from the East and West Coasts have a lower cost of living, in some cases, considerably lower. California's two excellent university systems – University of California and California State University – have dozens of attractive campus locations with relatively inexpensive tuition. But, the cost of living can often be twice that in other states, so your total cost may be higher in California. Be aware that costs increase every year.

### **Admission to University-Level Studies**

In the United States, application requirements can vary greatly from one institution to another. It is very important to check the specific requirements on the website of each institution's international admissions office.

#### ***What are some general application requirements?***

**Educational credentials.** This is typically your secondary / high school diploma and transcripts (a certified copy of a student's educational record).

**Minimum score/requirement.** Required high school marks depend on standards and policies of individual institutions. Students are usually expected to have completed an academic preparatory or honours high school diploma and are increasingly showing completion of AP or IB courses.

**Alternatives to credentials.** The Certificate of General Educational Development (GED Certificate) is legally recognized in all states as equivalent to the High School Diploma. It is awarded to adult learners who have not completed secondary school on schedule and who enter and complete a special programme of studies equivalent to senior high school. In addition, institutions may choose to make exceptions to standard requirements on an individual case basis and to award advanced credit for other education, training, or experience. In some cases, public institutions may be required by law to admit any high school graduate who is a state resident. Institutions following such admissions policies tend to monitor the progress of students and set clear requirements for course sequences and graduation in order to ensure that outcome standards remain acceptably high. Many students and schools participate in the College Board Advanced placement (AP) Program. It provides university-level instruction to secondary students in 33 different subjects. Completion of a subject course and passage of the relevant AP examination with a "3" or higher (graded on a 1–5 scale) generally results in the award of undergraduate credit for the completed AP course. Many students present AP credits at matriculation in addition to high school diplomas. The International

Baccalaureate (IB) is offered as an option in many U.S. secondary schools. This programme follows the standard IB framework and usually requires students to complete an additional semester or academic year beyond the 12th grade as well as sit the IB examinations. The IB diploma may be awarded in addition to, or instead of, the high school diploma.

**Entrance exams required.** Scholastic Aptitude Test (SAT) and American College Testing (ACT) examination (required by some states) scored by private corporations. A fee is required from the student. Achievement tests (SAT II) may be required or accepted in specific subject areas. Advanced Placement (AP) examinations are also considered in awarding advanced credit. For international students scores may be required to assess their academic ability and English proficiency level.

**Recommendation letters.** The head or principal of your school, your school counsellor, your personal tutor, teachers, sponsors from extracurricular activities, coaches, or supervisors from professional experiences may write recommendation letters. Your recommenders must be able to write about your work and be able to assess your potential to do well pursuing a higher education degree. Be sure to choose someone who knows you well. View a sample recommendation letter.

**Essay.** This is your chance to write about your interests and strengths. It is often considered one of most important aspects of your application.

**Numerus clausus/restrictions.** There are no data at the national level on any institutional restrictions. Any such restrictions are determined by individual institutions in response to local conditions and they would need to be consulted directly. Some states have restricted admissions of students who are not state residents into public institutions. Institutions may occasionally impose restrictions on admissions, including specific grade and course requirements, in heavily oversubscribed subjects such as medical education or in subjects where professional licensing or accrediting require such standards.

**Other admission requirements.** Access to higher education is not a constitutionally guaranteed civil right. Therefore, admissions decisions are made by the institution and its faculty on a case-by-case basis upon receipt of completed applications for admission by prospective students. Individual institutions may impose additional requirements such as specific secondary courses and course level; specific grades or grade-point averages; graduating class rank; standardized test scores; entrance examinations, auditions, or portfolios; interviews; an foreign credential evaluations (when applicable).



### **Additional reading.**

#### **Prepare for Standardized Tests**

As part of the application process, most undergraduate programs require

one or more U.S. standardized test scores. Your test scores, academic record, and other factors are used to predict how well you will do as a university student. The test scores are one way to compare students from the United States and international students from different educational systems.

| English Language Ability Tests  | Admissions Tests  |
|---|---|
| <ul style="list-style-type: none"> <li>Being able to communicate in English is a basic requirement for successful study in the United States. If English is not your native language, U.S. colleges and universities will ask you to take an English language proficiency test before admission.</li> <li>The most common tests for English language ability are the Test of English as a Foreign Language (<b>TOEFL</b>), the International English Language Testing System (<b>IELTS</b>) and the Pearson Test of English (<b>PTE</b>) Academic.</li> </ul> | <ul style="list-style-type: none"> <li>Three main tests play a role in the admissions review – the <b>SAT Reasoning Test</b>, <b>SAT Subject Tests</b>, and the <b>ACT</b>.</li> <li>Most colleges and universities in the United States require the SAT or ACT for admissions. Remember, application requirements vary, so be sure to confirm which test(s) you must take with the institutions to which you plan to apply.</li> </ul> |

**TOEFL:** Test of English as a Foreign Language – An English language proficiency examination of applicants whose native language is not English.

**IELTS:** International English Language Testing System – An English language proficiency examination of applicants whose native language is not English.

**PTE:** Pearson Test of English Academic – An English language proficiency examination that measures English ability through tasks that reflect real-life settings.

**SAT Reasoning Test:** A primarily multiple-choice test of mathematics and English that is used for admission into an undergraduate program.

**SAT Subject Tests:** A multiple-choice test that measures your knowledge in specific subject areas.

**ACT:** A multiple-choice test of English, mathematics, reading, and science reasoning (plus an optional writing component) used for admission into undergraduate programs.

