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Навчально-методичний посібник

# Higher Education Values

для студентів напряму підготовки:

6.020303 Філологія (мова і література (англійська))

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## From “The Class”

by E.W.Segal

Erich Wolf Segal (June 16, 1937 – January 17, 2010) was an American author, screenwriter, and educator. He was best-known for writing the novel “Love Story” (1970), a best-seller, and writing the motion picture of the same name, which was a major hit. “The Class” is Erich Segal's 6th novel, published in 1985. “The Class” follows the lives of five young men who will make up part of the Harvard graduating class of '58. It follows their trials and triumphs within the walls of Harvard and after graduation as they stretch their wings. These five men have nothing in common except for the strong bond of Harvard University. Danny Rossi is a musical prodigy, destined for bright lights and glory. Ted Lambros is an outsider just allowed to attend the college but too poor to live in the dorms. Jason Gilbert is the star of Harvard, the big man on campus, the one flaw in his perfection is his Jewish ancestry. George Keller is a Hungarian refugee who wants more than anything to become an American. Last is Andrew Eliot, the newest Eliot to be gracing the halls of Harvard. Andrew's diary entries are scattered throughout the story and provide insight into a young man trying to do his family proud but at the same time not measuring up.

Sara had finished at the top of her class.

Actually, nothing in her previous educational experience gave any hint that she would excel her fellow Radcliffe graduates in the arts of shorthand and typing. But sure enough, at the end of that first summer, she could take down dictation at an admirable 110 words per minute and could type an amazing 75.

*"I don't think any further courses could possibly improve your chances in the job market, Sara," counseled Mrs. Holmes, head of the summer course. "With your speeds and educational background, you're more than ready for an executive secretarial position. I suggest you start following up the want ads."*

Buoyed by this encouragement, Sara and Ted set about checking the newspapers. There seemed to be so many openings in Cambridge that she could probably find something within walking distance of their apartment on Huron Avenue.

Her first two interviews resulted in firm offers and a real dilemma. The job with the vice-president of the Harvard Trust paid a lavish seventy-eight bucks a week, whereas the University Press had an opening with longer hours offering a mere fifty-five. Yet, it was clear which attracted both husband and wife. First of all, the Press was closer (you could even slide there in a snowstorm). Secondly, it offered the possibility of advancement ("With your languages, you might move into copy editing fairly soon," Mrs. Norton, the personnel director, had remarked when she saw Sara's initial reaction to the proposed salary).

Perhaps the most attractive dimension, as they both realized, was that it could be a rich source of top-level information about the Classics world. They would be among the first to know who was writing a book on what, and whether it was going to be accepted or rejected. This sort of intelligence might prove invaluable at Ted's job-seeking time.

Graduate school was much more rigorous than he had ever anticipated. To earn a Ph.D., you had to take some brutally difficult seminars in Linguistics, Comparative Grammar,

Metrics, Greek and Latin Stylistics, and so forth. Fortunately, he was blessed with a nightly dinner partner with whom he could discuss such esoterica.

From as early as the summer they first lived together, Ted had always insisted on cooking the evening meals. But now, since he believed the chef should have his classical studying finished before entering the kitchen, Sara had the uncomfortable prospect of having to wait till nearly ten o'clock before her husband would begin to prepare their deipno (dinner).

This posed some delicate problems of diplomacy. For what sane woman could object to a delicious meal accompanied by choice Greek wine, served with music and soft candlelight by a highly professional waiter who would then sit down and tell you how much he loved you.

How could a woman tell such a husband that, though the evenings were enchanted, the mornings after she could barely stay awake at her typewriter? Sara therefore concluded that the only way to solve this predicament was to learn the secrets of Lambros cuisine from Mama herself. This way, while Ted was still struggling with Indo-European etymologies, she could be starting dinner.

Thalassa Lambros was flattered by her daughter-in-law's interest and did everything she could to accelerate her culinary education. This included detailed memos, which Sara diligently studied.

By January she was confident enough to arrogate the task of cooking dinner. And none too soon. For Ted would be facing a battery of language exams at the end of the spring semester.

The German requirement was killing him. Dammit, he had often thought, why does so much important classical scholarship have to be written in this preposterously difficult language? Here again, Sara, who had taken three years of German in school, was able to help him acquire a feeling for its periodic sentence structure. And by plowing through several articles with him, showed how he could intuit the general meaning of a passage from the classical citations in the text.

After one of these mini-tutorials, he looked at her with unadulterated affection and said, *"Sara, where the hell would I be without you?"*

With Sara's help and encouragement, Ted successfully jumped all the examination hurdles and began a thesis on Sophocles. As a reward he was made a teaching fellow in Finley's Humanities course.

He tossed and turned but still could not get back to sleep.

*"Darling, what's the matter?"* Sara asked, placing her hand gently on his shoulder.

*"I can't help it, honey. I'm so damned scared about tomorrow."*

*"Hey,"* she said soothingly, *"it's understandable the first class you've ever taught in your life. It would be unnatural if you weren't nervous."*

*"I'm not nervous,"* he replied, *"I'm absolutely catatonic."* He sat up on the side of the bed.

*"But, darling,"* she reasoned, *"it's only a Hum Two discussion. The kids will be more frightened than you. Can't you remember your first freshman section?"*

*"Yeah, I guess. I was a scared little townie. But they say the damn undergraduates are getting smarter and smarter. And I keep having this ridiculous fantasy that some world famous professor is going to decide to drop in unannounced tomorrow."*

Sara glanced at the alarm clock. It was nearly 5:00 AM., and there was no point in trying to talk Ted into going back to sleep.

*"Hey, why don't I make some coffee and listen to what you plan to say? It could be a kind of dress rehearsal."*

*"Okay,"* he sighed, relieved to be liberated from the prison of his bed.

She quickly made two large mugs of Nescafe and they sat down at the kitchen table.

At seven-thirty she began to laugh.

*"What the hell's the matter? What did I do wrong?"* Ted asked anxiously.

*"You crazy Greek."* She smiled. *"You've just talked brilliantly about Homer for nearly two hours. Now, since all you've got to do is kill fifty minutes, don't you think you're adequately prepared to confront your first freshmen?"*

*"Hey,"* he smiled, *"you're some good psychologist."*

*"Not really. I just happen to know my husband better than he knows himself."*

The date, the time, and the place of Ted's first class are indelibly engraved in his memory. On Friday, September 28, 1959, at 10:01 AM., he entered a discussion room in the Aiston Burr Science Building. He unpacked a ridiculous number of books, all with carefully marked passages he could read aloud should he run out of ideas. At 10:05 he wrote his name and office hours on the blackboard and then turned to confront the students.

There were fourteen of them. Ten boys and four girls, their spiral notebooks open and pencils ready to transcribe his every syllable. Jesus, he suddenly thought, they're going to write down what I say! Suppose I make some incredible mistake and one of the kids shows it to Finley? – Worse still, suppose one of them with a million years of prep-school Classics catches me right here? Anyway, Lambros, it's time to start.

He opened his yellow notepad to his meticulously outlined remarks, took a breath, and looked up. His heart was beating so loud that he half-wondered if they could hear it.

*"Uh-just in case somebody thinks he's in a physics class, let me start by saying that this is a Hum Two section and I'm your discussion leader. While I'm taking your names down, you can learn mine. I've written it on the board. It happens to be the Greek word for "brilliance", but I'll leave you guys to make up your minds about that after a few weeks."*

There was a ripple of laughter. They seemed to like him. He began to warm to the task.

*"This course deals with nothing less than the roots of all Western culture, and the two epics ascribed to Homer constitute the first masterpieces of Western literature. As we'll see in the weeks to come, the Iliad is the first tragedy, the Odyssey our first comedy."*

After that moment he never once looked down at his prepared text. He simply rhapsodized about the greatness of Homer, his style, the oral tradition and early Greek concepts of heroism.

Before he knew it, the class was nearly over.

*"Hey"* he said with a smile, *"I guess I got a little carried away. I should stop here and ask if you have any questions."*

A hand shot up in the back row.

"Have you read *Homer in Greek*, Mr. Lambros?" asked a young, bespectacled Cliffie.

"Yes," Ted answered proudly.

"Could you possibly recite a bit of it in the original, just so we could get a feel of how it sounded?" Ted smiled. "I'll do my best."

Now, though he had the Oxford texts on the table, he found himself passionately reciting the beginning of the *Iliad* from memory, putting special stress on words they might possibly comprehend like *heroon* for "heroes" in line four. He reached the crescendo at line seven, emphasizing *dios Achilleus*, "godlike Achilles." Then he paused.

To his utter amazement, the tiny class applauded. The bell rang. Ted felt a sudden surge of relief, elation, and fatigue. He had no idea how it had gone until assorted comments filtered to him as the students left the room.

"God, we lucked out," he heard one say. "Yeah, this guy is dynamite," said another.

The last thing Ted heard or thought he did was a female voice offering the opinion, "He's even better than Finley."

But surely that was the figment of a tired imagination. For John H. Finley, Jr., was one of the greatest teachers in Harvard history.

### Commentary

**Cambridge** is a city in Middlesex County, Massachusetts, United States, in the Boston metropolitan area, situated directly north of the city of Boston proper, across the Charles River. It was named in honor of the University of Cambridge in England, an important center of the Puritan theology embraced by the town's founders. Cambridge is home to two of the world's most prominent universities, Harvard University and the Massachusetts Institute of Technology. Cambridge has also been home to Radcliffe College, once one of the leading colleges for women in the United States before it merged with Harvard.

**Radcliffe College** was a women's liberal arts college in Cambridge, Massachusetts, and functioned as a female coordinate institution for the all-male Harvard College. It was also one of the Seven Sisters colleges. Radcliffe conferred Radcliffe College diplomas to undergraduates and graduate students for the first 70 or so years of its history and then joint Harvard-Radcliffe diplomas to undergraduates beginning in 1963. A formal "non-merger merger" agreement with Harvard was signed in 1977, with full integration with Harvard completed in 1999. **The Humanities** are academic disciplines that study human culture. The humanities include ancient and modern languages, literature, philosophy, religion, and visual and performing arts such as music and theatre. Areas that are sometimes regarded as social sciences and sometimes as humanities include history, anthropology, area studies, communication studies, cultural studies, law and linguistics.

In the Western classical tradition, **Homer** is the author of the *Iliad* and the *Odyssey*, and is revered as the greatest of Greek epic poets. These epics lie at the beginning of the Western canon of literature, and have had an enormous influence on the history of literature. Whether and when he lived is unknown. Herodotus estimates that Homer lived 400 years before his own time, which would place him at around 850 BC, while other ancient sources claim that he lived much nearer to the supposed time of the Trojan

War, in the early 12th century BC. Most modern researchers place Homer in the 7th or 8th centuries BC.

**The Odyssey** is one of two major ancient Greek epic poems attributed to Homer. It is, in part, a sequel to the *Iliad*, the other work ascribed to Homer. The poem is fundamental to the modern Western canon, and is the second oldest extant work of Western literature, the *Iliad* being the oldest. Scholars believe it was composed near the end of the 8th century BC, somewhere in Ionia, the Greek coastal region of Anatolia.

**The Iliad** (sometimes referred to as the *Song of Ilion* or *Song of Ilium*) is an ancient Greek epic poem, traditionally attributed to Homer. Set during the Trojan War, the ten-year siege of the city of Troy by a coalition of Greek states, it tells of the battles and events during the weeks of a quarrel between King Agamemnon and the warrior Achilles.

**Sophocles** is one of three ancient Greek tragedians whose plays have survived. Sophocles wrote 123 plays during the course of his life, but only seven have survived in a complete form: *Ajax*, *Antigone*, *The Women of Trachis*, *Oedipus the King*, *Electra*, *Philoctetes* and *Oedipus at Colonus*. For almost 50 years, Sophocles was the most famous playwright in the dramatic competitions of the city-state of Athens that took place during the religious festivals of the Lenaea and the Dionysia. He competed in around 30 competitions, won perhaps 24, and was never judged lower than second place.

**Classics** (also **Classical Studies**) is the study of the languages, literature, philosophy, history, art, archaeology and other material culture of Ancient Greece and Ancient Rome; especially during Classical Antiquity (ca. BC 600 – AD 600). Traditionally, the study of Classical literature (Greek and Roman) was the principal study of the humanities.

## Speech Patterns

1. There was **no point in trying to** talk Ted into going back to sleep.

There was no point in trying to apply to Radcliff as the GPA was not high enough.

There was no point in trying to talk him into taking that job.

There was no point in trying to talk the Professor to give additional time for the test.

2. **Let me start by saying that** this is a Hum Two section and I'm your discussion leader.

Let me start by saying that our university is ranked high.

Let me start by saying that higher education in the US is decentralized.

Let me start by saying that higher education is of great value.

3. **After that moment he never once** looked down at his prepared text.

After that moment he never once raised that topic.

After that moment they never once asked questions.

After that moment the student never once violated the academic honesty code.

## Phrases and Word-Combinations

to finish at the top of the class  
to give a hint  
to excel in smth  
within walking distance of  
a possibility of advancement  
to be much more rigorous  
to earn a Ph.D  
seminar in (a subject)  
to be blessed with  
to pose some delicate problems  
to solve the predicament  
to struggle with  
to arrogate the task of  
preposterously difficult  
to plow through several articles

to jump all the examination  
hurdles  
a thesis on  
a teaching fellow/ assistant  
to be absolutely catatonic  
to drop in unannounced  
to confront freshmen  
spiral notebooks  
meticulously outlined remarks  
to take the names down  
to get a little carried away  
to reach the crescendo  
to feel a sudden surge of relief  
luck out  
a figment of a tired imagination

## Reading Comprehension Exercises

**1. Consult a dictionary and practise the pronunciation of the following words. Listen to your groupmates' reading of these words. Correct the mistakes if any.**

Erich  
triumph  
prodigy  
flaw  
refugee  
excel  
executive  
Cambridge  
personnel  
Metrics  
esoterica  
cuisine  
culinary  
preposterously  
plow  
intuit  
unadulterated  
Sophocles  
catatonic  
indelibly  
confront  
spiral

Homer  
the Odyssey  
the Iliad  
rhapsodize  
crescendo  
Achilleus  
applaud  
fatigue  
dynamite

2. Ask 10 questions with introduction about the text. Your fellow-students will answer them in the class.

3. Study the word combinations and phrases from the text and reproduce the situation in miniature they were used in.

4. Make up short dialogues with word combinations from the text and act them out in the class.

5. Retell the text:

- close to the text
- as if you were Sara
- as if you were Ted
- as if you were Ted's mother Thalassa Lambros
- as if you were John H. Finley

6. Give the summary of the text.

7. Make up and act out a dialogue between:

- Sara and Ted (after his first class)
- Ted and John H. Finley

## Vocabulary Exercises

### Essential Vocabulary

1. **hint** *n* 1) something that you say or do in an indirect way in order to show sb what you are thinking, *e.g.* He gave a broad hint (= one that was obvious) that he was thinking of retiring.

2) something that suggests what will happen in the future

*Syn.* sign, *e.g.* At the first hint of trouble, they left.

3) [usually sing.] **hint (of sth)** a small amount of sth

*Syn.* suggestion, trace, *e.g.* a hint of a smile. There was more than a hint of sadness in his voice.

4) [usually pl.] **hint (on sth)** a small piece of practical information or advice

*Syn.* tip, *e.g.* handy hints on saving money

**Idioms take a / the hint** to understand what sb wants you to do even though they tell you in an indirect way, *e.g.* I thought they'd never go – some people just can't take a hint.

**hint** *v* ~ **at sth** to suggest sth in an indirect way, *e.g.* What are you hinting at? ~ **that**)..., *e.g.* They hinted (that) there might be more job losses. + **direct speech**, *e.g.* 'I might know something about it,' he hinted.

2. **take sb aback** [usually passive] to shock or surprise sb very much, *e.g.* His sudden change of opinion took us all aback.

**take after sb** [no passive] 1) (not used in the progressive tenses) to look or behave like an older member of your family, especially your mother or father, *e.g.* Your daughter doesn't take after you at all.

2) (NAmE, informal) to follow sb quickly, *e.g.* I was afraid that if I started running the man would take after me.

**take sth away** 1) to make a feeling, pain, etc. disappear, *e.g.* I was given some pills to take away the pain.

2) (BrE) (NAmE **take sth out**) to buy cooked food at a restaurant and carry it away to eat, for example at home, *e.g.* Two burgers to take away, please.

**take away from sth** [no passive] to make the effort or value of sth seem less  
*Syn.* detract from, *e.g.* I don't want to take away from his achievements, but he couldn't have done it without my help.

**take sb back (to ...)** to make sb remember sth, *e.g.* The smell of the sea took him back to his childhood.

**take sth down** 1) to remove a structure, especially by separating it into pieces, *e.g.* to take down a tent

2) to pull down a piece of clothing worn below the waist without completely removing it, *e.g.* to take down your trousers / pants

3) to write sth down, *e.g.* Reporters took down every word of his speech.

**take sb in** 1) to allow sb to stay in your home, *e.g.* to take in lodgers.

2) [often passive] to make sb believe sth that is not true

*Syn.* deceive, *e.g.* Don't be taken in by his charm—he's ruthless.

**take off** 1) (of an aircraft, etc.) to leave the ground and begin to fly, *e.g.* The plane took off an hour late.

2) (informal) to leave a place, especially in a hurry, *e.g.* When he saw me coming he took off in the opposite direction.

3) (of an idea, a product, etc.) to become successful or popular very quickly or suddenly, *e.g.* The new magazine has really taken off.

**take over (from sth)** to become bigger or more important than sth else; to replace sth, *e.g.* Try not to let negative thoughts take over.

**be taken with sb/sth** to find sb/sth attractive or interesting, *e.g.* We were all very taken with his girlfriend.

3. **excel** *v* 1) ~ **(in / at sth / at doing sth)** to be very good at doing sth, *e.g.* She has always excelled in foreign languages.

2) ~ **yourself** (BrE) to do extremely well and even better than you usually do, *e.g.* Rick's cooking was always good but this time he really excelled himself.

4. **anticipate** *v* 1) to expect sth: ~ **sth**, *e.g.* We don't anticipate any major problems. ~**doing sth**, *e.g.* They anticipate moving to bigger premises by the end of the year. ~**sth doing sth**, *e.g.* I don't anticipate it being a problem. ~ **that...**, *e.g.* We anticipate that sales will rise next year. + **it is anticipated that...**, *e.g.* It is anticipated that inflation will stabilize at 3%.

2) to see what might happen in the future and take action to prepare for it: ~**sth**, *e.g.* We need someone who can anticipate and respond to changes in the fashion industry. ~ **what, how, that, etc.**, *e.g.* Try and anticipate what the interviewers will ask.

3) ~ **(doing) sth** | ~**(sth doing) sth** to think with pleasure and excitement about sth that is going to happen, *e.g.* We eagerly anticipated the day we would leave school.

4) ~ **sb (doing sth)** (formal) to do sth before it can be done by sb else  
*Syn.* forestall, *e.g.* When Scott reached the South Pole he found that Amundsen had anticipated him.

**anticipatory** *adj* (formal), *e.g.* a fast anticipatory movement by the goalkeeper

**anticipation** *n* 1) the fact of seeing that sth might happen in the future and perhaps doing sth about it now, *e.g.* He bought extra food in anticipation of more people coming than he'd invited.

2) a feeling of excitement about sth (usually sth good) that is going to happen:  
**happy / eager / excited anticipation**, *e.g.* The courtroom was filled with anticipation.

5. **conclude** *v* 1) (not used in the progressive tenses) **conclude sth (from sth)** | **conclude (from sth) that ...** to decide or believe sth as a result of what you have heard or seen, *e.g.* What do you conclude from that? ~ **(that)**, *e.g.* The report concluded (that) the cheapest option was to close the laboratory. ~**from sth (that)**, *e.g.* He concluded from their remarks that they were not in favour of the plan. **it is concluded that...**, *e.g.* It was concluded that the level of change necessary would be low. + **direct speech**, *e.g.* 'So it should be safe to continue,' he concluded.

2) **conclude (sth) (with sth)** (formal) to come to an end; to bring sth to an end, *e.g.* Let me make just a few concluding remarks. ~ **by doing sth**, *e.g.* He concluded by wishing everyone a safe trip home. + **speech**, *e.g.* 'Anyway, she should be back soon,' he concluded.

3) **conclude sth (with sb)** to arrange and settle an agreement with sb formally and finally, *e.g.* They concluded a treaty with Turkey.

**conclusion** *n* 1) [C] something that you decide when you have thought about all the information connected with the situation, *e.g.* I've come to the conclusion that he's not the right person for the job.

2) [C, usually sing.] the end of sth such as a speech or a piece of writing, *e.g.* The conclusion of the book was disappointing.

3) [U] the formal and final arrangement of sth official  
*Syn.* completion, *e.g.* the successful conclusion of a trade treaty

**Idioms jump / leap to conclusions** | **jump / leap to the conclusion that...** to make a decision about sb/sth too quickly, before you know or have thought about all the facts, *e.g.* There I go again—jumping to conclusions.

6. **preposterous** *adj* (formal) 1) completely unreasonable, especially in a way that is shocking or annoying

*Syn.* outrageous, *e.g.* These claims are absolutely preposterous!

2) unusual in a silly or shocking way

*Syn.* outrageous, *e.g.* The band were famous for their preposterous clothes and haircuts.

7. **smart** *adj* (smarter, smartest) 1) (especially BrE) (of people) looking clean and neat; well dressed in fashionable and/or formal clothes, *e.g.* You look very smart in that suit.

2) (especially BrE) (of clothes, etc.) clean, neat and looking new and attractive, *e.g.* They were wearing their smartest clothes.

3) (especially NAmE) intelligent, *e.g.* She's smarter than her brother.

4) (especially BrE) connected with fashionable rich people, *e.g.* smart restaurants. She mixes with the smart set.

5) (of a movement, etc.) quick and usually done with force

*Syn.* brisk, *e.g.* He was struck with a smart crack on the head.

6) (of a device, especially of a weapon / bomb) controlled by a computer, so that it appears to act in an intelligent way, *e.g.* smart bombs. This smart washing machine will dispense an optimal amount of water for the load.

**smartly** *adv* (especially BrE), *e.g.* smartly dressed. He ran off pretty smartly (= quickly and suddenly).

**smart** *v* 1) ~ (**from sth**) to feel a sharp stinging pain in a part of your body, *e.g.* His eyes were smarting from the smoke.

2) ~ (**from / over sth**) to feel upset about a criticism, failure, etc., *e.g.* They are still smarting from the 4–0 defeat last week.

**smart alec** (BrE) (NAmE **smart aleck**) (also **smarty-pants**) (BrE also **smart-arse**) (NAmE also **smart-ass**) noun (informal, disapproving) a person who thinks they are very clever and likes to show people this in an annoying way.

**smarten** *v*

**smarten sb/sth up** | **smarten (yourself) up** *phr v* (especially BrE) to make yourself, another person or a place look neater or more attractive, *e.g.* The hotel has been smartened up by the new owners.

**smartish** *adj, adv* (informal, especially BrE) quick; quickly, *e.g.* You'd better move smartish.

8. **ridiculous** *adj* very silly or unreasonable

*Syn.* absurd, ludicrous, *e.g.* I look ridiculous in this hat.

**ridiculously** *adv*, *e.g.* The meal was ridiculously expensive.

*Idioms* **from the sublime to the ridiculous** used to describe a situation in which sth serious, important or of high quality is followed by sth silly, unimportant or of poor quality, *e.g.* A descent from sublime to the ridiculous is quick.

9. **carry** *v*

**carry away** 1) to remove forcefully, *e.g.* I carried the bag away with me when I left.

2) (usually passive) to cause (a person) to lose self-control, *e.g.* Sorry that I shouted – I get a little carried away at times.

3) (usually passive) to delight or enrapture, *e.g.* He was carried away by the music.

**carry sb back (to sth)** to make sb remember a time in the past, *e.g.* The smell of the sea carried her back to her childhood.

**carry sth forward** (also **carry sth over**) to move a total amount from one column or page to the next

**carry sth off** 1) to win sth, *e.g.* He carried off most of the prizes.

2) to succeed in doing sth that most people would find difficult, *e.g.* She's had her hair cut really short, but she can carry it off.

**carry on** 1) (especially BrE) to continue moving, *e.g.* Carry on until you get to the junction, then turn left.

2) (informal) to argue or complain noisily, *e.g.* He was shouting and carrying on.

**carry on (with sth) | carry sth on** to continue doing sth, *e.g.* Carry on with your work while I'm away.

**carry sth out** 1) to do sth that you have said you will do or have been asked to do, *e.g.* to carry out a promise / a threat / a plan / an order

2) to do and complete a task, *e.g.* to carry out an inquiry / an investigation / a survey. Extensive tests have been carried out on the patient.

**carry over** to continue to exist in a different situation, *e.g.* Attitudes learned at home carry over into the playground.

**carry sth over** 1) to keep sth from one situation and use it or deal with it in a different situation, *e.g.* Priestley's rational outlook in science carried over to religion.

2) to delay sth until a later time, *e.g.* The match had to be carried over until Sunday.

3) = carry sth forward, *e.g.* This dept has been carried over from year to year.

**carry sb through | carry sb through sth** to help sb to survive a difficult period, *e.g.* His determination carried him through the ordeal.

**carry sth through** to complete sth successfully, *e.g.* It's a difficult job but she's the person to carry it through.

**carry through (on / with sth)** (NAmE) to do what you have said you will do, *e.g.* He has proved he can carry through on his promises.

## 10. **elated** *adj*

**elated (at / by sth)** very happy and excited because of sth good that has happened, or will happen, *e.g.* They were elated at the result. I was elated by the prospect of the new job ahead.

**elation** *n* [U] a feeling of great happiness and excitement, *e.g.* His supporters have reacted to the news with elation.

11. **advance** *n* 1) [C] the forward movement of a group of people, especially armed forces, *e.g.* We feared that an advance on the capital would soon follow.

2) [C, U] **advance (in sth)** progress or a development in a particular activity or area of understanding, *e.g.* recent advances in medical science.

3) [C, usually sing.] money paid for work before it has been done or money paid earlier than expected, *e.g.* They offered an advance of £5 000 after the signing of the contract.

**advances** *pl.* attempts to start a sexual relationship with sb, *e.g.* He had made advances to one of his students.

4) [C] **advance (on sth)** (business) an increase in the price or value of sth, *e.g.* Share prices showed significant advances.

**Idioms in advance (of sth)** 1) before the time that is expected; before sth happens, *e.g.* a week / month / year in advance

2) more developed than sb/sth else, *e.g.* Galileo's ideas were well in advance of the age in which he lived.

**advance** *v* 1) **advance (on / towards sb/sth)** to move forward towards sb/sth, often in order to attack or threaten them or it, *e.g.* The mob advanced on us, shouting angrily.

2) if knowledge, technology, etc. advances, it develops and improves, *e.g.* Our knowledge of the disease has advanced considerably over recent years.

3) to help sth to succeed

*Syn.* further, *e.g.* Studying for new qualifications is one way of advancing your career.

4) **advance sth (to sb) | advance (sb) sth** to give sb money before the time it would usually be paid, *e.g.* We are willing to advance the money to you.

5) (formal) to suggest an idea, a theory, or a plan for other people to discuss

*Syn.* put forward, *e.g.* The article advances a new theory to explain changes in the climate.

6) (formal) to change the time or date of an event so that it takes place earlier

*Syn.* bring forward, *e.g.* The date of the trial has been advanced by one week.

*Ant.* Postpone

7) (formal) to move forward to a later part of sth; to move sth forward to a later part, *e.g.* Users advance through the program by answering a series of questions.

8) (business) (of prices, costs, etc.) to increase in price or amount, *e.g.* Oil shares advanced amid economic recovery hopes.

**advance** *adj* [only before noun] 1) done or given before sth is going to happen, *e.g.* Please give us advance warning of any changes.

2) **advance party / team** a group of people who go somewhere first, before the main group, *e.g.* The advance party came a month before the candidate.

**advancement** *n* (formal) 1) [U, C] the process of helping sth to make progress or succeed; the progress that is made, *e.g.* the advancement of knowledge / education / science

2) [U] progress in a job, social class, etc., *e.g.* There are good opportunities for advancement if you have the right skills.

12. **tutor** *n* 1) a private teacher, especially one who teaches an individual student or a very small group, *e.g.* I got a tutor to help me with my homework.