| SAT Reasoning Test  | SAT Subject Test   | ACT  |
|---|--|--|
| <p>The SAT Reasoning Test is a multiple-choice test that measures your critical reading, writing, and mathematical abilities.</p> <ul style="list-style-type: none"> <li>The SAT is divided into:           <ul style="list-style-type: none"> <li>A <b>reading section</b> that includes reading passages and sentence completions.</li> <li>A <b>writing section</b> that includes a short essay and multiple-choice questions on identifying errors and improving grammar and usage.</li> <li>A <b>math section</b> that includes questions on arithmetic operations, algebra, geometry, statistics, and probability.</li> </ul> </li> <li>Each of the three sections is scored on a scale from 200 to 800. The highest possible combined score on the SAT is 2400.</li> </ul> | <p>SAT Subject Tests are multiple-choice tests that measure your knowledge in specific subject areas.</p> <ul style="list-style-type: none"> <li>The SAT Subject Tests currently offered are:           <ul style="list-style-type: none"> <li><b>English:</b> Literature</li> <li><b>History:</b> U.S. History and World History</li> <li><b>Mathematics:</b> Level 1 and Level 2</li> <li><b>Science:</b> Biology, Chemistry, Physics</li> <li><b>Languages:</b> French, German, Spanish, Modern Hebrew, Italian, Latin, Chinese, Japanese, Korean</li> </ul> </li> <li>The SAT Subject Tests are also scored on a 200-800 scale.</li> </ul> | <p>The ACT is a curriculum-based multiple-choice test that measures knowledge on subjects typically taught in U.S. high schools.</p> <ul style="list-style-type: none"> <li>The ACT measures student achievement in English, math, reading, and science reasoning, and also has an optional writing section.</li> <li>Students receive a "raw score" – the total number of correct responses – for each of the four subject areas. That number is converted into a "scaled score" from 1 to 36. Then, the scaled scores are added together and divided by four to calculate a "composite score." Overall composite scores range from 1 to 36.</li> </ul> |



## Additional reading.

### Testing Testing Testing 1 2 3 4 ...

#### *The introduction of SATs*

A.

These are testing times. In both education and the field of work, the prevailing wisdom appears to be: if it moves, test it and if it doesn't, well, test it anyway. I say wisdom, but it has become rather an obsession. In addition to the current obstacles, like GCSEs, A-Levels, GNVQs, ONDs, and HNDs, not to mention the interviews and financial hurdles that school-leavers have to overcome in order to access higher education, students are facing the threat of "new tests", *scholastic aptitude tests* (SATs).

B.

SATs are being imported from the United States, where they have been in use for nearly a hundred years. As a supplement to A-levels, the tests purport to give students from poor backgrounds a better chance of entering university. SATs are intended to remove the huge social class bias that exists in British universities. But, in fact, they are, no more than an additional barrier for students. The tests, which masquerade as IQ tests, are probably less diagnostic of student potential than existing examinations, and, more seriously, are far from free of the bias that their supporters pretend.

C.

First of all, as for any other tests, students will be able to take classes to cram for SATs, which again will advantage the better-off. At a recent conference of the Professional Association of Teachers, it was declared that school exams and tests are biased towards middle-class children. Further, the content of the tests in question is not based on sound scientific theory, merely on a pool of Multiple Choice Questions (MCQs), set by a group of item writers.

D.

The questions in SATs are tested on a representative sample of children. Those which correlate with the school grades of the children are kept, and the rest discarded. This is highly unsatisfactory. There is also evidence that in MCQ tests women are at a disadvantage, because of the way they think, i.e., they can see a wider picture. And it is worth noting that MCQs are only as good as the people who write them; so, unless the writers are highly trained, those who are being tested are being judged against the narrow limitations of the item writers!

### *Other developments in testing*

E.

Globalisation has introduced greater flexibility into the workplace, but the educational system has not been so quick off the mark. But there are signs that times are a-changing. Previously, students took exams at the end of academic terms, or at fixed dates periodically throughout the year. Now, language examinations like the TOEFL, IELTS and the Pitman ESOL exams can be taken much more frequently. The IELTS examination, for example, is run at test centres throughout the world subject to demand. Where the demand is high, the test is held more frequently. At present, in London, it is possible for students to sit the exam about four times per week.

F.

Flexible assessment like the IELTS has been mooted in other areas. It has been suggested that students may in future be able to walk into a public library or other public building and take an assessment test for a range of skills on a computer. The computer will dispense an instant assessment and a certificate. The beauty of this system is the convenience.

G.

The workplace has been at the forefront of developing in house schemes to establish whether people are suitable for particular jobs and/or careers. Psychological profiles and hand-writing analysis as well as aptitude tests are now part of the armory of the corporate personnel officer; an interview and a curriculum vitae no longer suffice. But, as in the education field, there are dangers here. Testing appears to confirm the notion that certain people are predestined to enter particular careers. All of us have heard someone say: he/she is a born actor, a born teacher, and so on. The recent work on the human genome and the research in genetics adds further credence to this notion.

H.

How long before psychological profiling is introduced into schools to determine a child's future? With the aid of psychometric tests, children may soon be *helped to make more informed choices* about the subjects they choose to study at secondary school, and then university. But people will still be pointed in the wrong direction. In many cases, the result will conflict with the person's own desires, mainly because he/she filled in the test wrongly, or the test did not pick up an essential piece of information. Unless the assessors are highly trained experts, many more people will find themselves mid-life in jobs that they did not really want to do.

I.

Whilst testing achievement is essential and indeed inevitable, it needs to be treated with caution. Tests are, after all, only tools – not an end in themselves.



**1. The reading passage has 9 paragraphs (A – I). Choose the most suitable heading for each paragraph from the list of headings below. One of the headings has been done for you as an example. Note that you may use any heading more than once.**

***NB! There are more headings than paragraphs, so you will not use all of them.***

Paragraph A – Heading xiii

Paragraph B

Paragraph C

Paragraph D

Paragraph E

Paragraph F

Paragraph G

Paragraph H

Paragraph I

- i. Assessment in the future
- ii. The theory behind MCQs
- iii. Not enough testing
- iv. Problems with SATs
- v. Misuse of testing in schools
- vi. The need for computer assessment
- vii. The future of psychometric testing in schools
- viii. Testing with caution
- ix. Testing in the workplace
- x. Globalisation in testing
- xi. The benefits of SATs
- xii. The shortcoming of MCQs
- xiii. Too much testing
- xiv. Flexibility in language testing

**2. Answer the questions below. Write no more than three words from the passage for each answer.**

1. What has the present vogue for testing turned into?
2. Where do scholastic aptitude tests come from?
3. Who does the writer think SATs will benefit?
4. What is it that makes flexible assessment by computer attractive?
5. What has been at the forefront of developing testing schemes?

**3. Do the statements below agree with the information in the reading passage?**

**Write:**

**Yes** – if the statement agrees with the information in the passage

**No** – if the statement contradicts the information in the passage

**Not Given** – if there is no information about the statement in the passage

1. Research in genetics refutes the theory that people are predestined to follow certain careers.
2. Psychometric testing is favoured by headmasters and mistresses in many secondary schools.
3. The writer of the article is not in favour of testing in general.



## TYPES OF HIGHER EDUCATIONAL INSTITUTIONS IN THE USA

1. Read the text and do the tasks that follow.

### I. Traditional Studies

#### 1. Community Colleges

These 2-year institutions, also known as technical or junior colleges, award associate degrees upon completion of a 2-year program of study. There are nearly 1,200 two-year institutions in the United States, serving more than 11 million students. An associate degree enables students to

a) transfer to a 4-year college or university to obtain a bachelor's degree, usually after 2 additional years of study;

b) begin a career immediately in any one of hundreds of fields that do not require a 4-year degree.

Community colleges have grown increasingly popular among international students because they do not have high entrance requirements and are very economical. For example, some students choose to earn an associate's degree in a technical area and then return to their countries with this credential. Many others, however, use this as an economical path to their degree. You can complete the first two years of your bachelor's degree or simply earn academic credits. Both are most likely transferable to a four-year university and without a doubt, earning some of your university credits at a community college will save you money.

#### 2. Four-Year Colleges and Universities

Four-year colleges and universities award bachelor's degrees of arts or

#### Most Common Degrees Awarded at Colleges and Universities

##### Undergraduate Degrees

Years

##### Awarded by Community Colleges\*

|     |                              |   |
|-----|------------------------------|---|
| AA  | Associate of Arts            | 2 |
| AS  | Associate of Science         | 2 |
| AAS | Associate of Applied Science | 2 |

##### Awarded by

##### 4-Year Colleges and Universities

|    |                     |   |
|----|---------------------|---|
| BA | Bachelor of Arts    | 4 |
| BS | Bachelor of Science | 4 |

##### Graduate Degrees\*\*

Years

|     |                           |        |
|-----|---------------------------|--------|
| MA  | Master of Arts            | 1-2    |
| MS  | Master of Science         | 1-2    |
| MBA | Master of Business Admin. | 1-2    |
| PhD | Doctor of Philosophy      | varies |

\* Most community colleges also award vocational training certificates and licenses after successful completion of a 1- or 2-year program.

\*\* awarded at 4-year colleges and universities and requiring a bachelor's degree first

science (BA or BS) and also may award graduate and professional degrees. Credits earned at community colleges are accepted for transfer into almost all 4-year college and university bachelor's degree programs.

#### **a) State Colleges or Universities**

A state school is supported and run by a state or local government. Each of the 50 U.S. states operates at least one state university and possibly several state colleges. Many of these public universities schools have the name of the state, or the actual word "State" in their names: for example, Washington State University and the University of Michigan.

#### **b) Private Colleges or Universities**

These schools are privately run as opposed to being run by a branch of the government. Tuition will usually be higher than state schools. Often, private U.S. universities and colleges are smaller in size than state schools.

Religiously affiliated universities and colleges are private schools. Nearly all these schools welcome students of all religions and beliefs. Yet, there are a percentage of schools that prefer to admit students who hold similar religious beliefs as those in which the school was founded.

### **3. Institutes of Technology**

An institute of technology is a school that provides at least four years of study in science and technology. Some have graduate programs, while others offer short-term courses.

## **II. Non-Traditional Studies**

#### **a) Distance higher education**

Distance education is considered to be a vehicle for delivering education to persons whose location, circumstances or work make remote links necessary or convenient. It is not considered to be a separate type of education. Rather, distance education is considered to be a modality of instruction that differs from traditional campus-based instruction but is no less legitimate. There is rapid growth in educational programmes at all levels delivered via radio, television, satellite downlink stations, videos, computer terminals and other means. Many programmes are offered for credit and lead to Certificates, Diplomas and Degrees; others are designed for leisure studies, personal enrichment or specific work-related education and training. Distance education programmes are accredited by recognized associations and the good programmes benefit from significant recent advances in designing, implementing and monitoring these learning environments and their support tools.

#### **b) Lifelong higher education**

Frequently called continuing education. Institutions operate specific continuing education programmes, some very extensive and parallel to regular institutional degree offerings, whilst others are short or specialized programmes.

Continuing education may be structured to lead to Certificates, Diplomas or Degrees, or unstructured and used to provide general and leisure study opportunities. Some continuing education is offered through distance learning methods while other programmes are offered at an institution or provided at a branch site. When offered in order to provide further education and training for professionals who already hold basic qualifications, it is usually called continuing professional education. Credit for work completed in such programmes may be recognized and accepted by regular higher education authorities through policies developed by institutions, and it is also recognized and accepted by state licensing authorities and professional associations.

#### **c) Higher education training in industry**

This is considered a specific form of continuing professional education and is referred to as employer-sponsored training. Programmes are offered by employers or through contract by postsecondary institutions, professional associations, unions or consulting organizations. Education or training may be provided at the work site or elsewhere. Continuing professional education or training ranges in length and depth from short courses intended to refresh or introduce new skills up to full degree programmes. Credit for work completed in such programmes may be recognized and accepted by regular higher education authorities through policies developed by institutions. A specific form of employer-sponsored training of major interest to many U.S. postsecondary institutions, especially at the sub-Bachelor's degree level, is training received in the U.S. armed forces and how to award credit for it when personnel re-enter civilian life. Detailed guidelines have been jointly developed by U.S. institutions and the armed forces.

#### **d) Other forms of non-formal higher education**

Many varieties of education and training opportunities exist that are not formally structured, do not result in recognized awards and are not intended to result in transferable credit or professional recognition. They include courses and programmes provided by libraries, museums, parks and recreation authorities, clubs and others that are intended for members or the public. Some programmes provided by employers are not intended to result in formal recognition, such as informal seminars and presentations on topics related to work issues and products.

**2. Which types of the U.S. higher educational institutions have been mentioned in the text? How do they differ from those in our country?**

**3. Which other types of the U.S. higher educational institutions do you know? What is their classification based on? Try to find some information about land grant colleges, upper and lower division colleges, black colleges, residential and non-residential colleges, Open University, virtual colleges and universities, etc.**



### **Additional reading.**

#### **2+2 AGREEMENTS**

*2 YEARS AT A COMMUNITY COLLEGE + 2 YEARS AT A UNIVERSITY =  
4 YEARS (BACHELOR'S DEGREE)*

Many American students – and 90,000 international students – attend a community college for the first two years of university studies in the USA. With nearly 1,200 community colleges in the country, there are many benefits of this model in comparison to studying all four years at a university. Community colleges offer significantly lower tuition, smaller classes and strong student support.