2) (especially BrE) a teacher whose job is to pay special attention to the studies or health, etc. of a student or a group of students, *e.g.* his history tutor

3) (BrE) a teacher, especially one who teaches adults or who has a special role in a school or college, *e.g.* a part-time adult education tutor

4) (NAmE) an assistant lecturer in a college, *e.g.* Liam surprised his tutors by twice failing a second year exam.

5) a book of instruction in a particular subject, especially music, *e.g.* a violin tutor  
**tutor** *v* 1) tutor sb (in sth) to be a tutor to an individual student or a small group; to teach sb, especially privately, *e.g.* He tutors students in mathematics.

2) to work as a tutor, *e.g.* Her work was divided between tutoring and research.

**tutorial** *n* 1) a period of teaching in a university that involves discussion between an individual student or a small group of students and a tutor, *e.g.* The methods of study include lectures, tutorials, case studies and practical sessions.

2) a short book or computer program that gives information on a particular subject or explains how sth is done, *e.g.* An online tutorial is provided.

**tutorial** *adj* connected with the work of a tutor, *e.g.* tutorial staff; (BrE) a tutorial college, a private school that prepares students for exams.

## Vocabulary Exercises

**1. Translate into Ukrainian paying special attention to the words from the essential vocabulary.**

**A.**

1. Should I *drop a hint* (= *give a hint*) to Matt?
2. The walls were painted white with *a hint* of peach.
3. Sarah hoped he'd take *the hint* and leave her alone.
4. He was homeless, so we *took him in*.
5. It has been suggested that mammals *took over* from dinosaurs 65 million years ago.
6. I think he's quite *taken with* the idea.
7. They's only four cylinders to these here old' Dodges. I *took one down* one time.
8. It lurched forward with a bellowing roar and this time it *took down* the main support to the left of what had been the window. That section of the roof fell in with a grinding crash. Plaster dust billowed up. The dozer pulled free.
9. I'll *take you down* a peg before I get done with you.
10. My mama *took me down* there a few days later.
11. He *took down* his drink as if it were a drop in the bottom of a glass.
12. The team *excels* at turning defence into attack.
13. As a child he *excelled* at music and art.
14. Our *anticipated* arrival time is 8.30.
15. The eagerly *anticipated* movie will be released next month.
16. The programme *concluded with* Stravinsky's 'Rite of Spring'.
17. The commission *concluded* its investigation last month.
18. A trade agreement was *concluded* between the two countries.
19. It took the jury some time to reach *the conclusion* that she was guilty.
20. New evidence might lead to *the conclusion* that we are wrong.
21. We can safely *draw some conclusions* from our discussion.

22. *In conclusion*, I would like to thank you.
23. If we took this argument to its logical *conclusion* ...
24. That was a *smart* career move.
25. OK, I admit it was not the *smartest* thing I ever did.
26. We set off at a *smart* pace.
27. After he left I just tried *to carry on* as normal.
28. *Carry on* the good work!
29. He *carried on* peeling the potatoes.
30. We live in an age of rapid technological *advance*.
31. She asked for *an advance* on her salary.
32. It's cheaper if you book the tickets *in advance*.
33. People were evacuated from the coastal regions *in advance* of the hurricane.

**B.**

1. The troops were finally given the order *to advance*.
2. They *had advanced* 20 miles by nightfall.
3. This research has done much *to advance* our understanding of language learning.
4. They worked together *to advance* the cause of democracy.
5. We *will advance* you the money.
6. This button *advances* the tape to the beginning of the next track.
7. We need *advance* notice of the numbers involved.
8. No *advance* booking is necessary on most departures.
9. It has been used to signal early warning *in advance* of weather-related disasters.
10. Built-in doesn't mean unmalleable; it means organized *in advance* of experience."
11. The white lines are what's called an *advance* fuel cycle, where you reprocess.
12. More and more, the inventors of things will not be able to say that *in advance*.
13. But these objections are now vanishing through *advances* in materials.
14. So I don't have to plan it out *in advance*, but I can improvise, making it longer or shorter as I go.
15. We have to do it, because to let our movement *advance*.
16. And as humans, we are far better at seeing the problems way *in advance*, but ultimately we knock them down.
17. And I was standing just anonymously in a sweatshirt, putting my hand on and off of a trashcan to signal the *advancement*.
18. He was my personal *tutor* at university.
19. She's in my *tutor* group at school.
20. And some of you all might know, about five years ago I was an analyst at a hedge fund, and I was in Boston, and I was *tutoring* my cousins in New Orleans, remotely.
21. And that's where you gotta *smarten* up..... and cut somebody sometime.
22. So I want to try and convince you in about 15 minutes that that's a *ridiculous* and ludicrous thing to do.
23. And that's an outrageous and *ridiculous* finding, but it's true.
24. And you can say, "That's *ridiculous*, Steve.

25. This is just completely *ridiculous*.
26. Don't be *ridiculous*! You can't pay £50 for a T-shirt!
27. 8,000 animals in the world. You're thinking, "That's just *ridiculous*. No way." So Les did a finer study and he found out it came out about 9,000.
28. It seems to me to be such a plausible, natural extension of the democratic principles we already have, that I'm shocked to think anybody would find that just *ridiculous*.
29. It would be *ridiculous* to claim that we know how we make consciousness in our brains, but we certainly can begin to approach the question, and we can begin to see the shape of a solution.
30. (Laughter) Who folded that thing up there, and why? (Laughter) Some people get *carried away*.
31. So, the wind carries the sand onto the site and then it *carries* the redundant sand *away* from the structure for us.
32. How many people around the world are dancing with *elation* at this very minute?

**2. Complete the following sentences with the phrasal verb take in the correct tense and voice form.**

1. His sudden change of opinion ... .. us all ...
2. Let me ... .. name and number.
3. We ... all ... .. by his story.
4. Military leaders ... .. the country.
5. Whom do you ... .. in your family?
6. Can most of the planes ... .. in any weather?
7. Her trip back to her native village ... her ... to her childhood.
8. The correspondents ... .. every word of the President's speech.
9. Having taken the jewelry the robber ... ..
10. After the accident negative attitude .....

**3. Complete these sentences, using a phrasal verb carry in the correct tense and voice form.**

1. The politician ... his listeners ... with his speech.
2. She was nervous about giving a talk to her colleagues, but she ... it ... very well.
3. I'll try to ... .. the work in spite of difficulties.
4. We all have certain duties and jobs to ... ..
5. His liking for black polo neck jumpers ... .. from when they were fashionable in the sixties.
6. I'm determined to ... this ...

7. We must ... in spite of our difficulties.
8. I wish he could afford ... his plan.
9. He ... the difficult situation with aplomb.
10. The newly elected president ... a new policy.
11. The confidence gained in remedial classes ... into the children's regular school work.
12. They ... a project ... despite difficulties.

#### 4. Match the phrasal verb with its definition:

1. carry away	a) to manage to handle successfully
2. carry off	b) to enable to endure, support
3. carry on	c) to continue or preserve
4. carry out	d) to perform or cause to be implemented
5. carry through	e) to cause a person to lose self-control
6. carry over	f) to persist to another time or situation

#### 5. Translate into English paying special attention to the words from essential vocabulary.

1. Натяк – це прихована вказівка або підказка.
2. Твоя мати, можливо, натякне, що їй не подобаються твої черевики, а бабуся скаже прямо, що вони огидні.
3. Він зняв із полиці важкий коричневий том.
4. А тепер занотуйте цю важливу інформацію.
5. Чи можу я тобі догодити? Може, мені розпустити волосся?
6. Компанія, яка завжди спеціалізувалася на шкіряних аксесуарах ручної роботи, наразі має успіх у виробництві жіночого взуття.
7. Собака сидить біля дверей, в очікуванні на прогулянку.
8. Чоловік запропонував одружитися і з нетерпінням чекає позитивної відповіді.
9. Розтин показав, що у нього стріляли шість разів, при цьому двічі у голову.
10. Аналогічне опитування, проведене серед 450 дітей з південної Індії минулого року, показало такі ж результати, про які доповідали дослідники у Ланцеті останнього місяця.
11. Він вчинив розумно, коли придбав нові меблі.
12. Я думаю, що найбільша проблема в тому, що ми недостатньо кмітливі, щоб зрозуміти важливість завдань, які ми маємо наразі вирішити.
13. Саме зараз тобі треба зібратися з думками.
14. Отож, я спробую переконати тебе у безглузді твого рішення.
15. З такої позиції, це звучить смішно.
16. Твердження : «Гаразд, якщо я не бачу людини, звідки мені знати, що вона працює?», звучить абсурдно, проте це є одним із виправдань менеджерів.

17. Успіх надав йому крила.
18. Закінчення цього проекту викликало у працівників неперевершене відчуття піднесення.
19. Так і живеш: від піднесення до депресії – середнього немає.
20. Щоб перейти на наступну сторінку, натисніть на фото або на стрілку вправо.
21. Завдяки швидкому процесу виготовлення пеніциліну, цей препарат ознаменував один з найбільших проривів у медицині за весь попередній час.
22. Знаєш що? Я почну з 1858, оскільки цей рік став періодом визначних технологічних досягнень на Заході.
23. Хоча батьки й найняли мені репетитора з французької мови, я й досі пасу задніх.
24. Дозволь коротко тебе проінструктувати щодо того, як працюють ці роботи.

## ***Part 1. Higher Education in the US***

### **Topical Vocabulary**

<b>Who is who</b>	
<ul style="list-style-type: none"> <li>• applicant/prospective student</li> <li>• freshman</li> <li>• sophomore</li> <li>• junior</li> <li>• senior</li> <li>• undergraduate student</li> <li>• graduate (grad) student</li> <li>• part-time student</li> </ul>	<ul style="list-style-type: none"> <li>• абітурієнт/вступник (що подав заяву про вступ)</li> <li>• першокурсник</li> <li>• другокурсник</li> <li>• третьокурсник</li> <li>• студент четвертого року навчання (студент останнього року навчання – у системі з чотирирічним навчанням)</li> <li>• a student at college or university, who is working for their first degree</li> <li>• а) випускник (ВУЗу, особливо такий, що отримав перший ступінь); б) магістрант або докторант (студент, що отримав перший ступінь і навчається далі, у магістратурі чи докторантурі, що приблизно відповідає аспірантурі в укр. ВУЗах)</li> <li>• студент, що навчається за індивідуальним планом (має неповне навантаження кожного семестру, бо поєднує роботу і навчання чи з іншої причини.</li> </ul>

<ul style="list-style-type: none"> <li>• transfer student</li> <li>• night student</li> <li>• faculty</li> <li>• teaching assistant</li> <li>• assistant professor</li> <li>• associate professor</li> <li>• (full) professor</li> <li>• counselor</li> </ul>	<p>Такий студент закінчує весь курс навчання пізніше, ніж інші студенти)</p> <ul style="list-style-type: none"> <li>• студент, що перевівся з одного університету до іншого</li> <li>• студент, що навчається на вечірніх курсах</li> <li>• професорсько-викладацький склад</li> <li>• асистент викладача - graduate student at a university who teaches classes</li> <li>• викладач/звання викладача в американських вузах нижче за associate professor/ the lowest rank of professor at an American university</li> <li>• ад'юнкт-професор (звання викладача в американських вузах вище за assistant professor і нижче за (full) professor); доцент</li> <li>• професор (найвище наукове звання викладача університету)</li> <li>• консультант, радник</li> </ul>
<p><b>Administration</b></p> <ul style="list-style-type: none"> <li>• dean</li> <li>• assistant dean</li> <li>• department person</li> <li>• President of the University</li> <li>• academic vice-president</li> <li>• student government</li> <li>• board of trustees</li> </ul>	<ul style="list-style-type: none"> <li>• декан</li> <li>• заступник декана</li> <li>• завкафедрою</li> <li>• ректор університету</li> <li>• проректор з навчальної роботи</li> <li>• студентський уряд</li> <li>• рада опікунів - a group of people in a company or other organization who make the rules and important decisions:</li> </ul>
<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• college (college of Arts and Sciences)</li> </ul>	<ul style="list-style-type: none"> <li>• коледж – окремий навчальний заклад чи частина університету. Випускники коледжів отримують ступінь</li> </ul>

<ul style="list-style-type: none"> <li>• school (school of Education)</li> <li>• evening school</li> <li>• grad school</li> <li>• summer school</li> <li>• college of continuing education</li> <li>• department</li> <li>• career development and job placement office</li> </ul>	<p>бакалавра, коледж гуманітарних і природничих наук</p> <ul style="list-style-type: none"> <li>• а) інститут, коледж у структурі університету (коледж)</li> <li>б) факультет (факультет педагогіки)</li> <li>• вечірній навчальний заклад, вечірні курси - classes that take place in the evening for people who work during the day</li> <li>• a college or university where you can study for a master's degree or a doctorate after receiving your first degree</li> <li>• літні курси (заняття)</li> <li>• коледж здобуття вищої освіти (вечірні курси для дорослих на базі університету, освітнього центру, але відміну від післядипломної освіти навчання не завершується здобуттям ступеня) - training and education for adults that takes place outside the formal education system, usually in classes in the evenings</li> <li>• факультет/кафедра</li> <li>• біржа праці</li> </ul>
<p><b>Academic Calendar</b></p> <ul style="list-style-type: none"> <li>• fall, spring term/semester</li> <li>• fall, winter, spring, summer quarter</li> <li>• school/academic year</li> <li>• exam period/days</li> <li>• reading days/period</li> <li>• break/recess</li> <li>• deadline</li> <li>• fall term break</li> <li>• winter recess</li> <li>• summer vacation</li> </ul>	<ul style="list-style-type: none"> <li>• осінній/весняний семестр</li> <li>• осіння/зимова/весняна/літня чверть</li> <li>• навчальний рік</li> <li>• екзаменаційна сесія</li> <li>• one or more days to read up for an examination</li> <li>• перерва між уроками/канікули</li> <li>• крайній термін</li> <li>• осінні канікули</li> <li>• зимові канікули</li> <li>• літні канікули</li> </ul>

<p><b>Academic Programs</b></p> <ul style="list-style-type: none"> <li>• course (a one/three credit course)</li> <li>• to take a course</li> <li>• to give a lecture</li> <li>• pass/fail course</li> <li>• elective</li> <li>• a major/to major (what's your major?)</li> <li>• a minor(second in importance)</li> <li>• seminars</li> <li>• a student teacher</li> </ul>	<ul style="list-style-type: none"> <li>• заняття/курс/предмет (курс, за який можна отримати один/три кредитних бали)</li> <li>• обрати курс/предмет, вивчати предмет</li> <li>• читати лекцію</li> <li>• курс, за який студенти отримують зарах/незарах</li> <li>• факультативна дисципліна, курс за вибором студента</li> <li>• основний (профільний) предмет, спеціалізація/вивчати щось як такий предмет</li> <li>• другий предмет спеціалізації</li> <li>• семінари</li> <li>• студент-практикант</li> </ul>
<p><b>Grades</b></p> <ul style="list-style-type: none"> <li>• to get/give a grade</li> <li>• pass-fail grading</li> <li>• grades A,B,C,D,E</li> <li>• A-student</li> <li>• to graduate with straight A</li> <li>• a credit</li> <li>• to earn a credit</li> <li>• education record</li> </ul>	<ul style="list-style-type: none"> <li>• отримувати/ставити оцінку</li> <li>• система оцінювання зарах/незарах</li> <li>• оцінки A,B,C,D,E</li> <li>• відмінник</li> <li>• закінчити ун-т лише на відмінно</li> <li>• кредитний бал</li> <li>• заробити кредит</li> <li>• табель успішності</li> </ul>
<p><b>Tests</b></p> <ul style="list-style-type: none"> <li>• quiz</li> <li>• to take/to give an exam</li> <li>• to retake an exam (a retake)</li> <li>• to flunk a course</li> <li>• to flunk smb</li> </ul>	<ul style="list-style-type: none"> <li>• коротка контрольна робота</li> <li>• скласти іспит</li> <li>• перескласти іспит (перескладання)</li> <li>• не скласти курс/предмет</li> <li>• завалити кого-небудь (на іспиті)</li> </ul>

<ul style="list-style-type: none"> <li>• to drop out/to withdraw</li> <li>• a pass/fail test</li> <li>• multiple choice test</li> <li>• essay test</li> <li>• SAT</li> <li>• ACT</li> <li>• GPA (grade point average)</li> </ul>	<ul style="list-style-type: none"> <li>• відмовитися від (предмету</li> <li>• тест, який оцінюють як зарах/незарах</li> <li>• тест множинного вибору</li> <li>• написання есе</li> <li>• an examination that American high school students take before they go to college</li> <li>• American College Testing program</li> <li>• середній бал за період навчання</li> </ul>
<p><b>Red Tape</b></p> <ul style="list-style-type: none"> <li>• to register (academically and financially)</li> <li>• to enroll for admission</li> <li>• to sign up for a course</li> <li>• to select /classes/courses</li> <li>• to drop a course</li> <li>• to add a course</li> <li>• a student ID</li> <li>• library card</li> <li>• transcript</li> <li>• degrees: BA, MA, PhD</li> <li>• to confer a degree</li> <li>• to confer tenure</li> <li>• thesis</li> </ul>	<ul style="list-style-type: none"> <li>• зареєструватися</li> <li>• а) вступити до вузу, записатися на курс; б) зарахувати до вузу, записатися на курс</li> <li>• записатися на курс</li> <li>• обирати предмети/курси</li> <li>• відмовитися від предмету</li> <li>• додати курс/факультатив</li> <li>• студентський квиток</li> <li>• читацький квиток</li> <li>• виписка оцінок зі школи, вузу</li> <li>• ступені: бакалавр гуманітарних наук, магістр гуманітарних наук, доктор філософії</li> <li>• надавати/присвоювати ступінь</li> <li>• надавати/присвоювати постійну (до виходу на пенсію) посаду викладача в університеті чи право займати таку посаду</li> <li>• дисертація - a long piece of writing about a particular subject that you do as part of an advanced university degree such as an MA or a PhD</li> </ul>

<ul style="list-style-type: none"> <li>• paper</li> <li>• dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• доповідь, письмова робота, дисертація</li> <li>• дисертація</li> </ul>
<p><b>Financing</b></p> <ul style="list-style-type: none"> <li>• full-time fees</li> <li>• part-time fees</li> <li>• grant</li> <li>• student financial aid</li> <li>• to apply for financial aid</li> <li>• to be eligible for financial assistance</li> <li>• scholarship</li> <li>• academic fees</li> <li>• housing fees</li> <li>• a college work-study job</li> </ul>	<ul style="list-style-type: none"> <li>• оплата за стаціонар</li> <li>• оплата за неповну програму</li> <li>• грант, стипендія, субсидія - an amount of money given to someone, especially by the government, for a particular purpose</li> <li>• фінансова допомога студентам</li> <li>• подати заяву на отримання фінансової допомоги</li> <li>• мати право на фінансову допомогу</li> <li>• стипендія - an amount of money that is given to someone by an educational organization to help pay for their education</li> <li>• плата за навчання</li> <li>• плата за проживання</li> <li>• робота та навчання на території університету</li> </ul>

**1. Agree or disagree with these statements. Use topical vocabulary while providing the grounds.**

1. The great aim of education is not knowledge, but action (*Herbert Spencer*).
2. Education is what survives when what has been learned has been forgotten (*B. F. Skinner*).
3. An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't (*Anatole France*).
4. Education... has produced a vast population able to read but unable to distinguish what is worth reading (*G. M. Trevelyan*).
5. Good teaching is one-fourth preparation and three-fourths theater (*Gail Godwin*).
6. The object of education is to prepare the young to educate themselves throughout their lives (*Robert Maynard Hutchins*).
7. Education is a progressive discovery of our own ignorance (*Will Durant*).

8. Education is the ability to listen to almost anything without losing your temper or your self-confidence (*Robert Frost*).
9. Education is the movement from darkness to light (*Allan Bloom*).
10. You can get all A's and still flunk life (*Walker Percy*).
11. Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand (*Native American Saying*).
12. What we learn with pleasure we never forget (*Alfred Mercier*).
13. Education is simply the soul of a society as it passes from one generation to another (*G. K. Chesterson*).
14. Whatever is good to know is difficult to learn (*Greek Proverb*).
15. Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught (*Oscar Wilde*).
16. Some people drink from the fountain of knowledge, others just gargle (*Robert Anthony*).
17. The only person who is educated is the one who has learned how to learn and change (*Carl Rogers*).
18. To be able to be caught up into the world of thought - that is being educated (*Edith Hamilton*).
19. A child without education, is like a bird without wings (*Tibetan Proverb*).
20. The aim of education is the knowledge not of fact, but of values (*Dean William R. Inge*).
21. Education is not the filling of a pail, but the lighting of a fire (*William Butler Yeats*).

**2. Read these basic facts about higher education in America and prepare to speak about the characteristic features of getting a degree in the US.**

### **Higher Education in America**

Over 3,300 institutions, public and private, in 50 states.

Over 1 million new students every year.

Four basic types:

- Technical schools (mechanics, computers, cooking, beauty, etc.) with programs of various lengths offering certificates;
- Junior or Community colleges offering two year Associate's Degree (AA);
- Colleges, public and private, offering four year Bachelor's Degree (BA, MS, MFA, MBA, etc.) or Doctorate (Ph.D.) degrees as well as professional degrees such as doctors (MD), dentists (DDS), and lawyers (JD).

Requirements for entering college typically include: finishing high school, attaining an acceptable score on a standardized test like the SAT (Scholastic Aptitude Test), fulfilling financial requirements, and completing an interview.

Public education, while technically free, is not. Students must pay for books, housing, food, and an assortment of “fees”. Scholarship, Loans, Grants, Work-Study Programs, as well as Teaching and Research Assistantships are available. The cost of private education is, especially at prestigious institutions is prohibitive (well over \$10,000/year).

The typical college “freshman” is 18 years old, so by the time he/she has passed through four years as, progressively, a “sophomore,” “junior,” and “senior,” they will graduate at age 22. There is no mandatory minimum or maximum age for entering or completing college.

If they so desire, college graduates can continue their education as “grad students”. Acceptable grades from college, plus acceptable scores on a graduate level standardized test (GRE, LSAT, MCAT, GMAT), and an interview are usually necessary. Master’s degrees typically take from one to three years, and doctorates begin at around two to three years. A Master’s requires the writing of a thesis, and a doctorate of a dissertation.

Collegiate athletics is big business in America.

The academic year can be divided into semesters, trimesters, or quarters, and summer vacations are typical. Winter and spring “breaks” are also common.

Students typically need around 130 credit hours to graduate with a BA. Credit hours are calculated as the number of official in-class hours students devote to a course per week, typically from 2 to 4. Students usually “major” in a subject, which usually requires some 35-40 credits, and can “minor” in a subject at half the credit requirement of a major. Students may choose to double-major and/or minor.

Professional type work is almost impossible to get without at least a Bachelor’s, and, increasingly, a Master’s.

**3. Read this short info about the best US universities and say why they occupy the first positions in the university ranking. For additional info check these universities websites.**

### **National University Rankings**

Schools in the National Universities category, such as the University of Chicago and the Massachusetts Institute of Technology, offer a full range of undergraduate majors, plus

master's and Ph.D. programs. These colleges also are committed to producing groundbreaking research.

### **Princeton University**

The ivy-covered campus of Princeton University, a private institution, is located in the quiet town of Princeton, New Jersey. Princeton was the first university to offer a "no loan" policy to financially needy students, giving grants instead of loans to accepted students who need help paying tuition.

Tuition and fees: \$40,170 (2013-14)

Enrollment: 5,336

Setting: suburban

### **Harvard University**

Harvard University is a private institution in Cambridge, Massachusetts, just outside of Boston. This Ivy League school is the oldest higher education institution in the country and has the largest endowment of any school in the world.

Tuition and fees: \$42,292 (2013-14)

Enrollment: 6,658

Setting: city

### **Yale University**

Yale University, located in New Haven, Connecticut, offers a small college life with the resources of a major research institution. Yale students are divided into 12 residential colleges that foster a supportive environment for living, learning and socializing.

Tuition and fees: \$44,000 (2013-14)

Enrollment: 5,405

Setting: city

### **Columbia University**

Columbia University has three undergraduate schools: Columbia College, The Fu Foundation School of Engineering and Applied Sciences (SEAS), and the School of General Studies. This Ivy League, private school guarantees students housing for all four years on campus in Manhattan's Morningside Heights neighborhood in New York City.

Tuition and fees: \$49,138 (2013-14)

Enrollment: 6,068

Setting: urban

### **Stanford University**

The sunny campus of Stanford University is located in California's Bay Area, about 30 miles from San Francisco. The private institution stresses a multidisciplinary combination of teaching, learning, and research, and students have many opportunities to get involved in research projects.

Tuition and fees: \$43,245 (2013-14)

Enrollment: 7,063

Setting: suburban

### **University of Chicago**

The University of Chicago, situated in Chicago's Hyde Park community, offers a rich campus life in a big-city setting. Since 1987, the private institution has hosted the University of Chicago Scavenger Hunt, a four-day event that is regarded as the largest scavenger hunt in the world.

Tuition and fees:\$46,386 (2013-14)

Enrollment:5,590

Setting:urban

### **Duke University**

Located in Durham, North Carolina, Duke University is a private institution that has liberal arts and engineering programs for undergraduates. The Duke Blue Devils sports teams have a fierce rivalry with the University of North Carolina—Chapel Hill Tar Heels and are best known for their outstanding men's basketball program.

Tuition and fees \$45,476 (2013-14)

Enrollment: 6,655

Setting: suburban

### **Massachusetts Institute of Technology**

Though the Massachusetts Institute of Technology may be best known for its math, science and engineering education, this private research university also offers architecture, humanities, management and social science programs. The school is located in Cambridge, Massachusetts, just across the Charles River from downtown Boston.

Tuition and fees: \$43,498 (2013-14)

Enrollment: 4,503

Setting: urban

### **University of Pennsylvania**

Founded by Benjamin Franklin, the University of Pennsylvania is a private institution in the University City neighborhood of Philadelphia, Pennsylvania. Students can study in one of four schools that grant undergraduate degrees: Arts and Sciences, Nursing, Engineering and Applied Sciences, and Wharton.

Tuition and fees: \$45,890 (2013-14)

Enrollment: 9,682

Setting: urban

### **California Institute of Technology**

The California Institute of Technology focuses on science and engineering education and has a low student-to-faculty ratio of 3:1. This private institution in Pasadena, California, is actively involved in research projects with grants from NASA, the National Science Foundation and the U.S. Department of Health and Human Services.

Tuition and fees \$41,538 (2013-14)

Enrollment: 997

Setting: suburban

<http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities>

**4. Sum up the info of this article. Focus your attention on the methodology for ranking universities. If info is not enough feel free to check other sources.**

**World's top 100 universities 2014: their reputations ranked by Times Higher Education**

*Harvard university has retained its number one spot on the Times Higher Education's world reputation ranking of universities, with US institutions taking eight of the top 10 positions.*

*Massachusetts Institute of Technology (MIT) and Stanford follow to make up the top three. Cambridge and Oxford are both down one place on last year's rankings which puts them in fourth and fifth place respectively. The University of California, Berkeley, Princeton, Yale, California Institute of Technology and the University of California, Los Angeles take the remaining places in the top 10.*

The US, with 46 institutions in the top 100, is named as an "undisputed superpower when it comes to university brands" by the creators of the list. In the release, they also highlight what they call "worrying evidence of reputational decline among UK institutions."

As in the past with these rankings, the UK has the second highest number of top 100 representatives and they've actually increased since last year - up one from nine in 2013. But the Times Higher Education argue, the UK's overall showing has worsened since 2011, when it had 12 representatives and warns of "polarisation between the 'golden triangle' (London, Oxford and Cambridge) and the rest of the UK." Six London universities make the top 100 - more than any other city in the world.

Both Imperial College and the London School of Economics and Political Science (LSE) have moved up a place, to 13th and 24th respectively while University College London (UCL) has dropped five places to 25th. King's College London is one of the most improved institutions in this year's tables, rising from the 61-70 band to joint 43rd. The University of Edinburgh remains at 46th position, while the University of Manchester has dropped from 47th in 2013 to the 51-60 band. The London Business School and the London School of Hygiene and Tropical Medicine are both new entries to the list.