For students who plan to earn a bachelor's degree, the transition from community college to the university for the final two years can be quite easy.

This plan is popularly known as the “2 + 2” model. A bachelor's degree in the USA is a minimum of four years. Upon graduation, the diploma will only list the university, which awards the bachelor's degree.

In fact, many university advisors recommend that students attend community college “college transfer” programs first, and then transfer to universities for the final two years.

Community colleges and four-year universities are different. Here's how:

- Admission is easier. TOEFL scores and academic requirements are usually lower for admission to U.S. community colleges than to four-year institutions. Many community colleges also offer ESL programs or developmental math for students whose scores are too low to begin academic studies immediately.

- Costs are lower. Tuition at community colleges can be as much as 20% to 80% less than at four-year American universities and colleges. This is a tremendous cost savings for the first two years of the bachelor's degree.

- Student enrollment in classes, or at the institution in general, is often smaller than at four-year schools. Teachers and advisors are able to provide more one-on-one attention to students. Many U.S. and international students say that attending smaller schools for the first two years helped them make a good transition into larger four-year schools for the final two years.

- Classroom environments are more supportive. In the U.S. educational system, students often compete for good grades. International students who do not speak English fluently are at a disadvantage. Often, they do better and feel more comfortable in smaller classes where there is less competition. In addition, community colleges typically offer free tutoring to support students' success.

- Adjusting is easier. Two years at a community college can help an international student improve English language skills and grow accustomed to the U.S. educational system and culture.



## OUTSTANDING AMERICAN UNIVERSITIES

### History of Ivy League Universities

The Ivy League is a term used to refer to 8 exclusive New England schools of higher learning with some of the richest and longest histories of any college or university in the United States. A degree from one of these prestigious universities is synonymous with excellence in academics as well as material wealth.

#### How the Ivy League Was Formed

The term "Ivy League" came about in 1954, when the NCAA athletic conference for Division I was formed. At the time, the elitism of these schools was really due to their prestige in the realm of sports like basketball. Although the term "Ivy League" was not created until the 1950s, many of these schools were in existence as far back as 1636, when John Harvard became the first benefactor of Harvard University. This school is located in the Boston, Massachusetts, area. Yale was formed in 1702 by a benefactor by the name of Elihu Yale. Yale is located in the state of Connecticut in the town of New Haven. In 1746, the New Jersey school of Princeton was founded and was originally simply named the College of New Jersey. The fourth-oldest university in America is the University of Pennsylvania. It was founded in 1740 by famous founding father Benjamin Franklin. Brown University, founded in 1746, is located in Providence, Rhode Island. The smallest Ivy League school, Dartmouth, was established in 1769 in Hanover, New Hampshire. It received a large endowment of several billion dollars. In 1754, Columbia University began thanks to King George II of England. It is located in New York City. And finally, Cornell University got its start in 1865 thanks to two benefactors named Ezra Cornell and Andrew Dickson White. This school is located in Ithaca, New York.

#### Ivy League Universities

**Harvard** is the oldest institution of higher learning in the Ivy League as well as the country as a whole. It was brought into existence by an act of the Massachusetts legislature in 1636 and named after John Harvard, the university's first benefactor. Although initially a training ground for Unitarian and Congregationalist clergy, the university became increasingly secular through the 18<sup>th</sup> century and today is known as one of the foremost cultural centres in America and the centre of the elite of its Boston area location. It is known as one of the most picturesque campuses in the world and it has the largest endowment of any college in the world.





Harvard's most bitter Ivy League rival and its equal in academic excellence and elitism is **Yale University**. Founded in 1702 in what was then the colony of Connecticut, it is the 3rd oldest institute of higher learning in America. The university got its name from early benefactor Elihu Yale, a governor of the British East India Company. It was originally established to train the political leaders and clergy of the colony. Today, Yale's considerable assets include the 2nd largest academic library in the United States and one of its largest endowments with over 16.3 billion.

**Princeton University** in the town in Princeton, New Jersey, was founded in 1746 as the College of New Jersey, it received its present day name in 1896. Princeton was one of the first institutes of higher learning established in what is now the United States and is one of the richest universities in the world with a multi-billion dollar endowment and its graduates could fill a book of Who's Who in America.



**The University of Pennsylvania** is a private Ivy League school located in Philadelphia, PA. It is the 4th oldest institute of higher learning in America. Founded by Benjamin Franklin in 1740, its initial focus was education for public service on the classics and theology as well as practical education for commerce. Today the university offers an extensive range of graduate and undergraduate programs from a dental school to a nursing and veterinary school.

**Brown University** is located in Providence, Rhode Island; it is one of the oldest institutes of higher learning in the United States. It was founded in 1746 as the College in the English Colony of Rhode Island and Providence Plantations, the campus is one of the finest examples of Georgian style American colonial era architecture.





**Dartmouth College** is a liberal arts college that also houses a prestigious medical school. Established in 1769, the college is the smallest of the 8 Ivy League schools but still one of the richest with a multi-billion dollar endowment.

**Columbia University** is a private research institute of higher learning located in New York City. It was founded in 1754 as King's College by royal charter of King George II of England. It is the administrator of the American literary award, the Pulitzer Prize and is in the first tier of American research universities.



**Cornell University** is a private land-grant university located in Ithaca, New York. It is the most recently founded of all the Ivy League schools dating to its founding in 1865. Founded by benefactors Ezra Cornell and Andrew Dickson White, the university today offers renown programs in liberal arts, engineering, law, and medicine.

### **Accomplishments and Cultural Impacts**

Each Ivy League college has its own unique accomplishments that make it important. All carry a certain reputation with them, and each school has programs that excel primarily in the medical and law fields, making them some of the most sought-after schools in the world. Their admissions process is very selective, which helps the schools ensure that they only accept the best and brightest. Many famous people have graduated from Ivy League schools, including recent presidents George W. Bush, Bill Clinton, and Barack Obama. This prestige leads many to believe that these colleges are only for the wealthy and elite. Often, companies look for Ivy League graduates as potential employees, usually preferred by law firms, medical facilities, and large corporations. It has long been coveted to have earned a degree from an Ivy League school. Today, there are other competitors that some claim to be just as good as their Ivy counterparts. Some of these well-known schools include Duke University, Johns Hopkins, MIT, Vanderbilt, and Georgetown University, to name a few. The Ivy League schools are still excellent in both academia and in sports, and they have left a legacy of higher education with an exceptional track record and reputation to go along with them.