Commenting on the rankings, Bahram Bekhradnia, president of the UK's Higher Education Policy Institute, said:

Given the UK's size, this survey suggests we are still punching above our weight as far as research performance is concerned: at more than four times our size, the US has only around four times the number of universities in the top 100. What is worrying though is the apparent deterioration in the reputation of a number of our universities. At a time when despite economic problems others have sought to protect their research investment, we

have seen a real-terms decline, which could amount to over 20 per cent in 10 years. We should expect our research output to follow: it is difficult to imagine why not.

“While reputation surveys do not tell you anything objective about quality, they nevertheless do reflect visibility and awareness by others of a university’s activities: academics are likely to be more aware of those with whom they’ve recently collaborated, those with recent relevant articles and those presenting at conferences. So a reputation survey such as this is likely to be a harbinger of things to come and a predictor of subsequent trends.

The rankings also highlight a big improvement for Germany which now has six universities represented in the top 100 - the third highest representation in the list behind the US and the UK.

The annual world reputation rankings, a subsidiary of the Times Higher Education world university rankings, are based on the results of the Academic Reputation Survey carried out by Ipsos MediaCT for Thomson Reuters. The full methodology for the rankings along with the individual scores by university can be found on the Times Higher Education site.

Here are some other findings from the release:


- Five countries are represented in the top 20: the US, UK, Japan, Canada and Switzerland and overall 20 countries are represented in the top 100
- The University of Tokyo at 11th place, is the highest ranking university outside of the UK or US (down two places on last year’s rankings)
- Three institutions included in the reputation rankings fail to make the top 200 of the Times Higher Education World University Rankings: Moscow State, Middle East Technical and São Paulo
- King’s College London is Europe’s biggest riser – up from 61-70 to joint 43rd















You can see the full 2014 world reputation rankings below, we have also included the 2013, 2012 and 2011 positions in the downloadable spreadsheet which also contains breakdowns by country.




*World Reputation Rankings 2014 by university can be found in Supplement.*

**5. Look through the ranking of world universities. How can you account for the fact that in the first 20 most of the universities are American?**

#### **Academic Ranking of World Universities**

<b>World Rank</b>	<b>Institution*</b>	<b>Country /Region</b>	<b>National Rank</b>	<b>Total Score</b>
1	Harvard University		1	100

2	Stanford University		2	72.1
3	Massachusetts Institute of Technology (MIT)		3	70.5
4	University of California-Berkeley		4	70.1
5	University of Cambridge		1	69.2
6	Princeton University		5	60.7
7	California Institute of Technology		6	60.5
8	Columbia University		7	59.6
9	University of Chicago		8	57.4
9	University of Oxford		2	57.4
11	Yale University		9	55.2
12	University of California, Los Angeles		10	51.9
13	Cornell University		11	50.6
14	University of California, San Diego		12	49.3
15	University of Washington		13	48.1
16	University of Pennsylvania		14	47.1
17	The Johns Hopkins University		15	47

18	University of California, San Francisco		16	45.2
19	Swiss Federal Institute of Technology Zurich		1	43.9
20	University College London		3	43.3

The 2014 Academic Ranking of World Universities (ARWU) is released today by the Center for World-Class Universities at Shanghai Jiao Tong University. Starting from 2003, ARWU has been presenting the world Top 500 universities annually based on transparent methodology and reliable data. It has been recognized as the precursor of global university rankings and the most trustworthy one.

Harvard University remains the number one in the world for the 12th year, other Top 10 universities are: Stanford, MIT, Berkeley, Cambridge, Princeton, Caltech, Columbia, Chicago and Oxford. ETH Zurich (19<sup>th</sup>) takes first place in Continental Europe, followed by Pierre & Marie Curie (35<sup>th</sup>), University of Copenhagen (39<sup>th</sup>) overtakes Paris-Sud (42<sup>nd</sup>) in France as the third best university in Continental Europe.

<http://www.shanghairanking.com/ARWU2014.html>

**6. Compare values and expectations in the field of education of the students in the US and Ukraine. Summarize the major issues covered in these texts.**

## **Education: Values and Expectations**

### **Diversity in Higher Education**

Young students, middle-aged students, and senior citizens who wish to continue or extend their education have a variety of institutions of higher learning from which to choose in the United States. Some communities have adult schools as well as two-year colleges (which are also called "junior colleges" and "community colleges"). Not all students pursue a specific degree as their goal. They may simply want to receive specific vocational training that will assist them in their jobs (e.g., computer programming or language instruction). Alternatively, if they have substantial leisure time (as many retired people do), they may take courses to pursue interests for which they were too busy when they were younger. Many four-year colleges or universities also have graduate programs for people seeking advanced degrees.

There is a saying in the American culture that "you are never too old to learn." Increasingly, one sees older and younger people studying together in American institutions of higher learning. Women are encouraged to gain new skills to be able

to enter the job market after their children are grown. Other people change careers, which often requires additional education. Institutions are attempting to meet the diverse needs and goals of these students.

### **Active Participation**

Student participation in the classroom is not only accepted but also expected in most subjects. Some instructors and professors \* base part of the student's grade on oral participation. Courses are often organized around classroom discussions, student questions, and informal lectures, although large classes can involve formal lectures during which the student has a passive role.

In a small percentage of the more informal classes, students may even decide the topics for study and choose "appropriate books and articles. Allowing the student to take the load in this manner is confusing for people in many other cultures. A Japanese student was shocked when her professor told the class, "I want you to come up with an outline for the course; and a list of books to read".

\*The term "instructor" is usually used for teachers in adult schools (sometimes referred to as "night schools"), and junior, city, and community colleges. The term "professor" is usually used for teachers in four-year colleges and universities. In this reading, "instructor" and "professor" are used interchangeably.

She felt that the professor was not doing his job and was totally incompetent. The student knew that the professor had always received extremely good evaluations from his students in previous courses. However, she could not bring herself to accept his authority when he treated his students as if they were equals and as if they possessed as much knowledge as he had.

In some courses (mainly graduate seminars), the teacher has only a managerial role and the students do the actual teaching through discussions and presentations. It is common for instructors to guide students to take the initiative and to be responsible for their learning. Especially students pursuing advanced degrees are expected to be actively involved in their own education. They must be ready to critique theories, formulate models, and interact with the professor. Students who do not ask questions and do not bring up their own ideas may appear to be uninterested in the course.

A professor's teaching style is another factor that determines the degree and type of student participation. Some instructors and professors prefer to guide the class without dominating it. Many encourage students to question and challenge their ideas. Students who contradict teachers must be prepared to defend their positions. In general, confident and experienced instructors do not object to students who disagree with them.

Instruction in science and mathematics is usually more traditional, with teachers presenting formal lectures and students taking notes. However, the educational trends that have influenced the teaching of the humanities and social sciences have also affected mathematics and the "hard sciences." Students may be asked to solve problems in groups or to design projects. Classes that are considered applied rather than theoretical stress such "hands-on" involvement.

## **The Teacher-Student Relationship**

Many teachers believe that the responsibility for learning lies with the student. If a reading assignment is given, instructors expect students to be familiar with the information in the reading, even if they do not discuss it in class or give an examination. The ideal student is considered to be one who is "motivated to learn for the sake of learning, not the one who is interested only in getting high grades. Unlike in some other countries, in the United States courses are not usually designed merely for students to pass exams. A teacher does not respect a student who only comes to class on the last day to take an exam.

Many instructors hold a belief, reflecting cultural values, that an informal, relaxed classroom environment is conducive to learning and innovation. It is common for students to have easygoing and friendly relationships with their professors. The casual professor is not necessarily a poor one and is still respected by students. Although students may be in a subordinate position, some instructors try to treat them as equals within the limits of the teacher-student relationship (egalitarianism and informality are characteristic American traits).

Professors and instructors may establish social relationships with students outside of the classroom, but in the classroom they maintain the teacher's role. A professor may go out for coffee with a student, but still expects the student to meet deadlines and study for exams. The teacher may give extra attention outside of class to a student in need of help, but probably will not treat the person differently when evaluating schoolwork.

Professors have several roles in relation to students: they may be counselors and friends as well as teachers. Students must realize that when a professor's role changes, they must appropriately adapt their behavior and attitudes. An American professor and his Middle Eastern graduate student became friends, but the student was not able to adjust to the different roles the professor had to play. When the student would come to the office and sit for one to two hours at a time, the professor became resentful of what he perceived was an intrusion. However, the student did not intend to anger his professor/friend. The student had a more relaxed attitude about time that was tied to his culture, and he, unlike the professor, did not separate work (or study) from socializing. The American professor compartmentalized his work and social time. The distinction for the student was unclear.

## **Trust, Honesty, and the Honor System**

Trust is an important expectation in American education. The "honor system," imposed by the teacher and the school, demands that the student be honest in all areas of schoolwork. Violation of the honor system can result in failing a course, having a permanent record of the violation in the student's files, and even being suspended or expelled from the university. Many students are also aware that they can jeopardize their rapport with fellow students if they are dishonest. Students who cheat may lose the respect of other students, particularly those who study for

exams and work independently. Some instructors leave their classrooms when students are taking an exam. They may or may not say, "I expect you all to abide by the honor system" (which means, "Don't cheat!"). Even if the words are not stated, the student is expected to work alone and not share answers.

In one midwestern university handbook, the following behaviors are listed as examples of academic dishonesty:

- Plagiarism – Using other people's work and submitting it as your own without citing the source.
- Cheating – This includes tests, take-home exams, and papers submitted for credit.
- Fabrication – Reporting false or inaccurate data.
- Aiding . . . dishonesty – Knowingly providing information to another student that would be used dishonestly.
- Falsification of records and official documents – This includes forging signatures or falsifying information on academic documents.

College officials take these rules seriously and punish accordingly. (Although some American students do try to cheat, they know what the consequences are.) Plagiarism, or presenting another's ideas (either in written or oral form) as one's own, is a concept tied to cultural beliefs. Americans believe in respect for other people's property, and this includes their ideas as well as their research. The words and ideas of academicians, scholars, and researchers are considered private property. If others' research and ideas are to be used in someone else's work, they must be acknowledged by a citation (a written reference indicating the source of the material). Sometimes, it is necessary to obtain written permission to use an extended piece of information (or ideas) in a book or article to be published. When international students are accused of plagiarism, it may be that they omitted the citation out of ignorance and not because of dishonesty. In the academic world, Americans consider the lack of citation as tantamount to a "stolen" idea. Many students from other countries do not share similar ideas about private property, especially private property in the form of ideas or research. Still, they have to adapt to the rules of their college or university.

Students from countries where "beating the system" is a survival technique have to adjust to the fact that in the United States any kind of falsification of official school documents is considered dishonest and is punishable. In an attempt to "beat the system," several Eastern European students were expelled from their college after it was discovered that they had given false information about their prior schooling on their applications for admission. Their attempt to take advantage of the system in order to better themselves may have been a natural response to having struggled in a society with many bureaucratic barriers. Nevertheless, the American university administrators could not excuse this kind of dishonest behavior, despite the students' cultural background.

## **Competition und Grading**

Relationships between students in the classroom can be either cooperative or competitive. In programs or courses where a degree is not being pursued or where grades are not given, there is usually a friendly exchange of information among students. Likewise, when courses are taken for credit only (i.e., the students will be graded either "pass" or "fail" only), students are willing to share notes and be helpful toward each other. However, in some courses, an individual's grades are calculated in relation to others' scores. Therefore, in classes where such a grading "curve" is used, students may be reluctant to share lecture notes or other information for fear that their own grades will suffer.

There are other reasons for the presence of competition among students. A high grade-point average (GPA) is needed for entrance to superior graduate schools. Students feel pressure to achieve high grades when there are relatively few openings in graduate programs. In addition, when facing a competitive job market, graduates may be hired largely on the basis of their grades and faculty recommendations. Generally, American students are fairly grade conscious and often look for ways to improve their GPA. Some instructors give students opportunities to do extra-credit assignments.

Occasionally, students disagree with the grade they have been given by their instructor. In this circumstance, if evidence is shown that the grade (whether for an exam or for the entire course) does not reflect the students' work, they may approach their professor with their objection and ask for a change in the grade. It is extremely important that students be polite and respectful (yet assertive) and not express anger.

### **Student Stress and Coping**

Younger students sometimes have emotional problems in their educational environment. The stress of taking exams and of meeting deadlines can cause difficulty for those not used to responsibility and intense work. On the other hand, older students with children or with experience in jobs or the military adapt to pressure and stress more easily. A student who is also the parent of three children, for example, knows that grades, exams, and reports are not the most important aspects of life. Older students are also less likely to be intimidated by instructors or professors.

When some American students find it difficult to cope and have excessive stress, they may seek counseling (usually with college counselors or psychologists). Many schools offer "peer counseling" in which students with experience actually advise other students. Younger students living away from home for the first time may not know how to handle their newly found freedom and responsibility, and may prefer to talk to someone close in age who has had similar problems. For many international students and new immigrants in the United States, counseling, whether by peers or older psychologists, is not culturally comfortable. (In many cultures, one does not talk to strangers about personal problems.) There are certain things that students can do on their own to cope with problems. In one university handbook, students are advised to try to manage stress by doing the following:

1. Exercise regularly.
2. Make certain you get enough sleep during stressful times.
3. Learn to relax your body.
4. Set priorities; think about one concern at a time.
5. Learn to accept what you cannot change.
6. Learn to say, "No" (i.e., do not let yourself be persuaded to do things you do not want to do).
7. Talk it out: share your stress with someone you trust.
8. Know your limits.
9. Take care of yourself.
10. Make time for fun.
11. Avoid self-medication with drugs and alcohol.
12. Develop a support network of friends.

### **International and Immigrant Students in the United States**

There are some "predictable problem areas for international students and immigrants studying in the United States. Making friends is a challenge (this is also true for some American students). Many colleges and universities offer a variety of student clubs and organizations where both foreign-born and American students have a greater chance of meeting people with shared interests. Information about these extracurricular activities is often posted in the student center and listed in the student newspaper. Sometimes foreign students and immigrant students find Americans to be "cliquish." (Americans find some non-U.S.-born students to be cliquish as well.) If people feel excluded from the social aspects of American college life, they should actively seek people with shared interests. It is unlikely that students will make friends just by passing people in the hallways.

Foreign or immigrant students may be disoriented during the first few weeks at a new school because they do not understand the system and are not willing to ask questions. Many students do not take advantage of the numerous services offered on campus that assist students in developing new skills and social groups. Some colleges offer students tutorial support in such subjects as writing, language study, computer skills, and other basic subjects. Students who appear to be most successful in "learning the ropes" are those who take the initiative to ask questions, locate resources, and experience new social situations.

The American classroom is governed by numerous culturally dictated attitudes and expectations. For example, educational practices such as the honor system and student participation indicate a respect for individual responsibility and independence. Foreign and immigrant students should anticipate that cross-cultural misunderstandings may arise as a result of differences. Having an awareness of cultural differences and flexibility with regard to one's own expectations and behavior are important factors in enhancing successful learning.

**8. Read the text “The Times I Called Home from College” and say when you call your parents. Comment on ridiculous occasions described in the story.**

### **The Times I Called Home from College**

- When I got off the plane
- When I met my roommate
- When I wanted my stereo sent to me
- When I fought with my roommate
- When I needed money
- When I needed to know how to make mashed potatoes
- When I put liquid dish soap in the dishwasher
- When I wanted to know how to get soy sauce out of rayon
- When I got in a car accident
- When I failed a test
- When I met a special girl
- When I lost a special girl
- When I got lonely
- When I got a kitten
- When I got fleas
- When I didn't want to study
- When I needed money
- When they sent me a care package
- When I got a good grade
- When I got published in the school newspaper
- When it was my mom's birthday
- When it was my birthday
- When I needed help moving out of the dorms
- When I changed majors
- When I changed majors again
- When we won the big game
- When we went to war in the Gulf
- When there were riots
- When I gave up meat
- When I wanted my parents to give up meat
- When I needed money
- When I got the flu
- When my parents had an anniversary
- When Grandpa died
- When there was an earthquake
- When I met someone famous
- When I needed money

- When I got a night job
- When I needed advice
- When a friend from high school got cancer
- When I felt no one understood
- When I wanted a ticket home
- When I won an award
- When I needed a relative's address
- When I ran out of stamps
- When I wanted some homemade cookies
- When I needed money
- When I just wanted to tell them I loved them

**9. Familiarize yourself with this text and make up the list of things that are vital for being a good roommate.**

### **Learning How to Be Roommates**

**by Elsa Lynch**

I was never very neat. Later in life I learned to attribute this flaw to my creative genius, saying that my bouts of disorganization were simply the flip side of my unique gifts and talents. Yet, when I arrived at college, I hadn't come up with any impressive reasons for my big messes. They just were – and my roommate didn't seem to appreciate their contribution to my bright future.

I'm not sure why they stuck us together. I don't think they could have possibly picked two more different people to room together. Kim was extremely organized. She labeled everything and each item she owned had its place. She even had one of those cute little pencil holders – and used it! Mine had become a collection spot for bits and pieces of paper, odds and ends. I think one pen may have found its way into the pencil holder but I certainly didn't put it there.

Kim and I fed off each other. She got neater and I got messier. She would complain about my dirty clothes, I would complain about Lysol headaches. She would nudge my clothing over to one side and I would lay one of my books on her uncluttered desk.

It came to a head one fateful October evening. Kim came into the room and had some kind of fit because one of my shoes had found its way (inexplicably) beneath her bed. I don't know what was so significant about that shoe but it infuriated her! She picked it up, tossed it toward my side of the room and managed to knock my lamp onto the floor. The lightbulb shattered, covering the layer of clothes I had been planning to fold that very night. I leapt off the bed in horror and immediately started yelling about her insensitivity and rudeness. She yelled back similar frustrations and we each ended up pushing toward the door to be the first to slam our way out of the room.

I'm sure we wouldn't have lasted a day or two longer in that room. Probably not even a night, if it hadn't been for the phone call she received. I was sitting on my bed, fuming. She was sitting on hers, fuming. It was later in the evening and the room was so thick with unspoken expletives that I don't even know why we had both returned to each other's company.

When the phone rang she picked it up and I could tell right away it wasn't good news. I knew Kim had a boyfriend back home and I could tell from her end of the conversation that he was breaking up with her. Though I didn't mean for it to happen, I could feel the warm feelings of empathy rising up in my heart. Losing a boyfriend was something no girl should go through alone.

I sat up in my bed. Kim wouldn't look at me and when she hung up the phone she quickly crawled under her covers and I could hear her quiet sobbing. What to do? I didn't want to just walk over (I was still a little miffed) but I didn't want to leave her either. I smiled as I got the idea.

Slowly, I began to clear up my side of the room. I took back the book I had set on her desk and I cleaned up the socks and the shirts. I put some pencils in my pencil holder and made my bed. I straightened the dresser top (but not the drawers – I had my limits!) and swept the floor, even on her side. I got so into my work that I didn't even notice that Kim had come out from under the covers. She was watching my every move, her tears dried and her expression one of disbelief. When I was finally done I went and sat at the end of her bed. Not really saying anything but just sitting. I guess I didn't know what to say. Her hand was warm. I thought it would be cold, probably because I always thought the organized were pretty heartless. But no. Her hand was warm as it reached over to grasp mine. I looked up into Kim's eyes and she smiled at me. "Thanks."

Kim and I stayed roommates for the rest of that year. We didn't always see eye to eye, but we learned the key to living together. Giving in, cleaning up and holding on.

**10. Put each of the following words or phrases into its correct place in the passage.**

- |                 |               |                 |                 |
|-----------------|---------------|-----------------|-----------------|
| 1. amount       | 6. calendar   | 11. class hours | 16. college     |
| 2. course       | 7. credits    | 12. curriculum  | 17. electives   |
| 3. graduation   | 8. major      | 13. number      | 18. opportunity |
| 4. outlines     | 9. prospectus | 14. specified   | 19. subjects    |
| 5. requirements | 10. technical | 15. three       | 20. week        |
|                 |               |                 | 21. selecting   |

**Selecting Courses**

The courses given by a ... or university are called its curriculum. The ... of the institution ... the complete ... . It gives the ... for entry to each course, as well as the credits given for the ... .

Each course is designated as giving a ... number of credits. These are usually equal to the number of ... devoted each week to the course. For example, a course that meets three times a ... usually gives ...credits towards graduation. Schools using the semester ... require about 120 credits for ... . Between 30 and 40 of the required ... must be in the student's ... subject.

Schools vary considerably in the ... of freedom given students in ... their courses. Almost all schools have a certain ... of required ... . Students can also usually choose non-required courses called.... . Liberal-arts colleges usually give students more ... to choose than do ... schools.

**11. Put each of the following words into its correct place in the passage below.**

- |              |                   |                    |                |
|--------------|-------------------|--------------------|----------------|
| 1. authority | 7. Bachelor's     | 13. bodies         | 18. campuses   |
| 2. degree    | 8. co-educational | 14. co-ordinate    | 19. courses    |
| 3. located   | 9. freshmen       | 15. graduates      | 20. junior     |
| 4. special   | 10. school        | 16. separate       | 21. sex        |
| 5. women     | 11. students      | 17. undergraduates | 22. university |
| 6. classes   | 12. year          |                    |                |

**Students**

The student body of a ... or college is divided into ... and undergraduates. Graduates have already received their ... degree, while ... have not. The undergraduates belong to one of four ..., according to their ... of study. These are ..., sophomore, ..., and senior classes. Most schools also admit ... students who take a number of ..., but are not working towards a ... .

Students ... vary considerably from ... to school. Some institutions are ... , with both men and ... students. Others admit ... of only one ... .

A ... institution has ... men's and women's colleges. They are controlled by the same central ... and are usually ... on the same campus or nearby ...

**12. Put each of the following words into its correct place in the passage below.**

- |                 |                  |             |                |
|-----------------|------------------|-------------|----------------|
| 1. achievements | 7. adjustment    | 13. admit   | 18. attitude   |
| 2. average      | 8. colleges      | 14. common  | 19. failure    |
| 3. grade        | 9. letter        | 15. marking | 20. method     |
| 4. minimum      | 10. occasionally | 16. pass    | 21. percentage |
| 5. perfect      | 11. progress     | 17. record  | 22. reports    |

### **Grading**

Grading is a ... used in schools to ... student achievements. Almost every ... keeps a record of each student's ... in order to have some basis for measuring his ... . The record supplies information for ... to parents. Universities and ... often use this information to help determine whether they should ... a student.

For a long time, the most ... method of recording achievement was by ..., with a mark, or ..., of 100 per cent representing ... achievement. The ... mark for a ... was usually 70 per cent, and for ... work, about 80 per cent. Today, the letters A, B, C, D, E, and ... F, are much more commonly used. The mark A stands for exceptional achievement, and E or F means ... .

A few schools use no ... system at all. Instead, each ... writes a detailed ... to the parents. Such letters report the student's progress..., activities, and social ...

### **13. Read the essay and do the tasks after it.**

#### **My First Week at a College:**

##### **A Time of Transition**

**by Thomas Goldstein**

A first date. A first kiss. A serious injury. A death in the family. By anyone's account, all of these things are major events in life. Not surprisingly, nearly everybody I know has experienced one or more of these occurrences — well everyone, that is, except me. Yes, I have led what Henry David Thoreau called a "life of quiet desperation." All throughout high school I was faced with the same monotonous routine: wake up, brush teeth, go to school, study, come home, study some more. I was so busy studying, in fact, that I rarely found time to grow as an individual. After one full week at college, however, my whole world came tumbling down: I realized that life would never be the same again.

My metamorphosis into full-time college student did not begin immediately. In fact, August 21, 1998 — the day I departed for college — started out just like any typical summer day. I first, arose and then walked briskly for thirty minutes on my treadmill. After a quick shower, I ate my breakfast: scrambled eggs, a biscuit, and two strips of bacon. Finally, I left home for the last time. "Don't worry, Thomas," said my mom on the drive up to Newark International Airport. "You'll do spectacular at college." Once at the airport, I

began to doubt my mother's words. As a matter of fact, I started to entertain serious reservations about my entire future. Would I flunk out at college? Would I experiment with drugs? Would I make it back home alive? By the time I boarded the plane, I was so grief-stricken I could hardly breathe.

Despite all that, my time on the airplane proved therapeutic. Since I had not flown for more than eight years, the sensations I experienced were practically new. For example, the mere fact of getting off the ground reduced my body weight. This, in turn, put me in a state of deep relaxation. Looking out of the airplane when it was 10,000 feet above sea level provided me with sights of miniature cars and houses that were simply awesome. Being up in the air, if nothing else, restored my perspective. For the first time, I felt that I was in control of my college education.

I arrived at Mitchell Hall in high spirits. My room was nice: it contained a marble sink in one corner, an oak desk in another, and a twin-sized bed. After laboriously unpacking, I found time to grab a quick snack and head off campus. Since I needed a new shirt, I decided to visit the Hechts' Metro Center Store downtown. On my way, I walked past the most beautiful building ever built: the White House. Once again, I entered a state of complete awe — so much, that I even entertained thoughts of one day becoming President of the United States. At the end of my first day, I believed that college would be one of the easiest transitions of my life.

I was not until my fourth day away from home — the day classes began — that I began to panic. English, my first course of the day, proved to be every bit as scary as I thought. "Good morning students," proclaimed the professor. "Welcome to English 10. This semester, we will be studying a variety of literary prose. In addition, you will do plenty of writing. Your grade will be based on six essays and one final exam." Since I have poor writing skills, I started to suspect the worst: I would wind up with a "C" in composition class. There was nothing I could do, however, but listen to the professor lecture for fifty minutes. The next class, Finite Mathematics, proved to be less intimidating, mainly because math is one of my "strong" subjects. Chemistry 003, the final class of the day, was by far the most stressful. Due to its meticulous detail, I always thought science difficult. That class progressed at such a frenzied pace that I nearly collapsed as I was taking notes. After taking five pages of messy notes, I realized that college was a far cry from my simple courses of high school.

On the telephone that evening, I was so shook up that I practically screamed. "Mom! My workload is just so overwhelming! I don't know what to do!" Despite warm reassurances from my mother, I remained in a lugubrious mood. Not surprisingly, I was unable to sleep that night. In the midst of my insomnia, I looked out at the pitch-black sky and began to ask myself questions. How many hours each day should I study? To which

courses should I devote the most time? Will I ever have any occasion to pursue enjoyable activities? I didn't know.

The next day was just as grueling. The courses – Microeconomics and Introduction to Sociology – were objective. Despite this positive trait, both classes required much study. For example, three hours elapsed before I finished reading all 27 pages of Chapter 1 in my sociology book. Moreover, that was the day I started to focus extensively on school-work. I originally had set out to spend seven hours studying. However, I became exhausted — my hands were aching, my heart was pounding, and my eyes were having trouble remaining open. After studying for only four and one-half hours, I was forced to quit. "I'm a loser?" I told myself. "I'll never make it through college." I went to sleep that night feeling more dejected than ever.

My negative attitudes were altered, almost entirely, by one single event — a conversation I had with my mother. For two days, I had told my mother how dissatisfied I was with college life. Finally, my mother became tired of my complaining. "Your father and I are paying a ton of money so that you can go to college! Our hopes do not involve you receiving straight A's. We want you to balance schoolwork with a normal social life. You need to make some friends and begin to socialize. Thomas, you have no right to moan and groan if you do not take the steps to help yourself." It had been a long while since my mother had been this angry with me. Her wrath, combined with the shame I felt as a result of my whining, made me realize that these next four years were to be a time of acquiring both knowledge and lifelong friends.

I began to take action almost immediately. I began by introducing myself to my neighbors. Then I offered to help my neighbors with the task of tidying up their rooms. While some individuals responded with a cold shoulder, a surprising number showed appreciation for my overture of kindness. By week's end, no less than three of my new friends invited me to go to the movies.

In addition, I was able to function more efficiently. The amount of work, which had seemed insurmountable a few days earlier, became less intimidating. To restore some sense of sanity, I established a set of guidelines. First, I would study no more than six hours on weekdays and seven hours on weekends. Second, I would allow myself several study breaks during the day. Third, I would socialize for at least a half an hour each day. These three rules significantly reduced my stress level. I was finally convinced that college was not designed to make people feel miserable.

College, it appeared, will be radically different than my boring life in high school. There will be new teachers, new subjects, new exams, and new friends. I know that I must keep an optimistic attitude. Like all turning points, however, the outcome depends largely on the magnitude and depth of my efforts.

#### 14. Fill out the missing translation of the phrases.

<ul style="list-style-type: none"> <li>• to experience occurrences</li> <li>• a life of quiet desperation</li> <li>• to tumble down</li> <li>• treadmill</li> <li>• to do spectacular at college</li> <li>• to entertain serious reservations</li> </ul> <p>(doubts, misgivings, to be dubious, hesitant, to have mixed feelings)</p> <ul style="list-style-type: none"> <li>• to flunk out</li> <li>• to be grief-stricken</li> <li>• to be awesome (extraordinary, remarkable, amazing, prodigious)</li> <li>• to unpack laboriously</li> <li>• to grab a quick snack</li> <li>• to head off campus</li> <li>• the easiest transition of one's life</li> <li>• to prove to be every bit as scary as one thought</li> <li>• to wind up with a C</li> <li>• to be less intimidating</li> <li>• a meticulous detail</li> <li>• to progress at a frenzied pace</li> <li>• to collapse as taking notes</li> <li>• to be a far cry from smth</li> </ul>	<ul style="list-style-type: none"> <li>• пережити випадки/події</li> <li>•</li> <li>• впасти/перетворитися на руїни</li> <li>• бігова доріжка</li> <li>•</li> <li>•</li> <li>• вилетіти з університету за неуспішність</li> <li>• бути убитим горем</li> <li>• чудовий/незвичний</li> <li>•</li> <li>• швидко перекусити</li> <li>• податися зі студмістечка</li> <li>• найлегший перехідний період / зміна у житті</li> <li>• виявитися настільки жахливим як і уявляв</li> <li>• закінчити на / отримати оцінку C</li> <li>• бути не таким лякаючим/страхотливим/жахливим</li> <li>• найдрібніша деталь</li> <li>• просуватися скаженим темпом</li> <li>• не встигати писати конспект</li> <li>• сильно відрізнятися від чогось</li> </ul>
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<ul style="list-style-type: none"> <li>• an overwhelming workload</li> <li>• to remain in a lugubrious mood</li> <li>• to pursue enjoyable activities</li> <li>• a grueling day</li> <li>• a positive trait</li> <li>• to elapse (about hours)</li> <li>• to set smth out</li> <li>• to make it through college</li> <li>• to feel dejected</li> <li>• to alter</li> <li>• to moan and groan</li> <li>• to take steps</li> <li>• one's wrath</li> <li>• a lifelong friend</li> <li>• to respond with a cold shoulder</li> <li>• to function more efficiently</li> <li>• to be insurmountable</li> <li>• to restore some sense of sanity</li> <li>• to establish a set of guidelines</li> <li>• to be designed for smth</li> <li>• a turning point</li> <li>• the magnitude and depth of efforts</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• залишатися понури́м/сумни́м</li> <li>• займа́тися приємни́ми спра́вами/розважа́тися</li> <li>•</li> <li>• позитивна риса</li> <li>•</li> <li>• збира́тися щось робити</li> <li>•</li> <li>• почува́тися сумни́м, пригні́ченим</li> <li>•</li> <li>• стогна́ти/скаржити́ся</li> <li>•</li> <li>• гні́в</li> <li>• друг на все життя́</li> <li>• прийня́ти холодно́, непри́вiтно</li> <li>•</li> <li>• бути́ непереборни́м, нездо́лани́м</li> <li>•</li> <li>•</li> <li>• бути́ створени́м для чо́гось</li> <li>• виріша́льний мо́мент</li> <li>•</li> </ul>
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### 15. Answer the following questions and do the tasks.

1. What are the major events in a person's life?
2. What is a life of quiet desperation?
3. Was Thomas' high school life interesting?

4. Single out the thesis statement in the first paragraph.
5. Paraphrase the following: “*World came tumbling down*”.
6. Describe the day he departed for college.
7. What were the mother’s farewell words? Did he take them for granted? What were his fears?
8. Did he enjoy the flight?
9. What is Mitchell Hall?
10. Describe Thomas’ room.
11. Did he do some shopping?
12. Did he do any sightseeing?
13. What was the end of his day?
14. What classes did Thomas take?
15. What was the system of assessment in English 10?
16. What were his expectations in English 10?
17. What was characteristic of Chemistry 003?
18. Did college courses resemble his high school courses/subjects?
19. Was the next day easier than the first one?
20. Did home assignments take much time?
21. In what mood did he go to bed the second day?
22. What helped him to take a more positive view of things?
23. What actions did he take after mother was angry with him?
24. What set of guidelines did he establish to restore?

### ***Listening 1***

#### **The Animal School**

#### **Pre-Listening**

##### **1. Study the following words and word combinations**

- to meet the problem

- to administer the curriculum
- to take all the subjects
- to drop swimming
- average
- at the top of the class
- “exertion” – overexertion
- “Charlie horse”
- a problem child
- to be disciplined severely
- valedictorian
- to burrow
- a badger
- a gopher

## **2. Check if you know the translation of these words:**

eagle ['i:gl]

eel [i:l]

prairie dog ['prɛəriɒdɒg]

badger ['bædʒə]

groundhog ['graund hɒg]

gopher ['gəʊfə]

## **3. Paraphrase the following sentences**

1. They adopted an activity curriculum.
2. The duck made only passing grades in flying.
3. He was only average in swimming.
4. The rabbit stayed at the top of the class in running but had a nervous breakdown because of so much make-up work in swimming.
5. He also developed a “charlie horse” from overexertion.
6. In the climbing class he beat all the others.
7. The administration would not add digging and burrowing to the curriculum.
8. They apprenticed their children to a badger.

### **Listening 2**

#### **How to Get an A on Your Final Exam**

**Listen to the story very attentively and say what moral this fable has.**

## Pre-Listening

- Study the new word combinations and their meaning

<i>to administer and proctor the exams</i>	to provide/organize officially the exam and to watch people who are taking an examination and make sure that they do not cheat;
<i>a cumulative final exam</i>	a general final exam (one embracing all the aspects studied during the semester);
<i>a blue book</i>	a book with a blue cover that is used in American colleges for writing answers to examination questions;
<i>to turn in the papers</i>	to hand the papers in;
<i>to be indoctrinated into the system</i>	to be well-acquainted with/introduced to the system;
<i>a sneaky guy</i>	a guy who is doing things in a secret and often dishonest or unfair way/sly/underhand;
<i>to beat the system</i>	to find ways of avoiding or breaking the rules of the system in order to achieve what you want;
<i>a stack of books</i>	a neat pile/a heap of books;
<i>to surrender the exam</i>	to hand in/to give in/ to turn in the examination paper;
<i>to huff and puff</i>	to breathe out in a noisy way, especially when you do smth that involves a lot of physical effort
<i>to walk away with one's shoulders slumped</i>	to leave with one's shoulders bend forward because one is unhappy, tired, or unconscious;
<i>to shove smth into smth</i>	to put something somewhere carelessly or without thinking much/thrust/stick

- Before listening to the text could you share your opinion of how to get an A at the exam

**Listening:** Listen to the story attentively and be ready to answer the questions.

**Post-Listening:** Answer the questions and do the tasks using the above-explained expressions from the text:

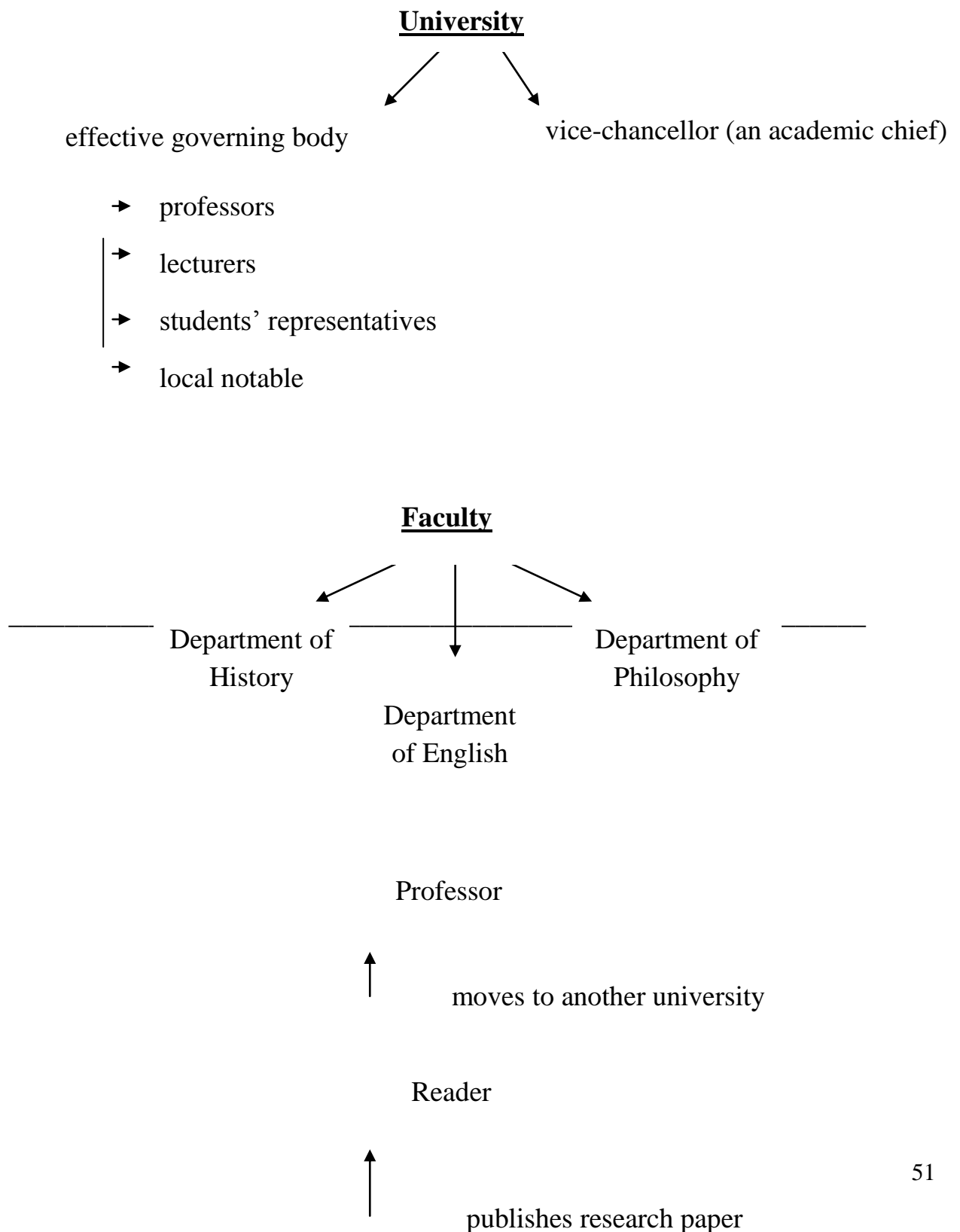
1. What was Mr. D'Angelo during his senior year in college? What did his work consist in?
2. Describe the procedure of taking the exam.
3. What happened during the final exam? In what way did that sneaky guy want to beat Mr. D'Angelo's system?
4. Why did the student walk away with his shoulders slumped?
5. Why did the freshman turn around with a hint of arrogance?
6. Was Mr. D'Angelo concerned about the question asked by the young man?
7. How did the guy manage to cope with the tricky situation he had got into?
8. What would you do if you were in the freshman's shoes? What would you do if you were in the teacher's shoes?
9. Think of the possible end of the story.

## ***Part 2. Higher Education in Great Britain***

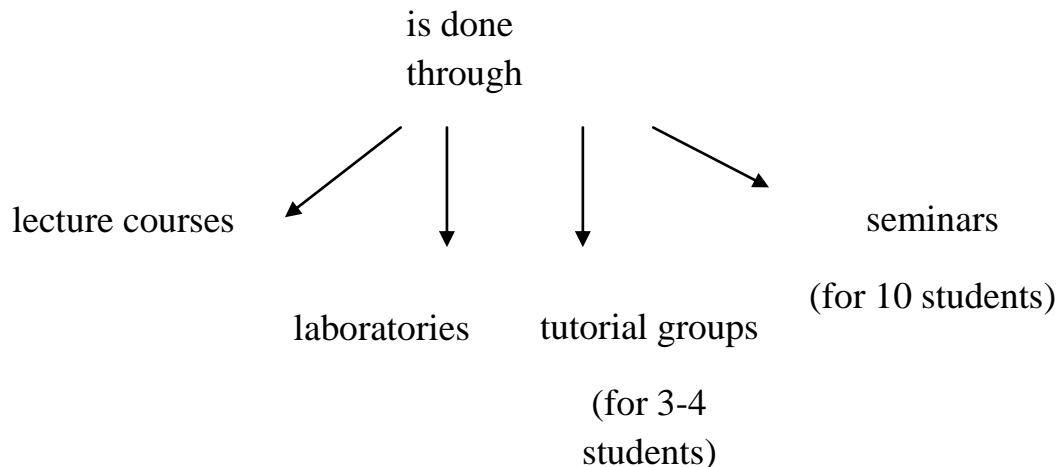
### **Topical Vocabulary**

- polytechnics
- special colleges (e.g. the Agricultural Colleges, Colleges of Art and Music ...)
- redbrick universities
- new universities
- common rooms
- halls of residence
- vocational courses
- tutorials/tutorial system
- the student: lecturer ratio
- a grant from the local council
- to pay fees for tuition
- to cover fees and living expenses
- further education
- adult education (vocational – concerning a person's job) or recreational (purely for pleasure)
  - to give a series of lectures
  - to do full-time courses
  - part-time education
  - the Open University
  - to apply to a college
  - co-educational colleges
  - to confer degrees
  - to get a degree in ...
  - Bachelor of Arts or Science (involves at least three years of full-time study) / BA or BS
  - Master of Arts or Science (needs two further years of study)
  - a Doctor of Philosophy (PhD)

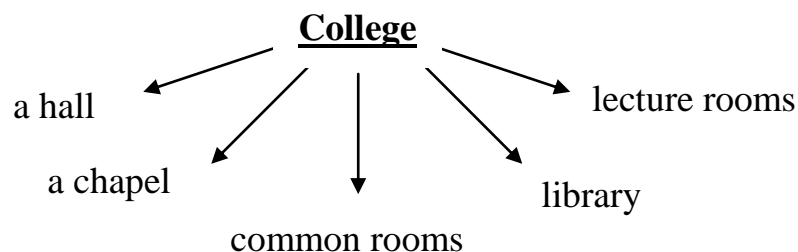
- University terms: October – December, January – March, April – June; total: thirty weeks
  - to have the course recognized as a degree-level course
  - the Council for National Academic Awards (CNAA) looks thoroughly at the structure and content of the course
  - syllabus (syllabi)
- 



## Teaching



- to issue prospectuses describing the courses
- to accept applicants
- entry



- fellow (“don” colloquially)
- extra-mural departments
- to get to grips into the subject
- to develop programmes
- to apply theory in practice
- exposure to current thinking in both academic and professional circles
- access to a range of services such as library facilities, market information and events such as seminars, conferences and lectures
- to ensure the highest possible standards in ...
- MA in Marketing Management
- to gain an additional qualification
- to achieve two relevant qualifications in one go
- commitment to quality

- to have a superb reputation in the field of
- the computing and library facilities

**1. Read the text “Education after School” and answer these fact finding questions.**

**Questions**

1. In a MORI opinion poll 1987 almost half the respondents said that they would send their children to private-sector schools if they could afford to. What is the role of the private sector in education as a whole?

2. More generally, do you favour the use of a selective process to divide children at age eleven or later, between separate schools, or separate classes, according to ability? Or should they all be kept together?

3. Relatively few children of manual workers receive higher-level education. What prospect is there of changing this?

4. In response to the Education Reform Act of 1988 some local education authorities appointed new teams of people to deal with different aspects of educational management, at rates of pay about twice that of the basic-rate maximum for classroom teachers. Is this likely to improve the quality and effectiveness of the authorities' schools?

5. Meanwhile, individual schools were given a new right to opt out of local authority control altogether – and so to be outside the control of the new 'managers'. Is this a good idea?

6. In 1988 schools in the state system were told that they must include a period for religious worship in each day's timetable, so that once a week each pupil would attend a worship session in a large group in a hall; on the other days the worship should be in the classroom. The law of 1944 already provided for something of the kind, but had for a long time been disregarded. What do you think about this revival for the 1990s?

7. In 1989 the Government produced a scheme for a change in the system of financial help to students in higher education. The money value of the grant would in future not be increased to take account of inflation but students will be able to receive loans from state funds to make up the difference. Each student's repayment of a loan would depend on the student's earnings. Taking account of the cost of administering this scheme, is it a good idea? Or would it be better to continue with grants big enough to cover the total cost of studying?

**Education after School**

Most formal education after school is done in the various technical and other colleges, of which there is at least one in every town. There are more than 500, big and small, specialised or more general, mostly maintained by their local education authorities. Some of their students do full-time courses, but many have jobs and attend classes in the evenings, or on one or two days a week, preparing themselves for diplomas or certificates of proficiency in the innumerable skills which a modern society needs. These courses may be suitable for people who have left school at sixteen, or at a higher level. Some colleges

prepare students for certificates of education, supplementing the work of equivalent level done in ordinary schools. The variety of colleges and courses is so great that it is impossible to make general statements about them. The students are of all ages, including older people developing new skills. In general the bigger the college the greater the range of its courses, though attempts are made within each local area to provide courses suitable for most of the people who want to obtain qualifications for their careers.

In general, people who undertake “further education” beyond the age of eighteen pay fees for their tuition as well as their living costs, though for a long time until around 1980 the tuition fees were very low, and almost all the costs were covered by grants from public funds – that is, the proceeds of taxation.

However, students living in Britain may receive grants from the local authorities of the counties where they have their homes. The amount of the grant depends on their parents’ income. The maximum, payable to people with low incomes, is fixed by the central government, and is supposed to be enough to cover the whole of the student's costs. However, students have always argued that the grants are not enough. Wealthy parents have to pay almost all the costs.

In the 1980s the government has tried to reduce the proportion of the cost of further education paid out of the proceeds of taxation. Already before 1980 the tuition fees for students coming from outside Britain were increased. Later, any grants from tax-funds were set at such a level that all tuition fees had to be increased.

For higher-level studies the main qualification is the “first” degree of Bachelor (of Arts, Science, etc.) which can be attained by students who pass their university examinations, or in some cases other examinations of equivalent level. This normally involves at least three years of full-time study after passing the advanced level certificate of education at the age of about eighteen, so most people who become BA, BSc, etc. do so at the age of at least twenty-one. First degrees in medicine require six years of study, some others four. It is now quite usual for students in subjects such as engineering to spend periods during their degree courses away from their academic studies, in industrial locations, so that they may get practical experience. A student of a foreign language normally spends a year in a country where that language is spoken. Bachelors' degrees are usually-awarded on the basis of answers to several three-hour examinations together with practical work, or long essays or dissertations written in conjunction with class work. Degrees are classified. About a tenth (or less) of candidates win first-class honours degrees, three-quarters second-class (divided nearly equally into two groups), the rest third-class, or pass without honours, or fail.

Some students continue to study for degrees of Master (of Arts, Science, etc.) which often need two further years of study, with examination papers and substantial dissertations. A minority go on further, preparing theses which must make original contributions to knowledge, for the degree of Doctor of Philosophy (PhD). Higher-degree study is more common among students of natural or applied sciences than among those studying the arts – that is, philosophy, history, English or foreign languages – or the social sciences such as economics, sociology, political science or law. But many people who gain first degrees in these subjects often go on to more practical training courses which lead to various kinds of professional qualifications.

England is unusual among European countries in having had only two universities until 1820 – though there were already four in Scotland in the sixteenth century, when Scotland was still a separate kingdom. England's ancient universities, Oxford and Cambridge, were the only ones in the country for almost 500 years from 1348. They still have a special preeminence, as well as many characteristics peculiar to themselves, and are best considered separately.

The beginning of the modern university system came with the grant of a charter to the University of London in 1836. It consisted then of two recently-founded colleges, and others were added at various later dates. Another university, at Durham in the north, was founded in 1832, but it remained small until quite recently. The University of Wales was established in 1893, with one constituent college in each of two big towns and two small ones.

During the nineteenth century colleges which were founded in the biggest English towns began to prepare students for external degrees of the University of London. At various dates between 1900 and 1962 these university colleges were granted charters as full universities, with the right to confer degrees on their own account. During the 1960s they all expanded fast, and seven completely new universities were founded in addition, all of them establishing campuses on the edges of historic towns without much industry. Meanwhile, some of the local authorities' technical colleges had developed their courses to a higher level, and eight of these were given their own charters in 1966-67. So within three years the number of universities in England doubled, to 32; and in Scotland too four new ones were added.

Even this expansion was not enough to cope with the rise in the demand for university-level study, and the growth of university-level courses in the local technical colleges. In 1964 a new body was set up, the Council for National Academic Awards (CNAA). Any college which has developed a course at university level may apply to it, asking to have the course recognised as a degree-level course in its own right. In that case the CNAA looks thoroughly at the structure and content of the courses, the teaching facilities of every kind and the proposed system of examination. If the CNAA is satisfied, the college may then organise its own syllabuses, teaching and examinations, and successful students are then awarded CNAA degrees.

Soon after 1964 various courses were recognised for CNAA degrees, and within a few years thirty colleges were raised to the newly-invented category of “polytechnics”. All of these, still run by local councils, were fully established by 1973. In addition to the polytechnics, more than 100 other colleges now also provide some courses leading to CNAA degrees of university standard. In 1988 the Education Reform Act provided for a change in the status of these colleges. Twenty-eight of them, as well as all the polytechnics, became independent institutions, with a status akin to that of universities, getting some of their funds from fees, grants from government-funded research councils, public and private-sector organisations, endowments (if any) and donations. But the main source of funds is the state itself, giving money for capital and current costs to each institution. In future these normal government grants will come through the Universities Funding Council or the Polytechnic and Colleges Funding Council, as the case may be,

and these bodies will assess the quality of the institutions before deciding how to distribute grants among them.

As distinct from the colleges and polytechnics, the universities have always been independent of both local authorities and the state. Each has a council as its effective governing body (composed of professors, lecturers' and students' representatives and local notables) and a vice-chancellor (appointed by the council) as an academic chief. Each university has its own organisation, but usually there are about six faculties, each containing a group of departments (for example a faculty of Arts for history, English, philosophy and languages).

Lecturers are appointed on the basis of their achievements in their first-degree examinations and postgraduate research. Their security of tenure in their jobs is being reduced. A lecturer who produces published research papers which are praised by the academic community may be promoted to the grade of reader. To be appointed to a professor's chair it is usually necessary to move to another university. Success in obtaining grants of money for research projects helps towards promotion.

Apart from lecture courses the teaching is done mostly in laboratories or in tutorial groups for three or four students, or seminars for about ten. Students are required to write numerous essays or seminar papers, which may be discussed in the group meetings. Some of these may be used for assessment towards the class of degree awarded. There are usually not more than twelve students for each teacher in a department, and there is plenty of personal contact between them.

Each university's faculties issue prospectuses describing their courses. Anyone wanting to enter a university gets copies of several of these and an application form from the Universities' Central Council for Admissions, on which to enter applications for up to five courses in different universities. Applicants then go to visit the universities to which they have applied, and may be interviewed by lecturers, who eventually decide which of the applicants to accept, mainly on the basis of the grades obtained in the advanced-level certificate examinations. Each course has a quota of new students which ought not to be exceeded, so entry to each course is in effect competitive. Perhaps as a result of this restricted entry, only about an eighth of students who start university courses fail to complete them.

The great majority of students are in universities far from their homes; Bristol University has very few students who live near it, but many people who live in Bristol are at other universities. Each university has halls of residence with enough room for all or most of the first-year students, and in most cases for others too. For their last years of study most live in rented flats.

The preference for studying at universities away from home is probably linked with the old importance of the boarding public schools, and with the old preeminence of Oxford and Cambridge, which were for so long the only universities. As recently as 1950 these two together had almost as many students as all the other English universities outside London. Now they have less than a tenth of all university students, but they have had a big influence on the development of the university system, including the use of small groups for teaching. Their preeminence is diminishing, but not extinct.

These two ancient universities have, through the centuries, had a major role in English politics – Oxford more than Cambridge. Of the nine prime ministers since 1955 Mrs Thatcher was the seventh to have been to Oxford University. In 1988 her cabinet of twenty-one included seven who had been to Oxford, seven to Cambridge; two had been to old Scottish universities, one to London, none to any other university in England. The top civil servants have a similar background. This preponderance of Oxford and Cambridge graduates among the political elite (and among MPs in general) has declined, but it is still significant.

With about 10,000 first-degree students each, and over 2,000 postgraduates, Oxford and Cambridge are not big by modern standards. In most respects they are similar to each other, so a general description of one could apply to the other as well.

Apart from newly-developed small colleges for postgraduates, Oxford has more than twenty separate colleges, all rather like small independent universities. Sixteen of them already existed in 1600, when a few were already well over 200 years old, scattered among the streets of what is now the middle part of this town of about 100,000 people. Each college has within its precincts a hall, chapel, common rooms, library, lecture rooms, old and new buildings where half or two-thirds of the students and some staff live. Each college has between 200 and 400 undergraduate students and around thirty or more fellows (colloquially, 'dons'), who teach small groups as well as forming the college governing body. Nearly all the fellows (called by some other title in a few colleges) also hold office as university lecturers or professors, and are paid partly by the university, partly by their colleges. For each subject there is a university organisation resembling the departments in the other universities. Each college has a chief, who may be entitled Master, Warden, Provost, Rector, Principal, President or Dean.

For lecture courses, which are centrally organised, students go to other colleges or to the central lecture rooms, which are also used for the university's examinations. Teaching and research in sciences must be mainly in university laboratories.

All the colleges now take both men and women students, except for two of the five which were founded for women about 100 years ago. This change has been a major revolution of the past twenty years; so too has been the modernisation of the students' rooms on the old college staircases, with proper plumbing, baths and central heating systems.

With their old college buildings Oxford and Cambridge are inevitably visited by countless tourists, who are allowed to go within some college precincts, including the best gardens, at least on summer afternoons. The fifteenth-century chapel of King's College, Cambridge is one of England's finest churches, and the chapel of Oxford's grandest college (called Christ Church – or more familiarly and with a curious arrogance, "The House") serves as the cathedral of the diocese. Oxford's 400-year old Bodleian Library, like that of Cambridge, is entitled, by long-established law, to receive free of charge a copy of every book published in the United Kingdom.

Some of the colleges in both universities are very wealthy, owning vast areas of land all over England. But much of the revenue from all this property is absorbed by the additional costs which arise from the maintenance of ancient buildings and providing everything that is needed for any university at an exceptionally high quality. For their basic expenditure

Oxford and Cambridge, like other universities, became accustomed to dependence on the grants which the central government distributed in the period of expansion in roughly 1950-75. Since 1975 they, like other universities, have had to adapt themselves to steadily less generous government financing.

After 1970 the universities, old and new, continued to expand, encouraged by increasing government grants. But then the climate changed. The grants stopped growing. Suddenly the universities had to abandon their long-term plans, and soon they faced the need to cut their costs. They were forced to increase their fees for students from overseas, then for British residents as well – though those from families with low-incomes still have their fees and living costs covered by local grants. Staff were encouraged to retire before the normal age, and many of those who did retire could not be replaced. The drive for economy continued in the 1980s. The universities were encouraged to try to supplement their funds from non-government sources, particularly for research projects. They have tried hard, with some success, to fill their buildings with conferences in vacations.

One new venture was the founding of a new independent university at Buckingham, 40 kilometres from Oxford. It is financed entirely by students' fees and private contributions, and by 1983 it was solidly established. It then received a charter enabling it to grant its own degrees. By 1988 there were 700 students. They can cover the work of a normal three-year course in two years by having no long summer vacation.

Meanwhile there has been great progress with adult education. For a long time university extra-mural departments have provided a great range of evening classes, in courses of varying length, often as joint ventures with the Workers' Educational Association. Some of these classes are led by full-time extra-mural tutors, others by regular lecturers in their spare time. A recent change of policy has enabled some of these courses to end with formal examinations, and diplomas for the successful students.

On a bigger scale is the Open University, which developed quickly in the 1970s. It was devised to satisfy the needs of working people of any age who wish to study in their spare time for degrees. It has a centre at the new town of Milton Keynes between Oxford and Cambridge. Its full-time staff have produced a whole library of short coursebooks which anyone can buy by post or from any major bookshop. They devise courses which they present on one of the BBC's television channels and by radio. Most course work is run by part-time tutors (many of whom are lecturers at other universities); these are scattered around the country, and meet students to discuss their work at regular intervals. There are short residential summer courses. The students are of all ages, some of them retired. They may spread their studies over several years, and choose their courses to suit their individual needs and preferences. Over 100,000 people are enrolled, in all parts of the country.