**Prepare a presentation about one of the most famous American universities. Don't forget to speak about its traditions, student life and notable alumni.**





### Additional reading.

Find the answers to the following questions in the texts.

*NB! There is one extra text.*

#### Which university

1. got its name after the person who promoted to establish it?
2. is the biggest in the USA?
3. prepares specialists in the field of sea explorations?
4. was supported by a famous American politician?
5. had some trouble after its foundation?
6. is one of the largest in the world?

#### A

*Massachusetts Maritime Academy* was founded in 1891. The academy confers bachelor's degrees in a range of fields. It offers courses of study in engineering, engineering technology, marine engineering, marine transportation, and marine sciences.

#### B

*The University of California*, one of the largest institutions of its kind in the world, was established in 1868. The system includes the University of California, Berkeley, in Berkeley; the University of California, Davis, in Davis; the University of California, Los Angeles, in Los Angeles; the University of California, San Francisco, in San Francisco; the University of California, Santa Barbara, in Santa Barbara; and the University of California, Santa Cruz, in Santa Cruz. The largest number of courses are offered at Berkeley and Los Angeles. Other facilities of the University of California include a veterinary school at Davis; dental schools at Los Angeles and San Francisco; medical schools at Davis, Irvine, Los Angeles, San Diego, and San Francisco; law schools at Berkeley, Davis, and Los Angeles; and the Scripps Institution of Oceanography at La Jolla.

#### C

*New York University* is a private, coeducational institution in New York City established in 1832. New York University, with an enrollment of more than 47,000 students, is the largest private university in the United States. More than 2500 courses are offered. The university confers more than 25 different bachelor's, master's, doctor's, and professional degrees.

#### D

*Harvard University* is a private, coeducational institution of higher education, the oldest in the United States. In 1636 a college was founded by the Great and

General Court of the Massachusetts Bay Colony It was opened for instruction two years later and named in 1639 for English clergyman John Harvard, its first sponsor. Harvard gradually acquired considerable autonomy and private financial support, becoming a chartered university in 1780. From its earliest days Harvard established and maintained a tradition of academic excellence and the training of citizens for national public service. More U.S. presidents have attended Harvard than any other college: John Adams, John Quincy Adams, Theodore Roosevelt, Franklin D. Roosevelt, and John F. Kennedy.

#### **E**

*Pennsylvania University* is a private coeducational institution in Philadelphia, Pennsylvania. Founded as the Charity School in 1740, the institution was reestablished as the Academy of Philadelphia in 1751 under the leadership of Benjamin Franklin. The academy's name was changed in 1755 to the College of Pennsylvania, and the current name was adopted in 1779. The university's four undergraduate schools are the School of Arts and Sciences, the School of Engineering and Applied Science, the School of Nursing, and the Wharton Undergraduate Division.

#### **F**

*The University of Utah* is a public, coeducational institution in Salt Lake City. Founded in 1850 as the University of Deseret, the school was closed after one year because of inadequate financial support. It opened again in 1867 as a commercial college. In 1869, the college was reorganized to include educational and classical departments, and in 1892 it was chartered again under its present name.

The University of Utah confers bachelor's, master's, doctoral, and professional degrees in a variety of fields. Programs are offered through the colleges of business, engineering, fine arts, health, humanities, law, mines and earth sciences, nursing, pharmacy, science, and social and behavioral science.

#### **G**

*Yale University* is a private coeducational institution of higher education in New Haven, Connecticut. Yale is the third oldest institution of its kind in the United States. It was founded in 1701. Each of the 12 colleges accommodates approximately 250 students and has its own library, common rooms, and living and dining facilities. It is headed by a master and dean, who are both university faculty members. The first professional school established at Yale was the School of Medicine; other graduate divisions are the schools of architecture, art, divinity, drama, engineering, forestry and environmental studies, law, music, and organization and management.



## TEACHING PROFESSION IN THE USA

### 1. Read and translate the text.

Requirements for teachers' certificate vary among 50 states. Usually the state department of education, or a state certificate board, issues certificates which permit teachers to be employed within the state. Forty-four of the 50 states require at least the completion of a four-year course, with the bachelor's degree, as a minimum for high school teaching; the tendency to require a fifth year beyond the bachelor's degree is increasing. Graduation from a two-year normal school or at least two years of college education is the minimum requirement for elementary teaching in 36 states; others demand the completion of a four-year course and the bachelor's degree.

#### **Training of Pre-Primary and Primary/Basic School Teachers**

Requirements for education and certification (licensure) of early childhood (nursery, kindergarten, preschool) and elementary (primary) teachers are set by state governments which require multiple exams (subject matter, etc.) prior to entering teacher education and again following completion of teacher education but prior to certification. While state regulations vary, there is a growing uniformity inspired in part by the federal No Child Left Behind law's requirements for having a highly qualified teaching staff. The basic requirement is completion of a prescribed programme of studies at the undergraduate (bachelor's) level in order to qualify for entry-level certification, plus satisfactory completion of a supervised practicum and the passing of qualifying examinations. Pre-professional undergraduate studies must be completed at an accredited institution in nearly all states. While the initial certification may be achieved with a bachelor's degree, most states offer higher levels of certification based on experience and additional education, and many teachers at this level already possess, or soon earn, a master's degree. Continuing professional education is required in order to maintain certification.

#### **Training of Secondary School Teachers**

The basic pre-certification requirements for secondary teachers are the same as for elementary school teachers. A major difference is that secondary school teachers are certified as competent in one or more academic or vocational subjects and spend their careers concentrating on these subjects, whereas elementary school teachers – especially for the lower grades – may be comprehensively

certified to teach the full primary course or may specialize, particularly if teaching in the more differentiated upper elementary/middle school grades. All States certify teachers according to subject specializations as well as grade levels/ranges. Special education teachers are trained in most States in specialized programmes at both the undergraduate and graduate levels and are also separately certified. Special education teachers are also certified according to specialty, e.g. education of the deaf, education of the visually impaired, etc. as well as the degree of severity of the handicap with which they are trained to work. While the minimum academic requirement is a Bachelor's degree in special education or a related field (such as developmental psychology), most teachers possess a Master's degree and many earn a higher qualification called an Education Specialist degree. Specialized non-instructional personnel must also be certified in most U.S. States; they include school administrators, school counsellors, school health personnel (psychologists, nurses), school librarians, supervisory teachers and curriculum specialists.