The Open University has helped greatly towards the ideal of education accessible to everyone who aspires to it, at every level. For those retired people who do not want to work for diplomas or degrees there is a University of the Third Age, with about 100 centres. It has almost no formal structure except a system of communication which helps small groups to form themselves spontaneously co study. It gets no government funds, and collects small subscriptions from its participants.

Fashions in education change. The great rise of sociology in the 1960s soon collapsed, to be replaced by an even greater burgeoning of business studies and of training in the skills of management. Modern government policies cannot afford to neglect the role of education in developing the skills needed in the contemporary world – not only in applied sciences, but in the numeracy, at different levels, required in a world where computers have an increasing role, and also, in a quite different direction, in the ability to make effective use of languages other than English. There is no doubt that more Dutch and Scandinavian people can perform better in English than the British can in any other language. The Japanese may be less competent with foreign languages even than the British, but their mathematical skills, as well as others, have been shown to be superior.

It is partly for this reason that Mrs Thatcher's government was rather more supportive in its attitude to the polytechnics than to the older universities. Most polytechnic students study applied sciences, management or business studies. Their provision for languages is in general directed to the development of practical competence, including ability to cope with the special forms of language needed for aspects of the contemporary world's activities. It is less easy to measure the immediate practical utility of studying Racine and Moliere, or even Anouilh and Sartre. There is, in general, a new emphasis on the role of education in preparing people for their future functions in the economy.

## **2. Read the text “Education after School” again and answer the following questions:**

1. Who maintains technical and other colleges?
2. Do these colleges realize the principle of diversity?
3. Is further education free of charge?
4. Is the tuition high?
5. What financial aid can British students receive?
6. What is the first degree in the further education?
7. How much does it take to get BA/BS?
8. What are the specifics of getting the degree in foreign languages?
9. On the basis of what do they get bachelor's degree?
10. How much time should British students study for Master's degree?
11. What is necessary to get the degree of doctor of philosophy?
12. What are the most interesting facts for the history of education?
13. When did the modern universities start to develop?
14. When did the universities grow quickly and expand?
15. What is the council for National Academic Awards? What are its functions?
16. When did polytechnics appear?
17. In what way are the universities different from colleges and polytechnics?
18. What is the structure of the university?
19. Who teaches at the university?
20. What is teaching done through?
21. What is the teacher – student ratio?

22. What is a prospectus?
23. What do British students prefer: to study in their native cities or to go away from home?
24. Do students prefer to stay in hall of residence or do they rent flats?
25. What are the famous alumni of Oxford and Cambridge?
26. What is a “don”?
27. What essential facts can you give about Oxford and Cambridge?
28. Who is at the head of a college?
29. Are British colleges coeducational?
30. What are the specific characteristic of the Open University.

**3. Read the article about further education in Great Britain. Compare British system with the Ukrainian one. What are the differences between them?**

### FURTHER EDUCATION



After finishing secondary school or college you can apply to a university, polytechnic, college of education or you can continue to study in a college of further education.

The academic year in Britain's universities, Polytechnics, Colleges of education is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July.

There are 46 universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, and Birmingham.

Good A-level results in at least 2 subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.



English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, and way of student life.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take Master's Degree and then a Doctor's Degree. It goes without saying it that research is an important feature of university work.

The 2 intellectual eyes of Britain- Oxford & Cambridge Universities- date from the 12 & 13 centuries. They are known for all over the world and are the oldest and most prestigious universities in Britain. They are often called collectively Oxbridge, but both of them are completely independent. Only education elite go to Oxford and Cambridge, most of their students are former public leavers.

The normal length of the degree course is 3 years, after which the students take the Degree of Bachelor of Arts or B.A.. Some courses, such as languages and medicine, may be one or two years longer. The students may work for other degrees as well. The degrees are awarded at public degree ceremonies. Oxbridge cling to their traditions, such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations.

Oxbridge universities consist of a number of colleges. Each college is different, but in many ways they are alike, each has its name, its coat of arms, each is governed by a Master and offers teaching in a wide range of subjects. The largest ones have more than 400 members, the smallest ones-less than 30. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows, the Master and teaching purposes.

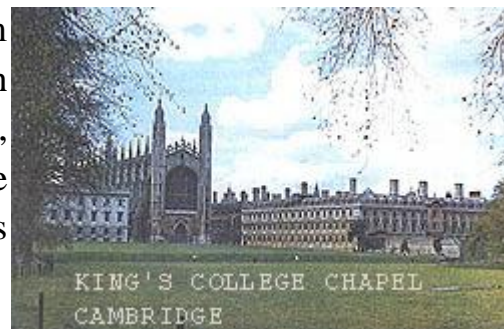
Oxford is one of the oldest universities in Europe- the second largest in Britain, after London. The town of Oxford is first mentioned in the Anglo-Saxon Chronicle in 911 AD and it was popular with the early English kings. The university's earlier charter is dated to 1213.

There are now 24 colleges for men, five for women and another five both for men and women. Among the oldest colleges are University College (founded in 1249), All Souls (1438), Christ Church(1525).

Cambridge University started during the 13th century and was grown until today. Now there are more than 30 colleges. They line the right bank of the Cam. There are beautiful college gardens with green lawns and lines of tall trees. The oldest college is Peterhouse (1284) and the most recent is Robinson College(1977), the most famous is King's College.

The University was only for men until 1871, when the first women's college was opened. That was the first time in Britain woman could get good education officially. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are now mixed.

Many great men studied at Cambridge, among them Desiderius Erasmus(1469-1536), the great Dutch scholar, Roger Bacon(1214-1292), the philosopher, Milton, the poet Oliver Cromwell (1599-1658), the soldier, Newton, the scientist, and Kapitza, the famous Russian physicist.



The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is a part of students' life at Oxbridge, the most popular ones are rowing and punting.

The Scottish universities of St.Andrews, Glasgow, Aberdeen & Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. These include London, Manchester, Leeds , Liverpool, Shetfield, and Birmingham. During the late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called 'concrete and glass' universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years the government set up 30 Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses (for working students). Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subjects.

Some of them who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There's an interesting form of studies which is called the Open University. It's intended for people who study in their own free time and who 'attend' lectures by watching TV and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in industry.

**4. Look through this list of the best colleges and universities in London. Choose one to speak about in details. Additional info about the university can be taken from its website.**

### **Universities and Colleges in London**

London's 45 universities, colleges and schools are amongst the best and most prestigious in the UK for international students. All of the universities on this website are fully accredited and recognized as Highly Trusted Sponsors by the UK Border Agency.

- **Brunel University London**
- **City University London**
- **Conservatoire for Dance and Drama**
- **Courtauld Institute of Art**
- **Coventry University London Campus**
- **GCU London**
- **Goldsmiths, University of London**
- **Guildhall School of Music and Drama**
- **Heythrop College, University of London**
- **Imperial College London**
- **Institute of Cancer Research**
- **Institute of Education**
- **King's College London**
- **Kingston University London**
- **London Business School**
- **London Metropolitan University**
- **London School of Economics and Political Science (LSE)**
- **London School of Hygiene and Tropical Medicine**
- **London South Bank University**
- **Middlesex University**
- **Open University**
- **Queen Mary, University of London**
- **Ravensbourne**
- **Regent's University London**
- **Rose Bruford College of Theatre & Performance**
- **Royal Academy Of Music**
- **Royal Central School of Speech and Drama**
- **Royal College of Art**
- **Royal College of Music**

- **Royal Holloway University of London**
- **Royal Veterinary College**
- **School of Advanced Study**
- **SOAS, University of London**
- **St George's, University of London**
- **St Mary's University, Twickenham**
- **Trinity Laban Conservatoire of Music and Dance**
- **UCL (University College London)**
- **University of East London**
- **University of Greenwich**
- **University of London International Programmes**
- **University of Roehampton**
- **University of the Arts London**
- **University of West London**
- **University of Westminster**

**5. Render these texts into English and use this information for compiling your topic “Higher Education in Great Britain”**

### **Вища освіта Великої Британії**

#### **Вчені ступені**

Вчені ступені у Великій Британії присвоюються студентам, що успішно завершили курс навчання. Формально ступені одного рівня, отримані в різних університетах, нічим не відрізняються одне від одного, але на практиці їх "вага" визначається репутацією університету, що їх присвоїв.

Ось деякі з вчених ступенів першого щабля, присуджуваних університетами Англії й Уельсу:

- BA - бакалавр гуманітарних наук;
- BEd - бакалавр педагогічних наук;
- EEng - бакалавр технічних наук;
- BSc - бакалавр природничих наук;
- LLB - бакалавр права;
- BMus - бакалавр музики;
- BM - бакалавр медицини.

Назви ступенів у різних університетах іноді різні, існують і виключення із правил. У деяких шотландських університетах власник першого ступеня з гуманітарних наук – магістр (MA), а не бакалавр (BA). У деяких університетах, включаючи Оксфорд і Кембридж, BA присвоюється з гуманітарних і природничих наук, однак кваліфікації бакалавра природничих наук (BSc) у Кембриджі немає, а в Оксфорді це вищий учений ступінь.

Щоб отримати ступінь бакалавра, необхідно провчитися три (Англія й Уельс) або чотири (Шотландія) роки. Однак є ступені, для одержання яких необхідний ще й досвід практичної роботи, – строк навчання відповідно зростає. Майбутнім дизайнерам, наприклад, потрібно пройти підготовчий курс, а потім – основний трирічний. Для одержання ступеня в області медицини, стоматології та архітектури потрібно вчитися до 7 років.

### **Вимоги вступу до ВНЗ**

Для вступу в університет усім, хто вчився у Великій Британії, необхідно здати іспити "A-levels". Згідно з даним Британської Ради, стандартні кваліфікаційні вимоги такі:

Посвідчення про здачу трьох іспитів "A-levels" GCE і чотирьох іспитів GCSE (з мінімальною оцінкою "C").

Цілком імовірно, що британські коледжі й університети визнають посвідчення про освіту, отриману вами в Україні. Найпростіший спосіб з'ясувати це – зв'язатися з навчальним закладом. Якщо це неможливо, зверніться в найближче відділення Британської Ради або напишіть у Національний Британський інформаційний центр офіційного визнання посвідчень про освіту (NARIC). Якщо у вас уже є український диплом про закінчення вищого навчального закладу, майте на увазі, що його академічна кваліфікація займає проміжне положення між "A-levels" GCE і ступенем бакалавра. Однак у різних навчальних закладах вступні вимоги настільки різні, що з таким дипломом можна вступити й на другий, і на передостанній курс університету, і навіть на постдипломний курс на отримання ступеня магістра. "Вартість" вашого диплома необхідно з'ясувати у приймальній комісії того університету, куди ви хочете вступити. Візьміть до уваги також, що існує й міжнародний бакалавріат (IB) – дворічний навчальний курс, що включає в себе вивчення шести дисциплін.

Зрозуміло, для вступу на університетський курс, по закінченні якого присуджується ступінь бакалавра, потрібен високий рівень мовної підготовки. Якщо вона нижче необхідної, вам можуть запропонувати підготовчий мовний курс.

### **Підготовчі курси**

Якщо ваші оцінки не цілком відповідають прийомним вимогам, університет може запропонувати пройти підготовчий курс. Тривалість такого навчання звичайно від шести місяців до року. Є курси, що забезпечують предметну підготовку, але здебільшого їхнє завдання – удосконалення англійської мови відповідно до академічних вимог, а також вироблення навичок навчання.

### **Коледжі подальшої освіти (FE)**

Коледжі подальшої освіти також пропонують навчальні курси, що готують дипломованих фахівців зі ступенем. Такі курси найчастіше діють у контакті з підприємствами й установами, працівники яких відвідують їх ввечері або у вільний від роботи час. Подібна система взаємодії навчальних закладів, промисловості та комерції заохочується урядом країни.

Одержавши вчений ступінь першого щабля в інших країнах, багато хто спеціально приїжджає у Велику Британію для одержання так званої "пост-дипломної" освіти.

Так склалося історично, що структура системи освіти у Великій Британії дозволяє британським університетам з високим ступенем самостійності формувати навчальні програми пост-дипломного навчання. Дотримання єдиних загальноуніверситетських стандартів забезпечується практикою запрошення незалежних екзаменаторів, однак навчальні програми, скажімо, з літературознавства, у різних університетах можуть значно відрізнятися одна від одної.

## **6. Translate into English using Topical Vocabulary.**

Що таке кредити? Припустимо, ми маємо двох випускників – один із Сорбонни, інший – з нашого університету. У обох в дипломах написано, що вони пройшли курс теорії держави та права. Але ж це можуть бути різні курси. В одного, наприклад, він зайняв 108 годин усіх видів занять, а у іншого – 72 години. Тобто за трудомісткістю вони різні, але як це відобразити? Для цього нам кредити і потрібні. Кредит – це мінімальна неподільна одиниця виміру трудомісткості курсу. Європейський кредит дорівнює 36 годинам. Таким чином ми можемо говорити, що в першого студента курс був на 3 кредити, а у іншого – на 2.

Ще одна складність переходу до спільного знаменника з європейцями полягає в тому, що один наш кредит дорівнює 54 годинам, а за рік український студент отримує 44 кредити. Водночас європейський кредит дорівнює, як вже було сказано, 36 годинам і за рік європейські студенти отримують 60 кредитів. Таким чином, для того, щоб перейти до європейської системи вимірювання, нам треба змінювати структуру ледь чи не усієї навчальної програми.

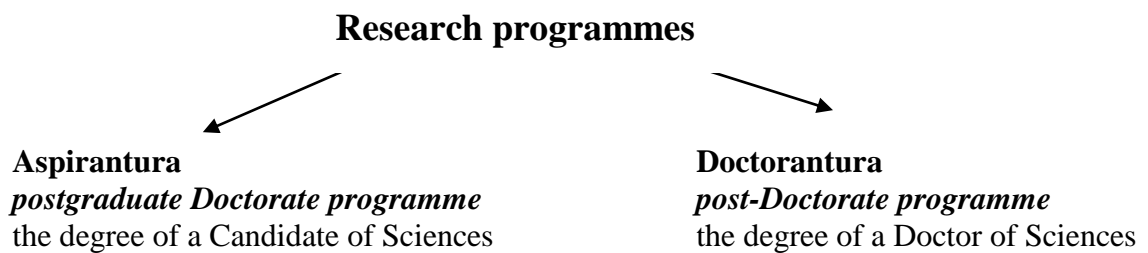
За кредитно-модульною (чи модульно-рейтинговою) системою робочі навчальні програми дисциплін розбиті на модулі. Модуль – це логічно та структурно відокремлена частина дисципліни, яку можна вивчати та оцінювати незалежно від інших частин. В ідеалі за одним модулем прив'язано по одному кредиту.

## ***Part 3. Higher Education in Ukraine***

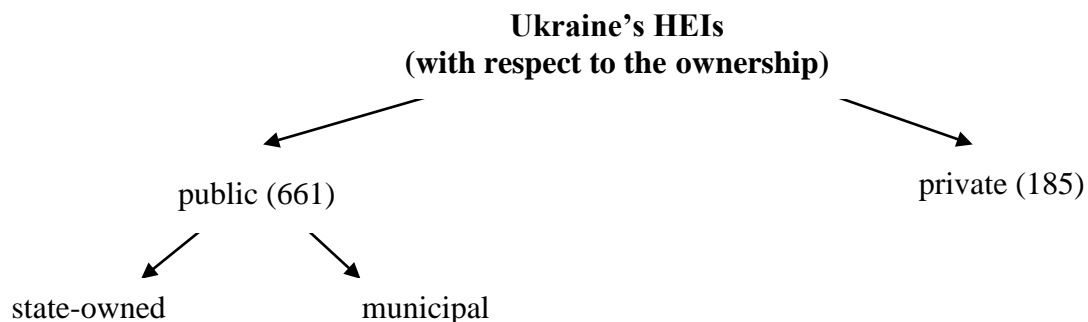
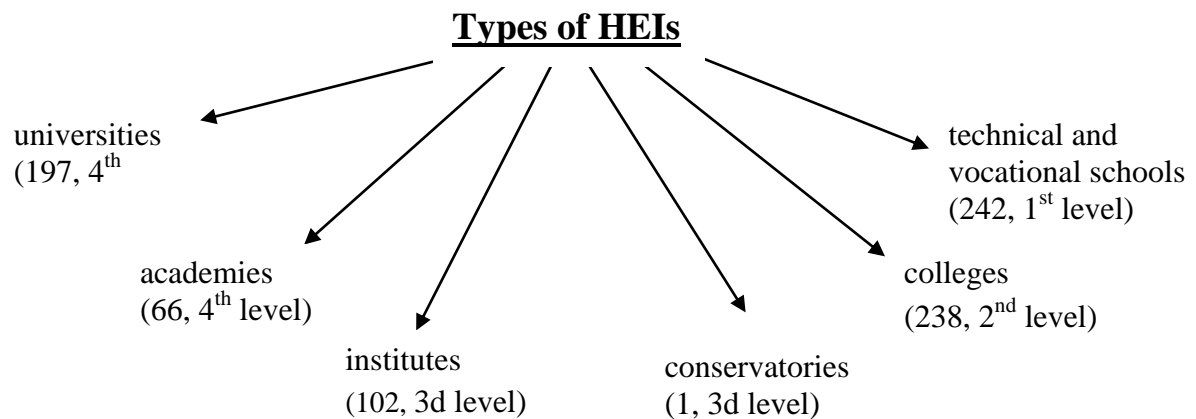
### **Topical Vocabulary**

- tertiary education
- the laws of Ukraine on education
- by-laws

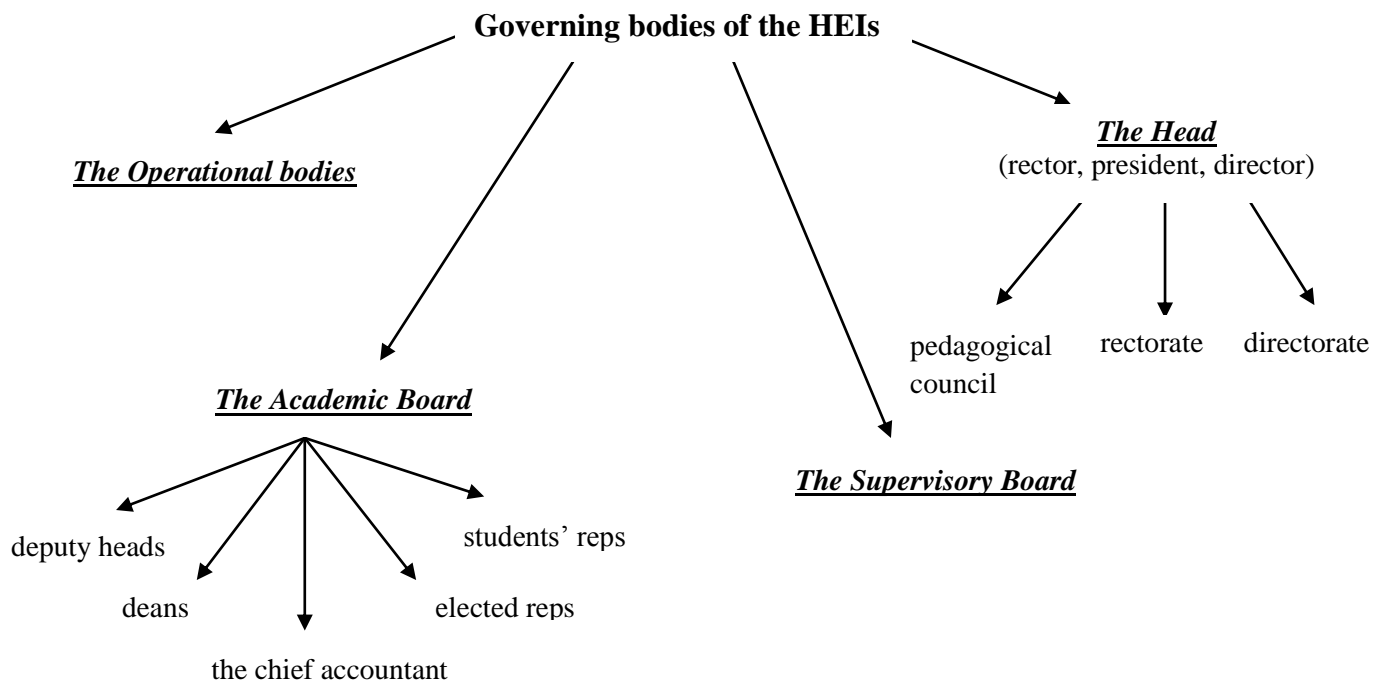
- to grant greater autonomy to
- rights to students' self-governance
- four qualification levels in HE: Junior Specialist, Bachelor, Specialist, Master
- an educational-proficiency level
- on the basis of completion of secondary education
- skills and knowledge sufficient to cope with
- thesis on a selected subject
- to be carried out on the basis of
- to be awarded qualifications
- Lifelong Learning
- to implement in a “non-Bologna” format



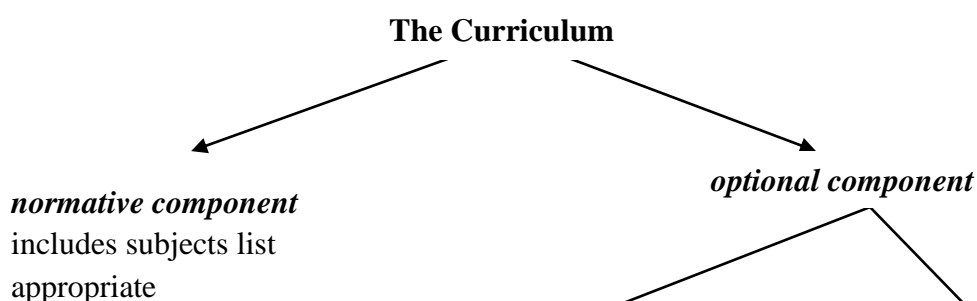
- public defence of dissertation
- modernized in line with the Bologna Process
- full-time programmes
- part-time programmes
- to train specialists

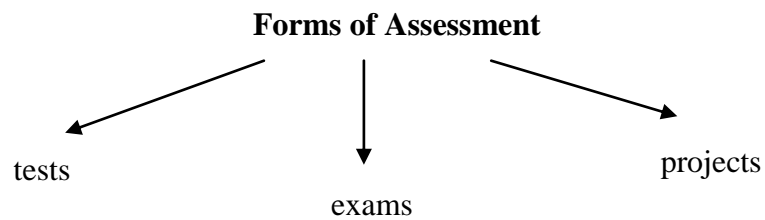


- to grant the status of HEI
- to award academic status (Docent or Professor)
- decentralization
- to delegate a certain amount of authority and responsibilities to the HEIs
- A Collegium – advisory-consultative body

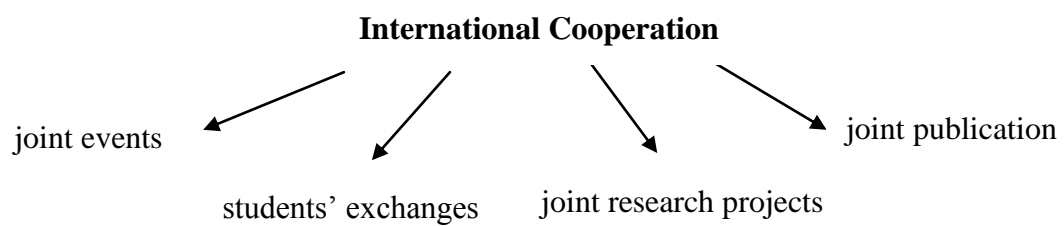
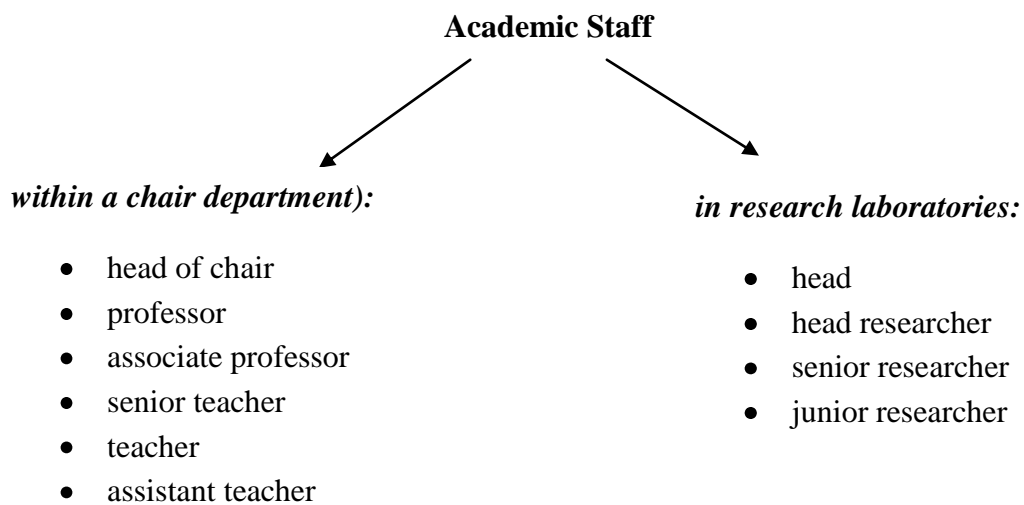


- to study under a state order
- to receive a stipend (scholarship)
- to pay study fees on a contractual basis
- rules of admission
- a compulsory prerequisite
- the Independent External Assessment (IEA)
- to take into account an average mark of school certificate





- State attestation of students: exams and defence of a thesis or projects.



- to join the Bologna Process

### Three Strategic areas of the Bologna Process



- to focus on quality assurance
- promotion of university autonomy, students' self-governance and public involvement with university governance
- measures to increase the employability of university graduates
- to adjust to new challenges
- alignment with the Bologna structure
- internationalization of Ukraine's HE
- equal access to HE
- the National Quality Assurance system
- introduction of an HEIs ranking system
- the outward and inward mobility of students
- curricula reform
- academic and financial autonomy of HEIs
- upgrading of old curricula and development of new courses and programmes
- to meet the current requirements of the Ukrainian labour market
- to establish long-term partnerships

### Abbreviations

HE – Higher Education

HEIs – Higher Education Institutions

NQF – National Qualifications Framework

LLL – Lifelong Learning

QA – Quality Assurance

IEA – Independent External Assessment

ECTS – European Credit Transfer and Accumulation System

EHEA – European Higher Education Area

## **I. Overall description**

### **1. Major characteristics of tertiary education in the country**

#### **Legislation covering the field of tertiary education**

The legal basis for higher education (HE) in Ukraine is set by the Constitution of Ukraine, the laws of Ukraine on education, higher education, science and technical activity, the state budget of Ukraine, the budget code of Ukraine, the labour code of Ukraine, the national doctrine for the development of education and other legal acts. In addition, numerous by-laws regulate the functioning of the HE system as a whole, as well as the operation of its specific sectors and units. These include: the regulations by Verkhovna Rada of Ukraine (Ukraine's parliament), orders by the President of Ukraine, regulations and orders issued by the Cabinet of Ministers of Ukraine and orders and letters by the Ministry of Education and Science.

The law of Ukraine on higher education adopted in 2014 is under review by the Cabinet of Ministries. The pending changes in the above law encompass the key developments of the Bologna Process: implementing a three-cycle system; granting greater autonomy to universities; granting more rights to students' self-governance; supporting companies who employ graduates; improving the legal basis for independent external assessments and other issues.

#### **Types of tertiary education programmes and qualifications**

There are four qualification levels in HE: junior specialist, Bachelor, specialist and Master. They cover the 1st and 2nd cycles of higher education according to the Bologna Principles.

**Junior Specialist** (*Molodshyi Spetsialist*, short term 1st cycle) is an educational-proficiency level of higher education of a person who, on the basis of completion of secondary education (after 9th or 11th year/form at school), has attained incomplete (short-term) higher education, special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity, stipulated for initial posts in a certain type of economic activity. The normative period of training is from two and a half to three years. Persons with basic (after 9th year/form at school) secondary education may study in the educational and professional programmes of junior specialist's training, obtaining complete secondary education at the same time.

**Bachelor** (*Bakalavr*, 1st cycle) is an educational-proficiency level of higher education of a person who, on the basis of completion of secondary education, has attained basic higher education, fundamental and special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity (in economy, science, engineering, culture, arts etc.). The normative period of training is four years (240 ECTS). The training of Bachelor specialists may be carried out according to the shortened programme of studies on the basis of the Junior Specialist level.