### **Training of Higher Education Teachers**

State law varies regarding the requirements for faculty in public postsecondary education, but public faculty are not considered civil servants and the responsibility for determining the academic and professional standards and requirements for faculty positions and for recruitment and promotion rest with the individual institution and its faculty, department, or school. State law, even for public institutions, is confined to ensuring that institutions do not discriminate in hiring or violate other employment or labour laws. Requirements that institutions set may vary depending on the level at which the faculty are expected to teach, the subject or field to be taught, whether research is to be conducted, whether a professional licence or qualification is required, and whether the position is full- or part-time and tenure-track. Accredited institutions also follow any faculty standards set by the regional accrediting association to which they belong and any standards set by the association that accredits programmes in a particular field. Higher education faculty are expected to possess the necessary expertise and qualifications to teach and, where applicable, to conduct research and consult in the discipline or professional field of their specialization. The general requirement is either a terminal research degree (PhD or equivalent) in the subject of specialization or, for some professional and clinical faculty, the appropriate professional qualification plus a record of successful practice and applied research.

Because of the decentralization of school control in the USA teachers are employed by local districts rather than by the national government. The American teacher does not have the absolute security of tenure which the French or

Australian teacher enjoys. A high proportion of the teaching force are women.

The teacher-training institutions have not been able to provide sufficient numbers of fully trained teachers to replace those retiring and dropping out of the profession and at the same time to meet the requirements for new classes each year. The problem of recruiting and supply of teachers remains a serious one. In general the problem of shortage of teachers has not been met by lowering certificate standards.

**2. Explain in English the following words and phrases:**

certificate board, normal school, uniformity, supervised practicum, minimum academic requirement, non-instructional personnel, security of tenure, to meet the requirements, to lower certificate standards.

**3. Give extended answers to the following questions.**

1. Are the requirements for teachers the same or are they different among the 50 states?
2. Who usually issues certificates for teaching?
3. What is the minimum requirement for pre-primary / primary / secondary / high school teachers?
4. How does the decentralization of school control concern employment of teachers?
5. Do American teachers enjoy the absolute security of tenure?
6. Are there more men or women teachers in the USA?
7. What are the major problems in the teaching profession in the USA?
8. Are teachers' certificates in force throughout the country or only within a given state?
9. Why were certification standards lowered?



## **BENEFITS AND MISCONCEPTIONS OF STUDYING IN THE USA**

The USA has a lot to offer: one of the most prestigious, top ranked higher education systems in the world, eclectic cities and beautiful natural parks, culture, history and a very multicultural population.

### **Diversity and Variety**

The United States offers variety. There is a wide range of schools, countless areas of study and specialty degrees. If you are interested in studying business, you are not relegated to just general study, but can choose from many concentrations: accounting, marketing, international business, business management, business administration, or finance. (There are many more!) This type of specialty study is available at the undergraduate, graduate and doctorate level, too.

### **A Unique Higher Education System**

U.S. universities and colleges may differ from those in your home country in several ways. For one thing, small class sizes are very common. There may be as few as 10 to 20 students in a class, giving you the personal attention you need in order to succeed. While in class, students are encouraged and expected to contribute to the discussion. Professors meet with students in their offices or even share coffee or meals with them. The close relationship between students and faculty serves to motivate students and fosters a personal approach to the curriculum. Studying in the U.S. gives you the opportunity to gain a mentor in your given career field, an invaluable resource.

You may be surprised at your professors' willingness to challenge authority. Academic freedom is one of the hallmarks of a U.S. university. You will notice different perspectives on instruction. Here, students are trained to observe and analyze a problem, then solve it. You will be expected to listen to your classmates and challenge their points of view. The goal is pragmatic, so that you will gain confidence and the ability to organize and present an argument.

### **The Leading Edge**

The United States is the leader in many areas of technology and research. While studying here, you will be exposed to advanced technology and research. You may be fortunate enough to meet, and even study, with the leading scholars in your chosen field. Why not study with the best?

## REAL INTERNATIONAL STUDENT STORIES



*Zineb Ouadghiri Hassani from Morocco is studying for her Associate Degree in Finance at Bunker Hill Community College in Massachusetts.*



*Mariam Camara, from Mali, is a freshman studying English in Temple University's Intensive English Language Program.*

### *Why did you decide to study in the USA?*

The U.S. provides the best education for students. It embraces not only the differences in the business field but also the cultures and lifestyle of two completely dissimilar countries. The unique pedagogy of developing the mind to be critical and reflective instead of the standard teaching methods makes education in the U.S. widely known

to be one of the most efficient in the world. I decided to come to the United States because I wanted to meet new people, and most importantly because America, and especially Temple University, has a great reputation for education.

### *Why did you choose ...*

#### *... Bunker Hill Community College?*

The College is one of the most diverse institutions in Massachusetts. There are more than 800 international students from approximately 100 countries and that speak more than 75 languages, making the classes rich and fascinating. I don't think I would have ever met such different people at the same time under any other circumstances.

#### *... Temple University's Intensive English Language Program?*

I chose Temple University's Intensive English Language Program (IELP) because the staff was most responsive and guided me through the application process. I also enjoyed the program's brochures because I could tell the international student population was diverse.

### ***What do you like best?***

The community spirit; all my professors are not only competent but humble as well. Always friendly and approachable, ready to share their experiences, I would even consider some of them as my second family.

I love the academic environment here at Temple. Students have access to computer services anytime, and teachers are friendly and very helpful. It's the place to be if you want to get ahead in our society!

### ***What do you miss most?***

I miss my mother cooking for me and doing my laundry, chatting with my father and squabbling around with my brothers and friends. I also miss the weather.

The thing I miss the most is my family, but the IELP staff has become my home away from home.

### ***What was your biggest surprise?***

People in the U.S. are stress-free. When people step out of their workplaces, they take the time to take care of themselves and enjoy their lives.

Professors and counselors are on your side, they encourage you and want you to succeed but at the same time, you're the one who has to look for the materials and do an extra effort to understand.

My biggest surprise was finding that Americans were very different from how they are portrayed in movies and on TV. Everyone has been so nice to me here!

I remember when I first started in IELP and I could not express myself - I was very scared. Fortunately, Temple has amazing teachers, advisors, directors and staff members who will help you get over your fears and make you feel at ease. They really enjoy teaching and they do a good job of it. I believe that if it were not for them I would not have made it.

### ***... your biggest disappointment?***

The cost of education and living, for an international student at least, is very high.

America is more fast-paced than I thought, and you really have to work hard.



***How have you handled:  
... language differences?***

English is my third language and we learn it throughout our whole education, but I had a British accent and some words don't mean the same thing at all.

I am not going to lie, the language difference was very hard. At first I thought that I would never understand English. But IELP offers tutors and Conversation Partners, and many students at Temple are willing to do language exchange with you.

***... finances?***

My parents pay for my tuition. Working as an international student in the U.S. is very limited and complex.

The conversion rate was difficult to adjust to, but luckily there is a bank right on campus where everyone is very helpful.

***... adjusting to a different educational system?***

A difference is that in my country, and I'm sure in many others as well, you're sitting in a classroom where all the students have nearly the same level of education, knowledge and age. But here, you can have the most knowledgeable person in the field on your right and a high school student on your left.

Since I was used to learning in French, it was difficult at first because all my classes were taught in English. Luckily, I had amazing teachers and friends who helped me in that transition.

***What are your activities?***

I've been busy with my studies but whenever I have the chance, I like reading, hanging out with my friends, traveling and cooking. I'm also a member of the Student Success club and member of the Alpha Kappa Mu Honour Society.

I am in the Association of Engineering Women at Temple University; I am a student-worker in IELP as office support; and I am also working to create exchange agreements between my mother school and other American schools.

***How relevant is your U.S. education to your personal goals and to the needs of your country?***

I'm graduating in the Spring 2014 and I want to transfer to a four-year university to get my bachelor's in finance, with a minor in corporate finance. My main and current goal is to strengthen my skills, feed my curiosity of the business and its people. I want to prove to myself, my family and my country that success can be reached through desire and hard work.

I am studying to become an engineer of technology, which is something that my country needs right now. I feel that Temple will prepare me to achieve all my career goals.

***What is your advice to other students who are considering a U.S. education?***

You'll need to know that the U.S. it's not what you see on MTV reality shows. It certainly gives you all the opportunities you can dream of to achieve whatever you want, but your path can also be easily derailed from your original goal. You'll need a strong financial support, you'll have to be independent, self-motivated and responsible.

My advice to anyone coming who does not speak English is that it is okay to be afraid, shy or lost at first. With time, you will overcome all these obstacles. Be courageous, and know that there are so many people at Temple University who are willing to help you!

Электронный архив Университета имени А.А. Кулешова



## Additional reading.

### Higher Education – Tomorrow

Can America's colleges and universities rest on their accomplishments? About 12 million students currently attend schools of higher education in America. They are students in a society that believe in the bond between education and democracy. They have at their disposal great libraries (Harvard alone has more than 10 million volumes); the latest in technology; and faculties with a tradition of research accomplishments. (The world's first electronic computer was developed at the University of Pennsylvania, for example.) They are free to pursue their interests, to develop their talents, and to gain professional rank.

Still, many Americans are not satisfied with the condition of higher education in their country. Perhaps the most widespread complaint has to do with the college curriculum as a whole, and with the wide range of electives in particular. In the mid-1980s, the Association of American Colleges (AAC) issued a report that called for teaching a body of common knowledge to all college students. According to the AAC report, this common core of subjects should include science and the study of cultural differences (as well as basic literacy). A somewhat similar report, "Involvement in Learning", was issued by the National Institute of Education (NIE). In its report, the NIE concluded that the college curriculum has become "excessively vocational work-related". The report also warned that college education may no longer be developing in students "the shared values and knowledge" that traditionally bind Americans together. A serious charge: Is it true?

For the moment, to some degree, it probably is. Certainly, some students complete their degree work without a course in Western civilization – not to mention other world cultures. Others leave college without having studied science or government. As one response, many colleges have begun reemphasizing a core curriculum that all students must master.

On the other hand, many students and some professors have charged that university curricula are too "Euro-centered", that they emphasize European culture at the expense of the cultures of Africa, Asia or Latin America, for example. This has led to a movement toward "multiculturalism", or the addition to the curriculum in many institutions of courses on such subjects as African literature or on the contributions of women to society. Some traditionalists argue that this trend has gone too far.

Such problems are signs that American higher education is changing, as it has throughout its history. And as in the past, this change may be leading in

unexpected directions: The Puritans set up colleges to train ministers. But their students made their mark as the leaders of the world's first Constitutional democracy. The land grant colleges were founded to teach agriculture and engineering to the builders of the American West. Today, many of these colleges are leading schools in the world of scientific research. American universities were established to serve a rather small elite. In the 20th century, GIs, women and minorities claimed their right to be educated at these same universities. The full impact of this change is probably yet to be seen.

Americans have always had a stake in "making the system work". They have especially critical reasons for doing so in the field of education. People in the United States today are faced with momentous questions: "What is America's proper role as the world's oldest Constitutional democracy; its largest economy; its first nuclear power?"

Americans cherish their right to express opinions on all such issues. But the people of the United States are also painfully aware of how complex such issues are. To take part in dealing with new problems, most Americans feel they need all the information they can get. Colleges and universities are the most important centers of such learning. And whatever improvements may be demanded, their future is almost guaranteed by the

American thirst to advance and be well-informed. In fact, the next change in American education may be a trend for people to continue their education in college – for a lifetime.



### **Additional reading.**

#### **What Isn't Broken in American Higher Education?**

by *Bill Destler, President,  
Rochester Institute of Technology*

Some day, I am going to write a book in which I will discuss the laws that govern academia in America, and one of them will be: "U.S. higher education is widely regarded as the best in the world, which is why so many people want to change it". There is real truth in this statement. Even though hundreds of thousands of international students come to the U.S. each year to pursue college degrees here, often at enormous personal sacrifice, American higher education is increasingly under attack by politicians and the media.

Why? There are real issues confronting colleges and universities in the U.S., such as ever-increasing tuition charges that have negatively impacted accessibility to a college education for lower and middle income families, and "mission creep"

in which more and more institutions aspire to be the next Harvard or Berkeley. But the challenges confronting higher education are nowhere near as dire as those confronting our K-12 public schools. And some of the attacks on higher education, although in many cases well-intentioned, have the potential to do real damage to this sector of our national educational system at a time when a college degree is increasingly seen as the gateway to a meaningful and rewarding life and career.