**Specialist** (*Spetsialist*, 2nd cycle) is an educational-proficiency level of higher education of a person who, on the basis of the Bachelor degree, has attained complete higher education, special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity (in economy, science, engineering, culture, arts etc.). The normative period of training is one year (60 ECTS).

**Master** (*Magistr*, 2nd cycle) is an educational proficiency level of higher education of a person who has attained complete higher education, special skills and knowledge sufficient to cope with professional tasks and duties of innovative character at a certain level of professional activity (in engineering, business management, pedagogic, arts etc.). The training of students at Master level may also be carried out on the basis of the specialist level. The period of training is typically between one to one and a half years (60-90 ECTS). During the studies at the Master level, students are required to write their final thesis on a selected subject and present it, be able to collect, analyse, summarise and communicate study and practical material; often knowledge of a foreign language is also required.

Specialist and Master programmes in fields such as medicine, dentistry, veterinary medicine are carried out on the basis of complete secondary education within a period of five to six years (300-360 ECTS).

Higher education graduates are awarded qualifications of the appropriate educational proficiency levels and are granted state diplomas. The diploma is the state-recognised document which serves as both an educational certificate and a professional licence, confirming the attainment of the appropriate higher educational level and qualification of certain educational-proficiency level (an academic degree in a field of study and speciality).

**Research programmes** (assigned to third cycle) are implemented in a “non-Bologna” format, beyond the HE system:

- 1st stage: **Aspirantura (postgraduate Doctorate programme)**, on completion, the degree of a Candidate of Sciences is granted (similar, but not equivalent to a PhD degree). 35 000 Aspirantura students are currently studying at 251 HEIs and 279 research institutions.

- 2nd stage: **Doctorantura (post-Doctorate programme)**, on completion, the degree of a Doctor of Sciences is awarded. 1 600 Doctorantura students are currently studying at 164 HEIs and 99 research institutions.

Research programmes typically involve:

- conduct of original research, preparation and public defence of a dissertation;
- supervisory procedures (by higher education institution, research institutions) and assessment (by the Department of the Ministry);
- double status of research post-Doctorate programme students (students and early stage researchers).
- doctorate students, who have the status of both students and early stage researchers.

Some research programmes have been modernised in line with the Bologna Process. For example, a pilot PhD programme is offered at the National University Kyiv Mohyla

Academy. The programmes at all levels, except post- Doctorate programmes, are full-time or parttime. Part-time programmes have various formats: evening classes, correspondence programmes, distance learning, e-learning, mixed programmes.

### **Types of tertiary education institutions**

There are four levels of accreditation of HEIs:

- 1st accreditation level HEIs train Junior specialists;
- 2nd accreditation level HEIs train Junior specialists and/or Bachelors;
- 3rd accreditation level HEIs train Bachelors, specialists and in certain professions (specialities) Masters;
- 4th accreditation level HEIs train Bachelors, specialists and Masters and offer postgraduate Doctorate (Aspirantura) and post-Doctorate (*Doctorantura*) programmes.

There are **six types** of higher education institutions (HEIs) in the Ukraine:

- Universities - Universytet (197 at present) have the 4th accreditation level. They may be multi-disciplinary institutions (follow a classical university model) or 'branch' institutions (focus on some particular professional field as technical, medical, agricultural, pedagogical, economics, law etc.). They act as leading research and methodological centres in both fundamental and applied research.
- Academies – Akademia (66 at present) have the 4th accreditation level. They are concentrated on a specific area of knowledge in which they also act as leading research and methodological centres in both fundamental and applied research.
- Institutes – Instytut (102 at present) have the 3rd accreditation level. They are concentrated on a specific area of knowledge in which they also conduct research and methodological research in both fundamental and applied fields. They may be independent or a sub-unit of a university or academy.
- Conservatoires – Konservatoria (one at present) have the 3rd accreditation level. They specialise in culture and arts, specifically music. They also conduct research and act as leading centres in the areas of their activity.
- Colleges – Koledg (238 at present) have the 2nd accreditation level. They provide training leading to the acquisition of specific HE qualifications. They may also constitute sub-units within HEIs with 3<sup>rd</sup> and 4<sup>th</sup> level accreditation.
- Technical and Vocational Schools – Technicum, Uchylische (242 at present) have the 1st level of accreditation. They provide education and training in several adjacent areas. They may also constitute sub-units within HEIs with 3rd and 4th level accreditation. With respect to the ownership, Ukraine's HEIs are divided into public (661) and private (185) HEIs. Public forms of ownership are: municipal and state owned.

State (public) higher education institutions (HEIs) of the 4th accreditation level can be granted the status of National HEI by the President of Ukraine which results in greater funding of an institution. There are now 96 National HEIs.

## **2. Distribution of responsibilities**

The Ministry of Education and Science sets standards for higher education, develops qualifications, organizes and conducts licensing and accreditation processes and monitors educational processes and governance of HEIs. It develops qualification requirements for the staff and determines recommendations for their workload. The Ministry of Education and Science of Ukraine approves the statutes and admission rules of HEIs, drafted according to the Ministry's guidelines. In elections of heads of HEIs, it appoints and dismisses the nominees. It also awards academic status (*Docent* or *Professor*) to academic staff.

The general trend is towards decentralisation, with the aim of delegating a certain amount of authority and responsibilities to the HEIs. This will allow further deconcentration or deregulation of the HE system.

### **3. Governing bodies of the higher education institutions**

HEIs are governed by a head, advisory and operational bodies and self-governing bodies (including students' self-governing bodies).

The head of an HEI (rector, president, director) is charged with a broad range of functions and responsibilities for strategies, management, finance, organizational structure and staff. The head represents the institution and reports on its operation externally.

The Academic Board of an HEI – the advisory (collegial) body – chaired by the head: approves the budget and financial report; submits the statute and amendments to it for the approval of the self-governing body; approves curricula and syllabuses; adopts research plans; and votes on the appointment of chairs, professors and other staff.

The Academic Board consists of the deputy heads of the HEI, deans, the chief accountant, the chairs of the self-governing bodies, elected representatives (teachers, professors and academic chairs) and students' representatives.

The Supervisory Board of an HEI – the advisory (collegial) body at national university level – is responsible for civil control and cooperation with civil society, the local community, employers, academia, politicians and the international community.

The operational bodies of an HEI include the rectorate, directorate, pedagogical council, admission board and others.

The self-governing bodies of an HEI include the employees' conference, faculty councils and students' parliament etc.

### **4. Financing**

Public (state) HEIs are funded by the state budget via the Ministry of Education and Science of Ukraine. Public sectoral HEIs subordinate to line ministries are funded by the state budget via the relative ministry. Municipal HEIs are funded by municipal budgets. Private HEIs are funded by their owners (founders). The Ministry of Education and Science of Ukraine, the Ministry of Economic Development and Trade and the Ministry of Labour and Social Policy identify demand (*state order*) for certain professions (qualifications) and allocate it among state funded HEIs.

## **5. Students' contributions and financial support**

Students who study under a state order do not pay fees. Additionally, full-time students who demonstrate good academic achievements receive a stipend (scholarship). There are various types of stipends: academic, social and special. The amount of an ordinary academic stipend is stipulated by the law of Ukraine on higher education. It depends on the qualification level programme and amounts to approx. 60 % to 70 % of the minimum living standard, which is fixed by the Regulation of the Cabinet of Ministers of Ukraine. Students who do not study under a state order pay study fees on a contractual basis. Students, or their parents, may obtain a loan from a private commercial bank or a loan from the state to pay for their studies. Also, parents of students or working students may claim tax relief.

## **6. Licensing, quality assurance and accreditation of institutions and/or programmes**

On the national level, quality assurance (QA) is applied to higher education as a whole and consists of external and internal assessment and publication of results. Some universities in Ukraine contact international accreditation agencies directly. The law on higher education stipulates that all HEIs must be licensed before they can offer tertiary-level education programmes. To be granted a licence, an HEI must meet the required standards set by the Ministry of Education and Science of Ukraine, which relate to infrastructure, resources, staff and programmes.

The accreditation procedures include the accreditation of education programmes and the institutional accreditation of HEIs. In order to have an education programme accredited, an HEI must meet the requirements of the HE standards. An HEI receives institutional accreditation if at least two-thirds of its educational programmes have been accredited.

## **7. Admission**

Admission policy is developed by the Ministry of Education and Science of Ukraine, prescribed by the order of the Ministry. HEIs develop their own rules of admission according to this order and submit them for the approval of the Ministry of Education and Science, Youth and Sports. For Bachelor level; it is a compulsory prerequisite to pass the Independent External Assessment (IEA). The IEA result must be not less than the specified minimum. For specific specialities, additional exams are possible. Also admission policy takes into account an average mark of school certificate. For the next level (specialist, Master), students must pass admission exams.

## **8. Organisation of the academic year**

The length, beginning, end and organisation of the academic year are determined by the HEI and depend upon the type of the programme, the mode of its delivery, the year of studies and other factors. The official beginning of the academic year in Ukraine is 1 September, or the first weekday after 1 September if this date falls on a weekend. There is no common end of the academic year. The academic year usually consists of two terms (semesters) or occasionally three terms (trimesters), though a summer semester is not yet widespread. The length of a semester and academic breaks may vary among HEIs. The

length of the examination period depends upon the programme and the mode of its delivery.

## **9. Curriculum content**

For all qualifications levels, the curriculum is comprised of two components: I – normative component (determined by the state standard and compulsory); and II – optional component. The first component includes subjects list appropriate to speciality state standard (generally foreign language). The second component is divided into two parts: the first includes disciplines compulsory for all students and determined by the HEI; the second consists of elective disciplines.

## **10. Academic staff**

Academic staff posts in HEIs include:

- within a chair (department): head of chair, professor, associate professor ("docent"), senior teacher (lecturer), teacher, assistant teacher;
- in research laboratories: head, lead researcher, senior researcher, junior researcher.

## **11. Research activities**

Academic staff working for a chair (department) conducts research activities, including the writing and publication of academic papers, preparation of theses, supervision of students, consultancy etc. The fundamental research in HEIs is mainly conducted by research laboratories. HEIs are actively involved in various research programmes, both at the national and international level.

## **12. International cooperation**

The importance of international cooperation is declared in several Ukrainian laws and by-laws. Ukrainian HEIs take actively part in international cooperation. The efficiency of such cooperation depends mainly on the capacity of an HEI and its staff (knowledge of foreign languages, expertise and experience, participation in international projects etc.). As a rule, international cooperation is based on partnership agreements signed by HEIs and is implemented according to an annual plan. Cooperation activities and their funding vary from case to case. As a rule, HEIs organize joint events, students' exchanges, participate in joint research projects, prepare joint publications etc. Various international educational programmes are open to Ukrainian HEIs; this ensures development of projects in line with HE strategy developments in cooperation with HEIs all over the world. HEIs participate in the following programmes: Tempus, Erasmus Mundus, Jean Monnet, 7<sup>th</sup> Framework Programme (FP 7), Tuning and others. Numerous scholarships and grants to study abroad and set up collaboration strengthen international collaboration between HEIs.

Currently, there are some joint programmes and educational services for foreign citizens.

Some 42 980 foreign students are studying at Ukrainian HEIs. The majority of foreign students study at the Kharkiv and Kiev HEIs. Ukraine has signed 22 intergovernmental international agreements on mutual recognition of educational documents, scientific degrees and academic titles. 32 drafts of such agreements are being amended.

## **II. Current challenges and needs**

### **1. Trends and challenges**

Ukraine joined the Bologna Process in 2005. Key developments since then include: approval of an action plan on QA in higher education; amendments to the law on HE, according to the Bologna principles and recommendations; inclusion of Ukraine as governmental member of the European Quality Assurance Register; further developed National Qualification Framework (NQF).

Significant progress has been achieved in three strategic areas of the Bologna Process: implementation of a two-cycle system; implementation of quality assurance in the field of higher education; recognition of diplomas and previous periods of study.

The strategic objectives set by the Ministry of Education and Science of Ukraine for the HE sector includes:

- development of a contemporary strategy for HE development, focusing on quality assurance and its integration with European and global HE areas;
- development of a sound legal-regulatory basis for the HE sector and HE institutions;
- monitoring and ensuring law enforcement by Ukrainian HE institutions;
- improvement of access to HE and vocational training for the disabled, to assist their adaptation and increase their employability;
- alignment of HE legislation with the requirements of the Bologna Process, specifically by implementing the National Qualifications Framework;
- promotion of university autonomy, students' self-governance and public involvement with university governance;
- implementation of programmes to promote talented youth, their academic development and career planning;
- development of a legal-regulatory basis and implementation of measures to increase the employability of university graduates.

Along the path of modernisation, internationalisation and integration with the European Higher Education Area (EHEA), the upcoming challenges for Ukraine's HE include:

- completion of a three-cycle system;
- alignment of university curricula with the Bologna structure;
- curricula reform with a view to employers' needs;
- establishment of programmes for foreign students and further internationalisation of Ukraine's HE;
- implementation of a National Qualification Framework for Lifelong Learning;
- development of comprehensive guidelines for the implementation of ECTS and of the Diploma Supplement of the EU/CoE/UNESCO format;
- further development of the mechanism for equal access to HE;
- introduction of an HEI ranking system;
- increasing the outward and inward mobility of students and academic and administrative staff of HEIs;
- development and introduction of new educational standards (curricula reform) with a view to improving the quality of the content of education and in order to facilitate employability of graduates;

-development of academic and financial autonomy of HEIs;  
-promotion of the development of Ukrainian and global cultural values, orientation towards the ideals of democratic ideas.

### **1. Read the article by Jakub Parusinski and say:**

- a) What are the main afflictions of education in Ukraine from the point of view of the author? What reforms are urgent in the field of higher education?
- c) Comment on the number of higher educational institutions in Ukraine and correlation between the number and quality of training.
- d) How can you account for the low rating of Ukrainian universities? If you were to compile the ranking of Ukrainian universities what universities could lead in this rating? Give the good ground of your choice.
- e) Do you share the author's point of view that Ukrainian universities are still behind the iron curtain?
- f) How can you explain the gap between the training of the students and the needs of the business prospective employers?
- g) What are the inconsistencies of the Bologna Process implementation in higher education in Ukraine?

### **Ukraine's Higher Education Institutions: Fighting Isolation**

**Jakub Parusinski**

Statistically at least, Ukraine is one of Europe's educational heavyweights. It has a staggering number of higher education institutions (HEI), Europe's fourth largest group of graduate students after Russia, the UK, and France, and a long history of higher learning, dating back to the 16th century. Underneath the surface, though, is a system plagued with various afflictions.

To begin with, the country's HEIs are inadequately funded and corruption is endemic. These factors only serve to aggravate the poor performance of Ukrainian HEIs in terms of innovative research, contributions to global knowledge, integration with international networks, mobility of faculty and student populations, links with business, and offering conditions for the formation of national elites that will stimulate good economic and political governance.

In 2005 Ukraine joined the Bologna Process, which aims to create a European Higher Education Area and improve the quality of education across European states, as part of the political process of Europeanizing higher education. Although some progress has been made at the government level, bright spots are few and far between. Yet, even a 100% commitment to the goals of the Bologna Process will not solve Ukraine's problems with post-secondary education. To properly modernize the country's system of higher education requires fundamental reform and a comprehensive educational policy from the government and the will to change the way HEIs are governed – both of which are regrettably lacking.

### **Corruption: Public Enemy #1**

The most widely recognized problem of Ukrainian HEIs is corruption. It is also by far the most visible. One reason behind this visibility is the "media- friendly" nature of corruption related scandals, which leads to endless stories about bribes paid to pass exams, improve grades or gain access to coveted positions. The seriousness of the issue is highlighted by embarrassingly high-profile cases of government officials with questionable or even fake diplomas, including a Simferopol city official with a diploma from a non-existent university and a deputy head of the SBU, the state security service, with a non-existent degree from Taras Shevchenko University.

However, corruption does not always take the form of underhanded transactions. There is a great deal of ambiguity about the common practice of offering private tutoring – some extravagantly priced –, by professors who later administer oral examinations to those same students. While unprofessional, this procedure is not illegal in Ukraine: some professors even register their "consulting" activities officially.

In 2008, the Ministry of Education implemented an external independent standardized test whose aim is to eliminate corruption in the post-secondary admission process. Public universities are particularly sensitive to admissions-related corruption, on account of the two-tier admissions system, with free or state-funded places and tuition-paying ones. The new test is intended to eliminate bribes for securing the state-funded places. While this is a welcome initiative, numerous concerns have been raised about the validity of the test as a measure of future student performance. Cases of corruption continue to be reported and some institutions refuse to acknowledge the test, conducting parallel oral examinations or "interviews" to determine admission.

One of the factors behind the high level of corruption is the apparent complacency of those involved. Surveys have shown that close to 30% of students are inclined to use bribery as a way to improve grades, while a further 15% let friends know if such options exist. While this leaves a substantial amount of non-cheating students, only 3-8%, depending on the region, stated that they would inform officials of incidents of bribery. The system is comfortable for many students, who either have jobs or simply don't care about their studies, leading some of them to lash out against corruption prevention hotlines, as they make bribery more difficult and expensive!

Although the bribes, extortion and embezzlement are the most visible facets of corruption in Ukraine, they are not the only and, arguably, not the most serious forms. More "covert" issues include various kinds of favoritism and plagiarism. Moreover, many state-owned HEI have vast possessions, often linked to campuses (but not only), making corrupt practices all the more lucrative. While the explicit corruption can be linked to poor oversight mechanisms, organizational problems, and financial and material shortages – which, to the government's merit, have been begun to be addressed with relative success –, they are not the most dangerous to higher education in Ukraine in the long term. Indeed, the intangible nature of the "covert" factors makes them extremely hard to root out. They are pervasive and will compromise HEIs as partners in projects involving business, government, or other educational institution

## **Quality, not quantity**

One of the astounding features of Ukraine's higher education is the growth in the number of institutions, particularly Level III and IV accredited HEIs, corresponding to academies, institutes and universities that can offer master, specialist and other postgraduate degrees, as opposed to Level I and II accredited HEIs, which can only offer junior specialist and bachelor diplomas. While the number of vocational schools is slowly rising after a post-independence decline, the number of Level I and II institutions has collapsed, falling from 742 in 1990 to 511 in 2008. The number of Level III and IV accredited HEIs has more than doubled, from 149 in 1990 to 350 in 2008. A significant part of this increase comes from level I and II institutions which gained higher levels of accreditation, though without always having made the necessary transformation in terms of quality and scope of education offered.

These shifts in the orientation of higher education in Ukraine have been mirrored by the changes in the student population. Thus, the fall in to Level I and II accredited establishments corresponded to a fall from 757,000 students in 1990 to just over 354,000 in 2008. Conversely, the number of students enrolled in Level III and IV HEIs exploded from 881,000 in 1990 to 2,245,000 in 2008. What is even more astounding is the rise in the number of postgraduate and doctoral students, which grew over the same period from 13,374 to 33,344.

The huge increases in Level III and IV institutions are far from as positive as they may seem at first glance. A significant proportion of those institutions, perhaps even the majority, are nothing more than diploma mills. As a result, their graduates often lack even the basic skills required by the job market while the ethos of bribery and shady connections continues to spread throughout Ukrainian society.

Moreover, the staggering rise in the number of postgraduate students is due to pay-scales in public institutions, rather than a real need among different industries for highly qualified, specialized workers or people in a quest for knowledge. Thus Ukraine should scrutinize the quality of education provided, revoking the accreditations of those institutions that fail to live up to the required standards.

### **Under-achievers**

Although rankings are always a controversial subject among academics and educational experts, they do provide at least a vague idea of how various institutions are faring. Of course, most rankings have internal biases towards larger, older, English-language institutions. Unfortunately, even when these factors are taken into account, Ukrainian HEIs continue to rank very low.

A factor even more evocative than the specific rankings obtained by Ukrainian HEIs is their absence from most rankings, such as the THE-QS, a heavily peer-review-based ranking indicative of an institution's prestige; the Shanghai ranking, a natural science-oriented academic measure; or the HEEACT, which assesses contributions to international research. The rankings in which Ukrainian HEIs do make a place are either of poor quality or include a very large number of institutions. The first category includes the Global University Ranking, which is strongly biased towards former soviet countries, especially Russia, with 3 institutions in the top 100 and an astonishing 5th place for Lomonosov

University. It ranks as the top Ukrainian HEIs: Kharkiv Polytechnic (356), Donetsk National Technical University (409), and Donetsk National University (421).

A more reliable ranking is Webometrics, developed by the cybermetrics lab of the Spanish National Research Council. The ranking measures how connected a given HEI website is, based on the assumption that "You are your website." It has the advantage of ranking over 8,000 institutions and rates Ukraine's podium thus: Taras Shevchenko University in Kyiv (1,346), Kyiv-Mohyla Academy (2,055), and Ivan Franko University in L'viv (2,099).

Another commonly-used way of assessing HEI effectiveness, although it is limited to technical and engineering institutions, is to observe activity around patent registration in a given country. On this account, Ukraine fares better, with a total of 3,909 patents filed and 2,889 patent grants registered in 2008. While this is far from insignificant, it is below the number of patents filed by Belgium, Thailand or Denmark.

Nevertheless, it would be highly advisable to replace the necessity of relying on international rankings by creating rigorous home-grown ones. However, such rankings would have to be based on a transparent and academic methodology, unlike the Top 200 project which is a closed-door business, largely based on the size of an institution (leading Ostroh and Kyiv-Mohyla academies to pull out of it, despite habitually being placed at the top of the list). Proper rankings would provide all the parties involved with reliable feedback about the effectiveness of their endeavors.

### **Ukraine's Isolated HEIs: Still behind the Iron Curtain**

One of the most deleterious features of Ukraine's system of higher education, inherited from the Soviet period, is its isolation, especially institutions devoted to social sciences. The emphasis on standardized curricula, not challenging official positions, and general lack of freedoms has led to a system cut off from the world. These features are particularly deplorable in academia, which requires openness and collaboration to function properly.

One of the notable aspects of the Bologna Process is the intent to foster cross-country cooperation among HEIs. This is an area in which Ukrainian HEIs stand out through their absence. Within the 20 or so groups to which top European HEIs are affiliated, including such prominent networks as the Coimbra Group – 38 of the oldest and most prestigious European universities, some of which are younger than the Kyiv-Mohyla or Ostroh Academies; the Utrecht Network, which is notably focused on internationalization through summer schools, mobility programs, and joint curricula and degrees; the League of European Research Universities; and Top Industrial Managers for Europe, which promotes student exchanges and double degrees, primarily for technical and engineering specialists, not a single Ukrainian HEI can be found. This even includes the Institutional Network of Universities from the Capitals of Europe, which includes an Albanian university, but no Ukrainian one.

Developing countries around the world are currently taking advantage of present trends for the outsourcing of education, as well as collaboration with business and private individuals. These can take the form of privately sponsored scholarships, endowments for private universities, corporate universities, joint programs, or off-shore campuses. Such programs are subject to greater pressures in terms of achieving specified goals and being

accountable for the efficient use of resources, making them competitive in comparison to their public peers. Moreover, such programs also have a greater international component, which stimulates intellectual exchange, mobility, and spread of knowhow.

One of the notable exceptions in international cooperation is Kyiv-Mohyla Academy's partnership with the Economics Education and Research Consortium, a collection of international donor organizations promoting economics education in the newly-independent states. Together with the Victor Pinchuk Foundation, it founded the Kyiv School of Economics. A joint program with the University of Houston, international faculty, and links to business and regional partners, as well as the combination of individual and business donors, have turned it into a widely acknowledged center of excellence. Nevertheless, such collaboration is extremely rare.

### **Business wants in**

Despite the fact that Ukrainian HEIs are spewing out tremendous numbers of graduates and so-called specialists, employers are finding it hard to find professionals who match their requirements. Indeed, graduates produced by Ukrainian HEIs largely fail to acquire the skills required by potential employers, making diplomas irrelevant in comparison to previous work experience and, too often, connections or bribes.

One of the leading trends in global higher education in the past decade has been fostering ties between HEIs and business. Indeed, this has developed to the extent that corporations are becoming wary of universities' intellectual property rights. However, the strengthening of intellectual property rights has spurred academic innovation and growth – though some would argue that this has been at the cost of neglecting basic science.

One of the methods that has been successfully used in other countries to develop such ties is to create special activity areas linked up to top institutions. These can take the form of technology parks, science parks or special economic zones. Businesses receive preferential treatment in exchange for supporting HEIs or activities in desired areas, requiring cooperation with HEI. This is also a way of attracting outsourcing, which tends to rely heavily on a region's pool of post-secondary students. This has already started to develop around L'viv and Kharkiv, where Microsoft Ukraine plans to open an Innovation Center together with Kharkiv University in 2010, the second in the country.

Finally, corporate universities are a means of educating a pool of graduate students with specific business-oriented skill sets. However, problems with capturing the full benefits of maintaining such an institution when graduates tend to change employment after initially working for the company means that setting up corporate universities requires public support.

Notably, the lack of cooperation in this field can be largely attributed to the unwillingness of HEIs. Companies regularly complain about the imposition of fees and administrative hurdles, which are often used by HEI governance in order to solicit bribes. Many HEIs charge companies for advertising about employment or internship openings or for hosting career fairs. Overall links between business and a significant portion of HEIs remain characterized by distrust rather than cooperation, leading to deficiencies in human capital supply and hampering the development of applied research.

### **More than lip-service?**

Ukraine officially committed itself to the Bologna Process at the Bergen conference, which was held in 2005 and dedicated to expanding the process. While this can be seen as an aspect of Ukraine's planned Europeanization, it is important to keep in mind that the process was initiated within the framework of the Council of Europe, together with members of the European UNESCO region, and is thus not directly related to EU integration. Nevertheless, the European Commission is an important actor contributing to the process, notably through the Erasmus and Life-long Learning Programs.

One of the most important challenges linked to the Bologna Process – indeed its *raison d'être* – is to bring the structures of higher education in line with established European standards. This criterion has been partly fulfilled, with Level III and IV institutions such as universities, academies and institutes embracing the two-cycle system. The European Credit Transfer System (ECTS) was implemented at Level III and IV HEIs during the 2006/2007 academic year. This year has been set as the deadline for the implementation of the National Qualifications Framework, and institutions of Quality Assurance are operating, at the internal, external, state, and regional levels.

While it may seem that the Bologna Process is being successfully implemented, there are plenty of inconsistencies. Many HEIs continue to run parallel curricula or ones that are incongruous with European standards, considerably reducing the transferability of credits. Quality assurance often does not conform to European norms, either. Doctoral studies have yet to be reformed. Moreover, staff mobility is still strongly limited, largely by the right of a rector to prohibit teachers from holding more than one position and the lack of inter-university bilateral agreements on staff exchange and joint professional development programs.

A commonly overlooked element of the Bologna Process is the question of student participation. This is extremely important, as students constitute the main group with an interest in improving the level of educational services provided. Thus, in a system dominated by inertia, student groups can provide the kick-start to reform. However, the independence and scope of these bodies remains constrained in Ukraine – and not just here. For example, rectors continue to nominate student representatives, student representatives are constricted to low-profile advisory activities, and financial barriers significantly limit the scope of their work. A further problem is that, due to the young age and lack of financial independence of students, it is in fact their parents that ought to be involved in matters of quality assurance – generating a whole new set of complications.

### **Taking the baloney out of Bologna**

The Bologna Process is in many senses idolized as a means of Europeanizing Ukraine's system of higher education. However, it is not a miracle solution for all woes. Moreover, since the beginning of its implementation in many European countries, assessments of consequences have been disappointing.

One of the main failures is quality assurance, an important commitment made at the Bergen conference. Indeed, a total of 16 countries, including France, Italy, Austria and Ukraine, were assessed as being non-compliant with regard to internal and external quality assurance and having a properly functioning quality assurance agency. Only five are

considered compliant with the European Standards and Guidelines (developed within the framework of the Bologna Process). Unsurprisingly, none of the countries involved have seen significant improvements in the decade since the beginning of the process, as assessed by external experts.

The effect on student participation is limited, with only 30% of students stating that the process has had a significant or better effect: 39% claimed it had a little effect, while 15% claimed it had either no effect at all and 9% said it actually led to a deterioration in participation. Moreover, student participation is low in regards to both internal and external evaluation, which is particularly important in the former case, as students are the main consumers of educational products.

Despite promises of widespread implementation of the three-cycle system and ECTS, many countries maintain parallel systems, especially in non-university HEIs. Consequently, a system intended to recoup European competitiveness in higher education has been largely limited to cosmetic changes and half-hearted reforms. This is clearly mirrored in the continued stagnation of a majority of European institutions, in particular when compared with the rising stars of Asia and Australia.

### **Student Mobility:**

#### **Threat to status quo or opportunity?**

Despite the generally disheartening situation, in one area the Bologna Process has proven to be a success: student mobility. The existence of comparable curricula, the ECTS, and various exchange programs, has led to a rise in student exchanges, prompting the coining of the term "Erasmus Generation" for the new generation of European students with broad international experience. Although Ukraine recently joined the Erasmus Mundus External Cooperations Window, through the European Neighborhood Partnership Instrument, it has yet to reap benefits.

Foreign-funded scholarships continue to be a rarity for Ukrainian students. Ukrainian students benefited from 135 Erasmus-type scholarships across all categories, while Turkish students received in excess of 7,000. As international experience is a significant factor in the spread of new ideas and values, the importance of this aspect should not be underestimated. Key problems mentioned by students include difficulties with transferring credits, mainly due to recognition issues, administrative hurdles, and the poor portability of loans and grants.

In a sense, Ukraine's HEIs benefit from the visa restrictions imposed upon Ukrainian citizens, as well as from a variety of factors – historical, linguistic, financial, cultural and so on – that have led to the isolation of Ukrainian students. Indeed, should these hurdles be removed, HEIs in Ukraine will face much higher levels of competition and corruption will likely wither. Top students will vote with their feet. This is a serious threat for Ukraine, from both a social and commercial point-of-view. Those top students are the ones most likely to be potential drivers of growth and public figures. Educated abroad, meager perspectives back home mean they are likely to stay away. Considering Ukraine's demographic crisis, such a situation is quite unsustainable and could eventually lead to a collapse of higher education in Ukraine.

### **Moving from barely adequate to satisfactory**

In order to address the many problems, efforts must be made both by HEIs and the government, both jointly and independently. A well-functioning system of higher education is a requisite to transforming Ukraine's industrial relics, making its agriculture competitive, and developing a full-fledged service sector. Ukraine has immense potential, notably from the myriads of engineering and technical students, who can help develop high-tech industries. This means that six key issues must be addressed:

- HEIs must stop setting up barriers to cooperation with business. They must organize fairs, engage local industry, work on joint projects, and seek corporate sponsorship. This is fundamental, to keep higher education in touch with reality. In order to encourage such links, the government should create special economic zones and technology parks offering favorable conditions for such joint ventures. Business formulate their expectations, towards both government and HEIs, in a clear and united manner.

- HEIs must work to integrate into European and global research and cooperation networks, using them to acquire know-how and increase both staff and student mobility.

- HEIs need a framework for international mobility: the government should have a policy of attracting foreign institutions, be it in the form of joint campuses, foreign accredited institutions, or other. Even medium-level institutions attracted by tax breaks could provide a breath of fresh air in Ukraine's stuffy higher education system.

- Government and HEIs alike need to foster international student exchange programs. This should be done by direct cooperation with foreign institutions, as well as efforts at the government level.

- HEIs must tackle the question of corruption head-on. This could mean abolishing state-funded placements at HEIs altogether, but it would make HEIs directly accountable to their customers. Diploma mills should be tracked down and their accreditation revoked.

- The government and HEIs in Ukraine should pursue the Bologna Process with specific attention accorded to improving student participation, quality assurance and mobility.

In short, Ukraine's HEIs must make an effort to collaborate with other institutions abroad. This is the only way to finally bring Ukraine out of its isolation and make its schools more competitive. Ukraine has to make up for decades of intellectual isolation and come up to date with developments in global academia. This cannot be done without engaging researchers and institutions from abroad. The Bologna Process is likely to be of considerable assistance in this area, but it is not enough to integrate Ukraine's higher education with global networks. Moreover, the experience of other European countries shows that implementing the Bologna Process does not necessarily increase competitiveness. One thing that must be kept in mind is that it is not necessary to improve a large number of HEIs. Indeed, the most important thing for the long-term health of higher education in Ukraine is that a sizeable group of very good institutions set the standards for the rest of the country – a Ukrainian Ivy League so to speak.

The government for its part needs to provide a clear legal and organizational framework for international mobile HEIs, rather than manifesting its traditional distrust of foreign actors. US-licensed universities, such as those in Armenia, Bulgaria and Hungary, have proved to be small but active centers of excellence that foster competition and networking and develop specialists who are in high demand. National education policy should take

advantage of the current trend towards outsourcing education and provide a framework for offshore programs and institutional franchises. While setting up international branch campuses is likely to lead to a certain stratification of higher education – attracting top academics with better conditions and pay –, this should foster competition and raise standards across the board.

One of the most radical but potentially very effective propositions is to abolish state-owned higher education. This could be replaced by a series of merit-based grants and scholarships. The belief that state-owned and state-funded education "levels the playing field" is based on several fallacies. Education is never free, as it requires the sacrifice of time which could otherwise be spent working. Thus, a certain level of individual wealth is necessary to enjoy state-funded education. Moreover, fee-paying students (or their parents) will hold their institutions accountable and provide the impetus for change. Thus, such a change would reduce the number of students – along with demand for bogus diplomas –, increase competition among HEIs, and increase the financial means of the fittest by allowing them to provide better services.

Although the present circumstances make it challenging, one possible strategy involves devoting a considerable part of the education budget towards providing scholarships that allow highly gifted individuals to study at top institutions around the world, with the promise of specialist positions in government. Such a strategy is widely viewed as one of the foundations of the successful transformation of South Korea,<sup>14</sup> which went from being a poor agrarian society with fledgling national elites to being one of the Asia's economic and cultural powerhouses.

As to long-term development, the transformation of Ukraine's higher education system is one of the greatest challenges facing the country. It will determine the ability of Ukraine's economy to finally rid itself from its undesirable heritage and enter the 21st century. While the Bologna Process can facilitate this transformation, by itself it will be insufficient. Excessive focus on emulating mediocre European solutions will not improve Ukraine's situation. Most importantly, students, the main consumers of educational services, should be empowered and engaged in the process. The country needs a comprehensive policy in order to open up its doors. The pressure to do so is certainly rising.

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**2. Render in English the chapter 3 of the Law “On Education” adopted in 2014. Use this information in your topic “Higher Education in Ukraine”**

Розділ II  
РІВНІ, СТУПЕНІ ТА КВАЛІФІКАЦІЇ ВИЩОЇ ОСВІТИ

## Стаття 5. Рівні та ступені вищої освіти

1. Підготовка фахівців з вищою освітою здійснюється за відповідними освітньо-професійними, освітньо-науковими, науковими програмами на таких рівнях вищої освіти:

- початковий рівень (короткий цикл) вищої освіти;
- перший (бакалаврський) рівень;
- другий (магістерський) рівень;
- третій (освітньо-науковий) рівень;
- науковий рівень.

Початковий рівень (короткий цикл) вищої освіти відповідає п'ятому кваліфікаційному рівню Національної рамки кваліфікацій і передбачає здобуття особою загальнокультурної та професійно орієнтованої підготовки, спеціальних умінь і знань, а також певного досвіду їх практичного застосування з метою виконання типових завдань, що передбачені для первинних посад у відповідній галузі професійної діяльності.

Перший (бакалаврський) рівень вищої освіти відповідає шостому кваліфікаційному рівню Національної рамки кваліфікацій і передбачає здобуття особою теоретичних знань та практичних умінь і навичок, достатніх для успішного виконання професійних обов'язків за обраною спеціальністю.

Другий (магістерський) рівень вищої освіти відповідає сьомому кваліфікаційному рівню Національної рамки кваліфікацій і передбачає здобуття особою поглиблених теоретичних та/або практичних знань, умінь, навичок за обраною спеціальністю (чи спеціалізацією), загальних засад методології наукової та/або професійної діяльності, інших компетентностей, достатніх для ефективного виконання завдань інноваційного характеру відповідного рівня професійної діяльності.

Третій (освітньо-науковий) рівень вищої освіти відповідає восьмому кваліфікаційному рівню Національної рамки кваліфікацій і передбачає здобуття особою теоретичних знань, умінь, навичок та інших компетентностей, достатніх для продукування нових ідей, розв'язання комплексних проблем у галузі професійної та/або дослідницько-інноваційної діяльності, оволодіння методологією наукової та педагогічної діяльності, а також проведення власного наукового дослідження, результати якого мають наукову новизну, теоретичне та практичне значення.

Науковий рівень вищої освіти відповідає дев'ятому кваліфікаційному рівню Національної рамки кваліфікацій і передбачає набуття компетентностей з розроблення і впровадження методології та методики дослідницької роботи, створення нових системоутворюючих знань та/або прогресивних технологій, розв'язання важливої наукової або прикладної проблеми, яка має загальнонаціональне або світове значення.

2. Здобуття вищої освіти на кожному рівні вищої освіти передбачає успішне виконання особою відповідної освітньої (освітньо-професійної чи освітньо-наукової) або наукової програми, що є підставою для присудження відповідного ступеня вищої освіти:

- 1) молодший бакалавр;
- 2) бакалавр;
- 3) магістр;
- 4) доктор філософії;
- 5) доктор наук.

3. Молодший бакалавр - це освітньо-професійний ступінь, що здобувається на початковому рівні (короткому циклі) вищої освіти і присуджується вищим навчальним закладом у результаті успішного виконання здобувачем вищої освіти освітньої-професійної програми, обсяг якої становить 90-120 кредитів ЄКТС.

Особа має право здобувати ступінь молодшого бакалавра за умови наявності в неї повної загальної середньої освіти.

4. Бакалавр - це освітній ступінь, що здобувається на першому рівні вищої освіти та присуджується вищим навчальним закладом у результаті успішного виконання здобувачем вищої освіти освітньо-професійної програми, обсяг якої становить 180-240 кредитів ЄКТС. Обсяг освітньо-професійної програми для здобуття ступеня бакалавра на основі ступеня молодшого бакалавра визначається вищим навчальним закладом.

Особа має право здобувати ступінь бакалавра за умови наявності в неї повної загальної середньої освіти.

5. Магістр - це освітній ступінь, що здобувається на другому рівні вищої освіти та присуджується вищим навчальним закладом у результаті успішного виконання здобувачем вищої освіти відповідної освітньої програми. Ступінь магістра здобувається за освітньо-професійною або за освітньо-науковою програмою. Обсяг освітньо-професійної програми підготовки магістра становить 90-120 кредитів ЄКТС, обсяг освітньо-наукової програми - 120 кредитів ЄКТС. Освітньо-наукова програма магістра обов'язково включає дослідницьку (наукову) компоненту обсягом не менше 30 відсотків.

Особа має право здобувати ступінь магістра за умови наявності в неї ступеня бакалавра.

Ступінь магістра медичного, фармацевтичного або ветеринарного спрямування здобувається на основі повної загальної середньої освіти і присуджується вищим

навчальним закладом у результаті успішного виконання здобувачем вищої освіти відповідної освітньої програми, обсяг якої становить 300-360 кредитів ЄКТС.

6. Доктор філософії - це освітній і водночас перший науковий ступінь, що здобувається на третьому рівні вищої освіти на основі ступеня магістра. Ступінь доктора філософії присуджується спеціалізованою вченою радою вищого навчального закладу або наукової установи в результаті успішного виконання здобувачем вищої освіти відповідної освітньо-наукової програми та публічного захисту дисертації у спеціалізованій вченій раді.

Особа має право здобувати ступінь доктора філософії під час навчання в аспірантурі (ад'юнктурі). Особи, які професійно здійснюють наукову, науково-технічну або науково-педагогічну діяльність за основним місцем роботи, мають право здобувати ступінь доктора філософії поза аспірантурою, зокрема під час перебування у творчій відпустці, за умови успішного виконання відповідної освітньо-наукової програми та публічного захисту дисертації у спеціалізованій вченій раді.

Нормативний строк підготовки доктора філософії в аспірантурі (ад'юнктурі) становить чотири роки. Обсяг освітньої складової освітньо-наукової програми підготовки доктора філософії становить 30-60 кредитів ЄКТС.

Наукові установи можуть здійснювати підготовку докторів філософії за власною освітньо-науковою програмою згідно з отриманою ліцензією на відповідну освітню діяльність. Наукові установи можуть також здійснювати підготовку докторів філософії за освітньо-науковою програмою, узгодженою з вищим навчальним закладом. У такому разі наукова складова такої програми здійснюється у науковій установі, а освітня складова - у вищому навчальному закладі.

7. Доктор наук - це другий науковий ступінь, що здобувається особою на науковому рівні вищої освіти на основі ступеня доктора філософії і передбачає набуття найвищих компетентностей у галузі розроблення і впровадження методології дослідницької роботи, проведення оригінальних досліджень, отримання наукових результатів, які забезпечують розв'язання важливої теоретичної або прикладної проблеми, мають загальнонаціональне або світове значення та опубліковані в наукових виданнях.

Ступінь доктора наук присуджується спеціалізованою вченою радою вищого навчального закладу чи наукової установи за результатами публічного захисту наукових досягнень у вигляді дисертації або опублікованої монографії, або за сукупністю статей, опублікованих у вітчизняних і міжнародних рецензованих фахових виданнях, перелік яких затверджується центральним органом виконавчої влади у сфері освіти і науки.

## ВИЩІ НАВЧАЛЬНІ ЗАКЛАДИ

## Стаття 28. Типи вищих навчальних закладів

### 1. В Україні діють вищі навчальні заклади таких типів:

1) університет - багатогалузевий (класичний, технічний) або галузевий (профільний, технологічний, педагогічний, фізичного виховання і спорту, гуманітарний, богословський/теологічний, медичний, економічний, юридичний, фармацевтичний, аграрний, мистецький, культурологічний тощо) вищий навчальний заклад, що провадить інноваційну освітню діяльність за різними ступенями вищої освіти (у тому числі доктора філософії), проводить фундаментальні та/або прикладні наукові дослідження, є провідним науковим і методичним центром, має розвинуту інфраструктуру навчальних, наукових і науково-виробничих підрозділів, сприяє поширенню наукових знань та провадить культурно-просвітницьку діяльність;

2) академія, інститут - галузевий (профільний, технологічний, технічний, педагогічний, богословський/теологічний, медичний, економічний, юридичний, фармацевтичний, аграрний, мистецький, культурологічний тощо) вищий навчальний заклад, що провадить інноваційну освітню діяльність, пов'язану з наданням вищої освіти на першому і другому рівнях за однією чи кількома галузями знань, може здійснювати підготовку на третьому і вищому науковому рівнях вищої освіти за певними спеціальностями, проводить фундаментальні та/або прикладні наукові дослідження, є провідним науковим і методичним центром, має розвинуту інфраструктуру навчальних, наукових і науково-виробничих підрозділів, сприяє поширенню наукових знань та провадить культурно-просвітницьку діяльність;

3) коледж - галузевий вищий навчальний заклад або структурний підрозділ університету, академії чи інституту, що провадить освітню діяльність, пов'язану із здобуттям ступенів молодшого бакалавра та/або бакалавра, проводить прикладні наукові дослідження. Коледж також має право здійснювати підготовку фахівців освітньо-кваліфікаційного рівня молодшого спеціаліста.

Відомості про коледж, який є структурним підрозділом університету, академії чи інституту, включаються до Єдиної державної електронної бази з питань освіти.

## Стаття 29. Національний вищий навчальний заклад

1. Університету, академії, інституту незалежно від форми власності відповідно до законодавства може бути надано статус національного.

2. Надання вищому навчальному закладу статусу національного здійснюється за пропозицією Національного агентства із забезпечення якості вищої освіти, що подається в порядку та за критеріями, встановленими Кабінетом Міністрів України. Встановлення відповідності діяльності національного вищого навчального закладу визначеним критеріям для підтвердження чи позбавлення його такого статусу здійснюється раз на сім років Національним агентством із забезпечення якості вищої освіти.

### 3. Національний вищий навчальний заклад має право:

1) отримувати відповідно до законодавства на пріоритетних засадах передбачені державним бюджетом кошти для провадження наукової і науково-технічної діяльності, проведення фундаментальних та прикладних наукових досліджень, виконання наукових програм, проектів державного значення в обсязі не менш як 10 відсотків коштів державного бюджету, що виділяються на його утримання;

2) визначати норми часу навчальної та іншої роботи педагогічних і науково-педагогічних працівників;

#### 3) здійснювати перерозподіл:

нормативів чисельності осіб, які навчаються, на одну посаду науково-педагогічного працівника за спеціальностями однієї галузі знань з урахуванням результатів наукової діяльності працівників;

державного замовлення між спеціальностями в межах галузі знань в обсязі не більш як 5 відсотків загального обсягу державного замовлення національного вищого навчального закладу з обов'язковим інформуванням центрального органу виконавчої влади, до сфери управління якого належить вищий навчальний заклад;

ліцензованого обсягу прийому за спеціальностями у межах відповідної галузі знань;

4) здійснювати підготовку фахівців з вищою освітою за власними експериментальними освітніми програмами та навчальними планами;

5) отримувати на пріоритетних засадах фінансування для придбання наукового і навчального обладнання, комп'ютерних програм тощо за рахунок державного бюджету;

6) використовувати у своєму найменуванні слово "національний";

7) формувати на своїй базі інноваційні структури різних типів (наукові та технологічні парки, бізнес-інкубатори, малі підприємства тощо) на засадах поєднання інтересів високотехнологічних компаній, науки, освіти, бізнесу та держави з метою виконання і впровадження інноваційних проектів.

4. Особливості управління національним вищим навчальним закладом, що сприяють розвитку і підвищенню якості його освітньої діяльності та конкурентоспроможності, залученню додаткових фінансових ресурсів, можуть визначатися його статутом.

### Стаття 33. Структура вищого навчального закладу

1. Структура вищого навчального закладу, статус і функції його структурних підрозділів визначаються статутом вищого навчального закладу та положеннями про відповідні структурні підрозділи.

2. Структурні підрозділи утворюються рішенням вченої ради вищого навчального закладу у порядку, визначеному цим Законом і статутом вищого навчального закладу.

3. Основними структурними підрозділами вищого навчального закладу є факультети, кафедри, бібліотека.

4. Факультет - це структурний підрозділ вищого навчального закладу, що об'єднує не менш як три кафедри та/або лабораторії, які в державних і комунальних вищих навчальних закладах у сукупності забезпечують підготовку не менше 200 здобувачів вищої освіти денної форми навчання (крім факультетів вищих військових навчальних закладів (вищих навчальних закладів із специфічними умовами навчання), вищих навчальних закладів фізичного виховання і спорту, вищих навчальних закладів культури та мистецтва).

5. Кафедра - це базовий структурний підрозділ вищого навчального закладу державної (комунальної) форми власності (його філій, інститутів, факультетів), що провадить освітню, методичну та/або наукову діяльність за певною спеціальністю (спеціалізацією) чи міжгалузевою групою спеціальностей, до складу якого входить не менше п'яти науково-педагогічних працівників, для яких кафедра є основним місцем роботи, і не менш як три з них мають науковий ступінь або вчене (почесне) звання.

6. Вищий навчальний заклад зобов'язаний мати у своєму складі бібліотеку, бібліотечний фонд якої має відповідати вимогам стандартів освітньої діяльності.

#### Стаття 40. Студентське самоврядування

1. У вищих навчальних закладах та їх структурних підрозділах діє студентське самоврядування, яке є невід'ємною частиною громадського самоврядування відповідних навчальних закладів. Студентське самоврядування - це право і можливість студентів (курсантів, крім курсантів-військовослужбовців) вирішувати питання навчання і побуту, захисту прав та інтересів студентів, а також брати участь в управлінні вищим навчальним закладом.

Студентське самоврядування об'єднує всіх студентів (курсантів, крім курсантів-військовослужбовців) відповідного вищого навчального закладу. Усі студенти (курсанти), які навчаються у вищому навчальному закладі, мають рівні права та можуть обиратися та бути обраними в робочі, дорадчі, виборні та інші органи студентського самоврядування.

Студентське самоврядування забезпечує захист прав та інтересів студентів (курсантів) та їх участь в управлінні вищим навчальним закладом. Студентське

самоврядування здійснюється студентами (курсантами) безпосередньо і через органи студентського самоврядування, які обираються шляхом прямого таємного голосування студентів (курсантів).

2. У своїй діяльності органи студентського самоврядування керуються законодавством, статутом вищого навчального закладу та положенням про студентське самоврядування вищого навчального закладу.

3. Органи студентського самоврядування діють на принципах:

- 1) добровільності, колегіальності, відкритості;
- 2) виборності та звітності органів студентського самоврядування;
- 3) рівності права студентів (курсантів) на участь у студентському самоврядуванні;
- 4) незалежності від впливу політичних партій та релігійних організацій (крім вищих духовних навчальних закладів).

4. Студентське самоврядування здійснюється на рівні студентської групи, інституту (факультету), відділення, гуртожитку, вищого навчального закладу. Залежно від контингенту студентів (курсантів), типу та специфіки вищого навчального закладу студентське самоврядування може здійснюватися на рівні курсу, спеціальності, студентського містечка, структурних підрозділів вищого навчального закладу.

Органи студентського самоврядування можуть мати різноманітні форми (парламент, сенат, старостат, студентський ректорат, студентські деканати, студентські ради тощо).

Представницькі, виконавчі та контрольно-ревізійні органи студентського самоврядування обираються строком на один рік. Студенти (курсанти), обрані до складу органів студентського самоврядування, можуть бути усунені із своїх посад за результатами загального таємного голосування студентів. Для ініціювання такого голосування потрібно зібрати підписи не менш як 10 відсотків студентів (курсантів) вищого навчального закладу.

Керівник студентського самоврядування та його заступники можуть перебувати на посаді не більш як два строки.

З припиненням особою навчання у вищому навчальному закладі припиняється її участь в органі студентського самоврядування у порядку, передбаченому положенням про студентське самоврядування вищого навчального закладу.

Орган студентського самоврядування може бути зареєстрований як громадська організація відповідно до законодавства з урахуванням особливостей, встановлених цим Законом.

## 5. Органи студентського самоврядування:

- 1) беруть участь в управлінні вищим навчальним закладом у порядку, встановленому цим Законом та статутом вищого навчального закладу;
- 2) беруть участь в обговоренні та вирішенні питань удосконалення освітнього процесу, науково-дослідної роботи, призначення стипендій, організації дозвілля, оздоровлення, побуту та харчування;
- 3) проводять організаційні, просвітницькі, наукові, спортивні, оздоровчі та інші заходи;
- 4) беруть участь у заходах (процесах) щодо забезпечення якості вищої освіти;
- 5) захищають права та інтереси студентів (курсантів), які навчаються у вищому навчальному закладі;
- 6) делегують своїх представників до робочих, консультативно-дорадчих органів;
- 7) приймають акти, що регламентують їх організацію та діяльність;
- 8) беруть участь у вирішенні питань забезпечення належних побутових умов проживання студентів у гуртожитках та організації харчування студентів;
- 9) розпоряджаються коштами та іншим майном, що перебувають на балансі та банківських рахунках органів студентського самоврядування;
- 10) вносять пропозиції щодо змісту навчальних планів і програм;
- 11) вносять пропозиції щодо розвитку матеріальної бази вищого навчального закладу, у тому числі з питань, що стосуються побуту та відпочинку студентів;
- 12) мають право оголошувати акції протесту;
- 13) виконують інші функції, передбачені цим Законом та положенням про студентське самоврядування вищого навчального закладу.

6. За погодженням з органом студентського самоврядування вищого навчального закладу приймаються рішення про:

- 1) відрахування студентів (курсантів) з вищого навчального закладу та їх поновлення на навчання;
- 2) переведення осіб, які навчаються у вищому навчальному закладі за державним замовленням, на навчання за контрактом за рахунок коштів фізичних (юридичних) осіб;
- 3) переведення осіб, які навчаються у вищому навчальному закладі за рахунок коштів фізичних (юридичних) осіб, на навчання за державним замовленням;

4) призначення заступника декана факультету, заступника директора інституту, заступника керівника вищого навчального закладу;

5) поселення осіб, які навчаються у вищому навчальному закладі, у гуртожиток і виселення їх із гуртожитку;

6) затвердження правил внутрішнього розпорядку вищого навчального закладу в частині, що стосується осіб, які навчаються;

7) діяльність студентських містечок та гуртожитків для проживання осіб, які навчаються у вищому навчальному закладі.

7. Вищим органом студентського самоврядування є загальні збори (конференція) студентів (курсантів), які:

1) ухвалюють положення про студентське самоврядування вищого навчального закладу, визначають структуру, повноваження та порядок проведення прямих таємних виборів представницьких та виконавчих органів студентського самоврядування;

2) заслуховують звіти представницьких, виконавчих і контрольно-ревізійних органів студентського самоврядування, дають їм відповідну оцінку;

3) затверджують процедуру використання майна та коштів органів студентського самоврядування, підтримки студентських ініціатив на конкурсних засадах;

4) затверджують річний кошторис витрат (бюджет) органів студентського самоврядування, вносять до нього зміни та доповнення, заслуховують звіт про його виконання;

5) обирають контрольно-ревізійну комісію з числа студентів (курсантів) для здійснення поточного контролю за станом використання майна та виконання бюджету органів студентського самоврядування.

8. Адміністрація вищого навчального закладу не має права втручатися в діяльність органів студентського самоврядування.

9. Керівник вищого навчального закладу забезпечує належні умови для діяльності органів студентського самоврядування (надає приміщення, меблі, оргтехніку, забезпечує телефонним зв'язком, постійним доступом до Інтернету, відводить місця для встановлення інформаційних стендів тощо), про що укладається відповідна угода.

#### Стаття 49. Форми навчання у вищих навчальних закладах

1. Навчання у вищих навчальних закладах здійснюється за такими формами:

1) очна (денна, вечірня);

2) заочна (дистанційна).

2. Форми навчання можуть поєднуватися.

Стаття 50. Форми організації освітнього процесу та види навчальних занять

1. Освітній процес у вищих навчальних закладах здійснюється за такими формами:

- 1) навчальні заняття;
- 2) самостійна робота;
- 3) практична підготовка;
- 4) контрольні заходи.

2. Основними видами навчальних занять у вищих навчальних закладах є:

- 1) лекція;
- 2) лабораторне, практичне, семінарське, індивідуальне заняття;
- 3) консультація.

3. Вищий навчальний заклад має право встановлювати інші форми освітнього процесу та види навчальних занять.

Стаття 51. Практична підготовка осіб, які навчаються у вищих навчальних закладах

1. Практична підготовка осіб, які навчаються у вищих навчальних закладах, здійснюється шляхом проходження ними практики на підприємствах, в установах та організаціях згідно з укладеними вищими навчальними закладами договорами або у його структурних підрозділах, що забезпечують практичну підготовку.

2. Керівники підприємств, установ та організацій зобов'язані забезпечити створення належних умов для проходження практики на виробництві, дотримання правил і норм охорони праці, техніки безпеки і виробничої санітарії відповідно до законодавства.

3. Проходження практики студентом здійснюється відповідно до законодавства.