***So, what isn't broken in American higher education?***

1. In the U.S., we don't ask 17 year-olds to take a national competency test that determines whether and where they will go to college. In fact, a college education can be pursued by almost anyone who has a high school diploma or its equivalent at any age.

2. U.S. students can choose to pursue a college education at literally thousands of community colleges and public and private four-year undergraduate institutions, graduate schools and research universities with enrollments ranging from a few hundred to more than 50,000 students.

3. These colleges and universities offer an amazing (and sometimes bewildering) choice of academic majors ranging across the intellectual spectrum, from the traditional liberal and fine arts, science, engineering and business programs to specific career-oriented majors such as packaging science and game design and development.

4. These colleges and universities encompass a broad range of missions, from the education of the elite to the education of those from the most challenged backgrounds, and many in the latter category provide opportunities for social and economic growth for many of their students.

5. The cost of a U.S. college degree varies widely at both public and private colleges and universities, and almost all institutions have financial aid resources available to help those who need assistance.

6. Almost all U.S. undergraduate students, including those in the most career-oriented majors, are required to take many courses outside of their chosen field in the humanities and social sciences, and these experiences work to ensure that they receive a well-rounded education and to provide an educated citizenry for our nation.

7. The residential model of higher education employed by so many of our colleges and universities encourages a transition from dependence on the family to independence as part of the college experience, something that means as much to many of our students as the education that they receive along the way.

8. Most U.S. colleges and universities offer a wide range of student opportunities for engagement outside the classroom that encourage the development of social skills, promote healthy lifestyles, and provide leadership training opportunities.

9. The return on investment from a higher education degree is real both in terms of career earnings and the potential for employment.

It may come as a surprise to some readers that many of these features of U.S. colleges and universities are not common in institutions abroad. And let's not forget that American college graduates, despite their lower achievement in tests of K-12 learning than their European or Asian counterparts, are competitive with the best college graduates anywhere in the world.

So let's work for "continuous improvement" in our colleges and universities, but let's also work to preserve what's not broken.

2014

***Follow Bill Destler on Twitter:***

*[www.twitter.com/RITNews](http://www.twitter.com/RITNews)*



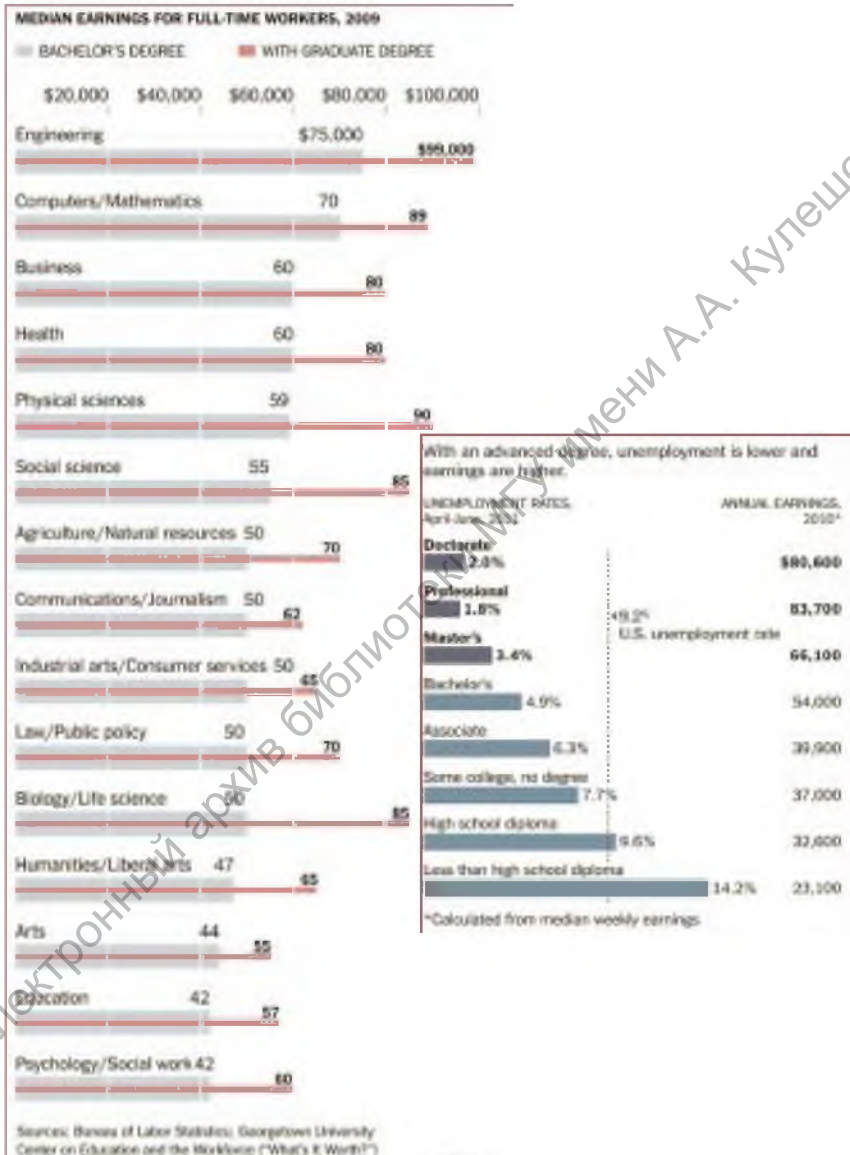
**Discussion. Discuss the following issues (this can also be conducted in a form of a debate, a talk-show, etc.):**

**a) Pros and cons of studying in the USA.** (Use the statistics on median earnings and unemployment rates in the USA given in the appendix on the next page.)

**b) American and Belarusian systems of higher education compared.**

**c) Students' role in higher education.**

## Appendix. Median earnings and unemployment rates in the USA.



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## CONTENTS

|   |    |
|---|----|
| Words to Do with Education .....                          | 3  |
| General Outline of American Education .....               | 8  |
| History of Higher Education in the USA .....              | 12 |
| The US Higher Education System .....                      | 19 |
| Choosing a College or University in the USA .....         | 27 |
| Types of Higher Educational Institutions in the USA ..... | 34 |
| Outstanding American Universities .....                   | 38 |
| Teaching Profession in the USA .....                      | 43 |
| Benefits and Misconceptions of Studying in the USA .....  | 46 |
| Literature .....  | 56 |

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IN THE UNITED STATES OF AMERICA

ВЫСШЕЕ ОБРАЗОВАНИЕ В США

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