## Movie

**Watch the movie “Dead Poets’ Society” and do the tasks.**

### Pre-viewing

1. Find three	2. Find someone	3. Find someone
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<p>students who know what a preparatory school is</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p>	<p>who knows what Ivy League is</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p>	<p>who can name three great American poets</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p>
<p>4. Find someone who knows who the poem “O Captain, my Captain” is dedicated to.</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p>	<p>5. Find a student who knows what Carpe Diem means or at least in what language it is.</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p>	<p>6. Find someone who would like to be a part of a study group</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p>

**1. Check in the explanatory dictionary the meaning of the following:**

<p>➤ four pillars:</p> <p>✓ tradition</p> <p>✓ honour</p> <p>✓ discipline</p> <p>✓ excellence</p> <p>➤ fervent dedication to the principles</p> <p>➤ preparatory school</p> <p>➤ to be room-mates</p>	<p>➤ to sustain life</p> <p>➤ to be misguided</p> <p>➤ free thinkers</p> <p>➤ a cynic</p> <p>➤ to suck a marrow out of life</p> <p>➤ demerit</p> <p>➤ his grades are hurting</p> <p>➤ to find your own voice</p> <p>➤ “live lives of quiet desperation”</p>
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<ul style="list-style-type: none"> <li>➤ study group</li> <li>➤ to look like a stiff</li> <li>➤ to put a foot in one's mouth</li> <li>➤ bootlicking</li> <li>➤ to dispute smb in public</li> <li>➤ tell smb. off</li> <li>➤ to drop the school annual</li> <li>➤ trig = trigonometry</li> <li>➤ to be penalized one point off the final grade</li> <li>➤ Carpe Diem</li> <li>➤ to be food for worms</li> <li>➤ to feel invincible</li> <li>➤ to be destined for great things</li> <li>➤ to be the spitting image of one's father</li> <li>➤ to think for oneself</li> <li>➤ to savour words and language</li> <li>➤ to huddle up</li> <li>➤ human race</li> <li>➤ filled with passion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Thoreau</li> <li>➤ to sit in agony</li> <li>➤ to put smb. out of the misery</li> <li>➤ a profane and unauthorized article</li> <li>➤ to ferret out a guilty person</li> <li>➤ unorthodox teaching methods</li> <li>➤ to learn to think for yourself</li> <li>➤ a scapegoat</li> <li>➤ honour code</li> <li>➤ to rat on smb.</li> <li>➤ to put smb. up to smth.</li> <li>➤ let him fry</li> <li>➤ blatant abuse of the position of the teacher</li> </ul>
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## 2. Match:

<ul style="list-style-type: none"> <li>a) Fervent</li> <li>b) To put your foot into your mouth</li> <li>c) To tell someone off</li> <li>d) To huddle up</li> <li>e) Demerits</li> <li>f) To put someone up to smth.</li> <li>g) To swoon</li> <li>h) To ferret out</li> <li>i) Scapegoat</li> </ul>	<ul style="list-style-type: none"> <li>1. person blamed or punished for the mistake or wrong acts of another or others.</li> <li>2. intense, passionate</li> <li>3. to fall over with emotion, to faint</li> <li>4. to search for smth.</li> <li>5. to group together</li> <li>6. negative points or marks</li> <li>7. to criticize, blame with angry words</li> <li>8. to say smth. you regret</li> <li>9. to convince or trick someone into doing smth.</li> </ul>
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## Post-viewing

### **3. Answer the following questions:**

1. Where does the film take place? In what city/town and state? In what kind of institution? What kind of preparation does it provide?
2. The picture of what famous American poet hangs on the wall of the classroom?
3. What do they do with the Pritchard introduction in their literature textbooks?
4. What can you say about the lessons of Mr. Keating? What impression did they leave on the boys? On the teachers? On the Principle?
5. What do the boys do when they go out to the cave?
6. What is the name of the boys' club? What inspired them to do it?
7. What play does Neil get a part in? What is the name of his character? Did he get the part without any difficulty?
8. What happens to the teacher at the end of the film? Why?

### **4. Individually rank the characters from the film "Dead Poets' Society" from the "best" character to the "worst". Place a number 1 next to the person who you think is the best, etc.**

_____	Neil Perry
_____	Richard Cameron
_____	Charlie Dalton
_____	John Keating
_____	Mr. Perry

**Discuss your own rankings with your group. Then, come to a group decision and rank the characters. Be ready to explain your reasons to the class.**

**In your group, decide what characteristics/actions made you feel the way you do about each character.**

### **5. Think and come up with an alternative ending and report it in an oral and/or written activity.**

## Education-Related Terms

**academy** академія, училище, школа, National ~ of Sciences Національна академія наук, military ~ військове училище, musical ~ музична школа

**adjunct professor** позаштатний професор, професор-сумісник (що його університет наймає на короткий термін, для виконання певного завдання і часто з неповним навантаженням)

**admission** прийом (вступників)

**Admissions Office, Office of Admissions** приймальний відділ/комісія

**adult education** навчання дорослих

**alma mater** – альма-матер (про вуз)

**alumnus** колишній студент, випускник (*коледжу чи університету*)

**alumna** колишня студентка, випускниця (*коледжу чи університету*)

**alumni** випускники, колишні студенти (*спільна назва випускників і випускниць*)

**applicant** вступник (*що вже подав заяву про вступ*)

**application fee** вступний внесок (*покриває витрати, пов'язані з опрацюванням вступних документів*)

**application form** бланк (форма) заяви про вступ (аплікаційна форма)

**application** заява (про вступ, на участь у програмі) (аплікація)  
**art school** школа мистецтв (пор. *Arts school*)  
**Arts school** (*BrE*) гуманітарний (філологічний) факультет  
**the arts**, гуманітарні науки (історія, філологія, література, філософія)  
**assignment** домашнє завдання  
**assistant, assistant teacher** асистент (до його обов'язків входить перевіряти роботи студентів, доглядати лабораторії і допомагати викладачам)  
**assistant lecturer** асистент, молодший викладач  
**assistant professor** звання викладача в американських вузах нижче *associate* ~ викладач або старший викладач  
**associate professor** ад'юнкт-професор (звання викладача в амер. вузах вище *assistant professor* і нижче *full professor*), доцент  
**boarding school** пансіон, закритий навчальний заклад; школа-інтернат  
**bursary** (*BrE*) стипендія  
**campus** територія вузу (часто разом із приміщеннями)  
**chancellor** ректор університету (у Великобританії – почесний, у США – чинний)  
**cheat** (on examinations) нечесно скласти іспити, користуватися шпаргалками, підказками, списувати тощо  
**class 1.** заняття **2.** (*AmE*), **lesson** (*BrE*) урок **3.** (*AmE*), **course** (курс (цикл занять) **4.** клас (учнів), група (студентів) **5.** (*AmE*), **classroom** клас, класна кімната  
**coeducational school** школа зі спільним навчанням (хлопчиків та дівчаток) **college** **1.** (*esp AmE*) коледж (окремий навчальний заклад чи частина університету - university college). Випускники коледжів отримують ступінь бакалавра **2.** (*esp BrE*) коледж, школа, відділ (як частина університету). Такий структурний підрозділ спеціалізується на певній дисципліні. ~ of music музичний відділ **3.** (*BrE*) слово, що входить до назв деяких *public schools* e.g. Eton College  
**college of art (and design), art college** коледж образотворчого мистецтва і музики  
**collegiate university** університет, що складається з кількох *рівноправних коледжів*  
**commencement** (*AmE*), **graduation** (*BrE*) *випускний вечір* (церемонія вручення атестатів чи дипломів у кінці навчального року)  
**community college** (*AmE, in the U.S.*) місцевий коледж типу *junior college* Такі коледжі призначені для місцевого населення.  
**comprehensive school** єдина середня школа (в *Англії та Уельсі*), є основною ланкою *comprehensive system*  
**comprehensive system** *єдина система шкіл (в Англії та Уельсі)*. Заступила *tripartite system*.  
**correspondence courses/studies** заочні курси /заочне навчання  
**correspondence school/college** школа/коледж заочного навчання. *Correspondence school /college* поштою відправляє завдання студенту, а він так само повертає виконані завдання для перевірки.  
**county school** (*BrE*) державна школа (цілком контрольована державою). "County schools" разом з *voluntary schools* належать до *state schools*.  
**credit, credit hour** кредитний бал. В американській системі вузів за кожен успішно закінчений курс або складений іспит студентові нараховують певну

кількість кредитних балів. Щоб здобути ступінь (бакалавра, магістра), студент повинен набрати за всі роки навчання встановлену кількість кредитних балів.

**cum laude** (*AmE*) диплом з відзнакою (в американських університетах відзнака першого рівня, нижча за *magna cum laude* і *summa cum laude*)

**curriculum** (pl. *curricula*) навчальний план закладу (перелік предметів), *core* – основний курс навчання, профільні предмети.

**day school** 1. денна школа (на відміну від *evening school*) 2. школа без пансіону (на відміну від *boarding school*)

**degree course/program** курс/програма на здобуття ступеня

**department** 1. факультет (*в амер. і брит. університетах та коледжах*) 2. кафедра 3. відділ, e.g. the Department of Oriental Languages кафедра (відділ) східних мов

**dormitory** гуртожиток

**drama school** театральна школа

**dropout** вибулий або виключений учень /студент

**education** освіта, *adult further* ~ (*BrE*), *continuing* ~ подальша освіта (*вечірні курси для дорослих на базі університету, освітнього центру, але поза системою вищої освіти*). На відміну від "післядипломної освіти" навчання не завершується здобуттям ступеня.

**educational institution** навчальний заклад

**educationalist, educationist** педагог, педагог-методист

**educator** (*formal, esp AmE*) учитель або викладач

**elective** факультативна дисципліна, курс на вибір (*у школі, вузі*)

**elementary school** початкова школа (*AmE, термін застарілий у BrE*)

**enrol (on)** (*BrE*), **enroll (in)** (*AmE*) 1. вступити (до вузу, до школи), записатися (на курс тощо) 2. зарахувати (когось до вузу, до школи), записати (когось на курс тощо)

**enrolment** (*BrE*), **enrollment** (*AmE*) загальна кількість студентів (що навчаються у вузі, у школі, на факультеті, слухають курс тощо)

**evening school** (*infml*), **night school** (*infml*) вечірній навчальний заклад, вечірні курси (*поняття ширше, ніж "вечірня школа"*)

**exam paper** 1. (*esp BrE*), **question paper** екзаменаційний (іспитовий) лист (із завданнями) 2. (*esp AmE*), **answer sheet** екзаменаційний (іспитовий) лист (з відповідями), екзаменаційна (іспитова) робота

**extracurricular activities** (*formal*) позанавчальна діяльність (*спорт, музика, театр, громадська робота*)

**facilities** обладнання, споруди, *educational* – навчальне приладдя, *athletic* ~ спортивні споруди (*приміщення, майданчики, поля*), *research* ~ обладнання/засоби для дослідів.

**faculty** 1. (*mainly AmE*) професорсько-викладацький склад, адміністративно-викладацький склад, колектив (*університету, коледжу*) 2. факультет. У назвах **факультетів** здебільшого уникають прикметників: the Economics Faculty, the Faculty of Economics.

**fee-paying school** (*BrE*) приватна (платна) школа

**fellow** 1. стипендіат 2. (*esp BrE*) член ради університету, коледжу

**fellowship 1.** (*esp AmE*) стипендія (на навчання на рівні аспірантури) або грант (на проведення дослідження) 2. посада наукового робітника у вузі **final(s) 1.** (*BrE*) випускний(-і) іспит(и) 2. (*AmE*) завершальний іспит (у кінці курсу)

**fraternity** (*in the U.S.*) студентське братство. В університеті зазвичай є кілька таких організацій, члени яких живуть здебільшого в одному приміщенні (типу окремого гуртожитку) і спільно проводять дозвілля. Належність до таких організацій асоціюється з певним рівнем достатку і престижу.

**freshman 1.** (*AmE*), **first-year student** першокурсник, студент першого курсу 2. (*AmE*) учень першого року навчання у *high school*

**full professor** (*AmE*), **professor** (*esp BrE*) професор (найвище наукове звання викладача університету)

**full time student** студент денного відділення (має повне навантаження)

**grade point average (GPA)** середній бал за період навчання

**graduate 1.** випускник (вузу, особливо такий, що отримав перший ступінь)

**graduate student** (*AmE*), *postgraduate student* (*BrE*) *магістрант* або *докторант* (студент, що отримав перший ступінь і навчається далі, у магістратурі чи докторантурі, що приблизно відповідає аспірантурі укр. вузів) 3. **high-school graduate** (*AmE*), *school-leaver* (*BrE*) випускник середньої школи

**grammar school 1.** (у Великобританії) середня класична школа

**grant** грант, стипендія, субсидія

**gymnasium** спортзал, також гімназія

**hand outs** (друкований) роздатковий матеріал

**head** (*BrE, infml*), *headmaster/headmistress* (*BrE*), *head teacher* (*BrE, official*) директор школи

**high school 1.** (у США, 9-12 класи школи), **secondary school** (*BrE*) середня школа 2. (у США) те саме, що й *senior high school* 3. частина назви деяких середніх шкіл у Великобританії, Bristol High School. У цьому вживанні *high school* не позначає тип школи, як у США.

**homework** домашнє завдання

**the humanities** гуманітарні науки. Інколи термін означає те саме, що й *the arts*, проте може мати ширше значення, позначаючи також соціальні науки (економіку, історію, політологію, психологію, антропологію та соціологію) **independent school** (*esp BrE*) приватна школа (не залежна від держави)

**infant school** (*BrE*) підготовча група, нульовий клас

**institute** інститут (окремий заклад чи підрозділ університету зі спеціалізацією в одній галузі)

**instruction** викладання, навчання, *language of* ~ мова викладання

**instructor 1.** інструктор 2. (*AmE*) асистент (викладача)

**intern** (*mainly AmE*) студент-практикант

**intramural** (*courses, competitions*) (*esp AmE*) університетський, внутрішньо-університетський; інститутський, внутрішньо-інститутський, ~ *basketball competition* університетські змагання з баскетболу

**invigilate** див. *proctor*

**Ivy League** група найстаріших і найпрестижніших університетів США (Yale, Harvard, Princeton, Columbia, Dartmouth, Cornell, the University of Pennsylvania, and Brown)

**junior 1.** (*AmE*) третьокурсник, студент третього курсу **2.** (*AmE*) учень третього року навчання у *high school*. "Junior" відповідає "third-year student" у системах з чотирирічним навчанням.

**junior college 1.** (*in the US*) дворічний коледж (на кшталт технікуму). Випускники отримують сертифікати (не ступені). **2.** (*in the US*) неповний коледж (підрозділ вузу, у якому студенти протягом двох років слухають загальні курси)

**junior high school** (*AmE*) неповна (або молодша) середня (7, 8 і 9 класи школи у більших містах) див. *senior school*

**lecture hall** лекційна за

**lecture room** аудиторія

**lecturer** лектор (звання викладача у брит. вузах нижче **senior lecturer**) **lesson** (*BrE*), **class** (*AmE*) урок

**liberal arts** (*AmE*), **liberal studies** (*BrE*) загальноосвітні предмети (на противагу курсам з обраної спеціалізації та технічним курсам). Поняття охоплює, крім *the humanities* (*the arts*) ще й образотворче мистецтво, природничі та соціальні науки. Ці предмети спрямовані на загальний розвиток студентів.

**liberal education** гуманітарна освіта; освіта, що включає головню *liberal arts*

**magna cum laude** (*AmE*) диплом з особливою відзнакою (з амер. вузах, відзнака другого рівня, вища за *cum laude* і нижча за *sum ma cum laude*). **maintained school** (*formal*) те саме, що *state school*

**major 1.** (п.) основний (профільний) предмет, спеціалізація (у студента), *to have a ~ in physics* вивчати фізику як основний предмет, *smb's ~ is biochemistry* чиясь спеціалізація – біохімія **2.** (в.) вивчати щось як такий предмет, *to ~ in law* вивчати право як основний предмет, мати спеціальність "право", спеціалізуватися з права **3.** (п.) (у сполуках позначає студента). *He is a history ~* Його спеціальність – історія. Пор. *minor*

**mid term examinations, mid-terms** (*infml*) іспити посередині семестру

**minor 1.** (п.) другий предмет спеціалізації **2.** (в.) вивчати щось, як такий предмет. Студент, зазвичай, може вибрати один *major* і один *minor*.

**monitor** див. *староста*

**non-degree course/program** курс /програма, що не завершується здобуттям ступеня

**open house** (*AmE*), **open day** (*BrE*) день відкритих дверей

**optional course** факультативна дисципліна, курс на вибір (у школі, вузі)

**part time student** студент, що навчається за індивідуальним планом (має неповне навантаження кожного семестру (в амер. системі - менше 12 кредитних годин), бо поєднує роботу і навчання чи з іншої причини. Такий студент закінчує весь курс навчання пізніше, ніж інші студенти).

**period** час, відведений на урок; урок, заняття, **double** ~ подвійний урок, *free ~* "вікно" (вільні години між двома заняттями), *form ~* (*BrE*) виховна година

**Philosophy, Master of (M.Phil.)** магістр філософії

**Philosophy, Doctor of (Ph.D.)** доктор філософії (у певній галузі науки). She has a Ph.D. in biology. Вона має ступінь доктора з біології.

**practice teacher (BrE)** студент-практикант

**playground** (шкільне) подвір'я, майданчик для ігор

**polytechnic 1. polytechnical institute** політехнічний інститут **2.** політехнікум

**postgraduate student 1. (BrE), graduate student (AmE)** магістр чи докторант (студент, що вже отримав ступінь і здобуває наступний) **preparatory school, prep school (informal) 1.** (у Великобританії) приватна підготовча школа (що готує до public school) **2.** (у США) приватна середня школа (що готує до вузу)

**principal 1. (AmE)** директор **2. (esp BrE)** директор (у деяких школах); директор ліцею; ректор університету

**private school 1.** (у широкому значенні) приватна школа **2.** (у вузькому значенні) приватна школа комерційного типу, створена задля отримання прибутків. У такій школі навчаються і хлопчики, і дівчатка. Це може бути денна школа або школа-інтернат. Пор. *public school*

**proctor 1. (n.) (AmE), invigilator (BrE)** асистент, наглядач за студентами під час іспиту **2. (v.) (AmE), invigilate (BrE)** наглядати за студентами під час іспиту, щоб вони не списували.

**professor 1. (BrE), full professor (AmE)** професор (найвище наукове звання викладача університету) **2. (AmE)** викладач університету (з будь-яким званням), ~ *emeritus* заслужений професор у відставці

**provost 1.** провост, ректор (в деяких університетських коледжах Великобританії) **2.** проректор (в американських університетах)

**public school 1.** (у Великобританії) приватна школа. Більшість таких шкіл є престижними школами-інтернатами для хлопчиків віком 13-18 років, здебільшого платними, але некомерційними (створеними не задля отримання прибутку), **2.** (у США) середня школа з безплатним навчанням.

**quiz (esp AmE)** коротка контрольна робота, **pop** ~ коротка контрольна робота, яку викладач дає без попередження, щоб перевірити, чи вчать студенти матеріал.

**reader 1.** лектор (у Великобританії звання викладача, нижче *professor* і вище *senior lecturer*); **2.** читанка **3.** хрестоматія (з текстами для читання з предмет, творами одного автора чи творами певної тематики)

**recess (AmE), break (BrE)** перерва

**reference 1. (esp BrE), recommendation (esp AmE)** характеристика, рекомендація **2.** людина, що дає рекомендацію; поручитель

**refresher course** курс(и) підвищення кваліфікації / удосконалювання знань

**registrar** секретар навчального закладу

**remedial course** корективний курс (для слабших студентів)

**report card (AmE), school report (BrE)** табель успішності

**research 1. (adj.)** дослідний, науковий, ~ *institute* науково-дослідний інститут, ~ *council* наукова рада дослідного інституту, ~ *university (AmE)* дослідний університет **2.** дослідження, scientific ~ наукове дослідження (особ. в галузі природничих наук)

**researcher** дослідник, науковець

**revise** (BrE), **review** (AtE), **study** (for an exam) готуватися до іспиту (повторюючи вивчене)

**sabbatical year/leave** річна відпустка викладача (надавано, зазвичай, через кожні шість років для наукової роботи)

**scholar 1.** науковець (особ. гуманітарій) **2.** стипендіат

**scholarship** стипендія

**scholarship holder** (AmE) стипендіат

**school 1.** школа, ballet ~ балетна школа, хореографічне училище **2.** курси, driving ~ курси водіїв; автошкола; language ~ курси вивчання (іноземної) мови **3.** інститут, коледж у структурі університету, the London School of Architecture Лондонська школа архітектури (коледж Лондонського університету); **4.** факультет, відділення університету, law/medical ~ юридичний/медичний факультет

**school leaver** (BrE), **high-school graduate** (AmE) випускник

**science faculty, faculty of sciences** факультет природничих наук

**science 1.** природознавство **2.** одна з природничих наук, sciences/ natural sciences природничі науки **3.** галузь знань; наука. Переважну більшість дисциплін можна однозначно зарахувати або до (natural) sciences, або до arts, але є і проміжні випадки, наприклад, географія, психологія. Деякі науки, що належать до arts, можуть, проте, сполучатися зі словом science у таких конструкціях: the science of linguistics лінгвістична наука, social sciences соціальні науки

**scientist** науковець (в ділянці точних наук)

**secondary school** середня школа (у Великобританії)

**senior 1.** (AtE), **fourth-year student** четвертокурсник **2.** (AtE) учень четвертого року навчання у high school. Загальне значення - учень чи студент останнього року навчання (у системі з чотирирічним навчанням)

**senior high school** (у США) повна (або старша) середня школа (класи 10, 11, 12 школи у більших містах)

**senior lecturer** (BrE) старший викладач

**session 1.** заняття, час навчання (частина навчального року, коли проводяться заняття) **2.** навчальний рік.

**single sex school** школа з окремим навчанням (для хлопчиків або для дівчаток)

**sixth-form college** (у Великобританії) підготовчий коледж (школа для учнів 16 років і старших, що готуються скласти випускні іспити найвищого рівня)

**sophomore 1.** (AmE), **second-year student** другокурсник, студент другого курсу **2.** (AtE) учень другого року навчання у **high school**

**sorority** (in the US) товариство, клуб студенток (організація, подібна до fraternity)

**special education** спеціальна освіта (для дітей з психічними і фізичними вадами, розумово відсталих дітей або ж для обдарованих дітей)

**state school** середня школа з безплатним навчанням у Великобританії (що її фінансує держава або органи **місцевого** самоврядування, поділяється на **country schools** та **voluntary schools**)

**stream** (BrE), **track** (AmE) потік чи клас, сформований за здібностями учнів; спеціалізований клас, A ~ потік A (для найкращих учнів)

**student 1.** студент (вищого навчального закладу) **2.** (esp AmE) учень (школи)

**student body** студенство, студенти (певного навчального закладу)

**student loan** кредит на навчання

**student teacher** (AmE) студент-практикант

**study** навчання, заняття

**summa cum laude** (AmE) диплом з вищою відзнакою (в амер. університетах, найвища відзнака) див. *cum laude, magna cum laude*

**syllabus** (pl. syllabi) програма курсу, лекцій з одного предмету. Syllabus - це документ, де викладено, що саме містить програма з певного предмету. **teaching staff** викладацький склад див. також *faculty*.

**technical college** (BrE), **college of technology** (BrE) технічний коледж (*не входить до університету*), спеціальне училище, технікум

**technical education, technical training** технічна освіта

**tenure** постійна (до виходу на пенсію) посада викладача в університеті чи право займати таку посаду, **tenured professor** викладач, що обіймає таку посаду чи має таке право, **tenure track staff** викладачі, що претендують на таку посаду чи право

**term 1. семестр 2. also semester** (AmE) **3. also trimester** (AmE) триместр **4. also quarter** (esp AmE) чверть

**the three R's** ("reading, 'riting, and 'rithmetic") читання, письмо і арифметика (*три предмети, що їх вважають основою освіти*)

**track** див. *stream*

**training school** технікум, спеціальне училище, medical ~ медучилище, art ~ художнє училище

**transcript** виписка оцінок

**tripartite system** тривидова система шкіл (*в Англії та Уельсі*). До неї належали *grammar schools, technical schools* та *secondary modern schools*. Поступилась місцем *comprehensive system*.

**tuition 1. (AmE) tuition fees** плата за навчання **2. (formal, esp BrE)** навчання, уроки, private ~ приватні уроки, ~ by correspondence заочне навчання

**tuition waiver** звільнення від плати за навчання *на певний період або на весь час навчання*

**tutor 1.** репетитор, приватний /домашній учитель **2.** наставник, опікун **3.** куратор групи (*в брит. університетах*), науковий керівник, консультант **tutorial** (поточна) консультація, практичне заняття з керівником (tutor) для одного студента чи невеликої групи. Під час навчання такі консультації проводять регулярно.

**undergraduate** студент див. *student*

**university college** університетський коледж (*коледж у складі університету*)

**university extension** університетські курси (наприклад, вечірні курси для тих, хто інакше не може відвідувати заняття; вечірній факультет), extension course університетський курс такого типу

**virtual course** курс дистанційного навчання через інтернет

**visiting professor** запрошений викладач (професор)

**visual aids** наочність, наочні приладдя

**teaching profession** (*collectively*) педагоги, викладачі, вчителі

**voluntary school** (у Великобританії) добродчинна школа, частково фінансована місцевим колективним органом, церквою чи іншою релігійною організацією, або приватними добродчинцями

**workshop** (практичний) семінар, передбачає обмін досвідом, знанням між учасниками, critical thinking ~ семінар з критичного мислення

\* \* \*

### World Reputation Rankings 2014 by university

Institution name	THE WRR 2014	THE WRR 2013	Country / Region
Harvard University	1	1	US
Massachusetts Institute of Technology	2	2	US
Stanford University	3	6	US
University of Cambridge	4	3	UK
University of Oxford	5	4	UK
University of California, Berkeley	6	5	US
Princeton University	7	7	US
Yale University	8	10	US
California Institute of Technology	9	11	US
University of California, Los Angeles	10	8	US
University of Tokyo	11	9	Japan
Columbia University	12	13	US
Imperial College London	13	14	UK
University of Chicago	14	14	US
University of Michigan	15	12	US
ETH Zürich – Swiss Federal Institute of Technology, Zürich	16	20	Switzerland
Cornell University	17	17	US
Johns Hopkins University	18	19	US
Kyoto University	19	23	Japan
University of Toronto	20	16	Canada
National University of Singapore	21	22	Singapore
University of Pennsylvania	22	18	US
University of Illinois at Urbana-Champaign	23	24	US
London School of Economics and Political Science	24	25	UK
University College London	25	20	UK
Seoul National University	26	41	South Korea

Institution name	THE WRR 2014	THE WRR 2013	Country / Region
New York University	27	29	US
University of Wisconsin-Madison	28	30	US
Carnegie Mellon University	29	26	US
Duke University	30	31	US
University of Washington	31	27	US
University of California, San Francisco	32	40	US
University of British Columbia	33	31	Canada
McGill University	33	31	Canada
University of Texas at Austin	33	27	US
Tsinghua University	36	35	China
Northwestern University	37	37	US
Georgia Institute of Technology	38	38	US
Pennsylvania State University	39	51-60	US
University of California, San Diego	40	34	US
Peking University	41	45	China
Delft University of Technology	42	51-60	Netherlands
University of Hong Kong	43	36	Hong Kong
King's College London	43	61-70	UK
University of Melbourne	43	39	Australia
University of Edinburgh	46	46	UK
Ludwig-Maximilians-Universität München	46	44	Germany
Purdue University	48	50	US
École Polytechnique Fédérale de Lausanne	49	51-60	Switzerland
Osaka University	50	51-60	Japan
University of California, Davis	51-60	48	US
Hong Kong University of Science and Technology	51-60	61-70	Hong Kong
Karolinska Institute	51-60	61-70	Sweden
Korea Advanced Institute of Science and Technology	51-60	61-70	South Korea
University of Manchester	51-60	47	UK
University of Minnesota	51-60	51-60	US
Lomonosov Moscow State University	51-60	50	Russian Federation
Ohio State University	51-60	51-60	US
National Taiwan University	51-60	51-60	Taiwan
Tokyo Institute of Technology	51-60	61-70	Japan

Institution name	THE WRR 2014	THE WRR 2013	Country / Region
Australian National University	61-70	42	Australia
University of California, Santa Barbara	61-70	51-60	US
University of Massachusetts	61-70	42	US
Michigan State University	61-70	71-80	US
University of North Carolina at Chapel Hill	61-70	51-60	US
Universität Heidelberg	61-70	71-80	Germany
University of Southern California	61-70	61-70	US
University of Sydney	61-70	49	Australia
Technische Universität München	61-70	61-70	Germany
Tohoku University	61-70	61-70	Japan
University of Amsterdam	71-80	81-90	Netherlands
Boston University	71-80	81-90	US
Humboldt-Universität zu Berlin	71-80	71-80	Germany
Indiana University	71-80	-	US
Katholieke Universiteit Leuven	71-80	71-80	Belgium
Middle East Technical University	71-80	51-60	Turkey
Université Paris-Sorbonne	71-80	71-80	France
University of Pittsburgh	71-80	71-80	US
Texas A&M University	71-80	91-100	US
Washington University in St Louis	71-80	81-90	US
Brown University	81-90	81-90	US
Chinese University of Hong Kong	81-90	81-90	Hong Kong
Freie Universität Berlin	81-90	91-100	Germany
Leiden University	81-90	61-70	Netherlands
University of Maryland, College Park	81-90	91-100	US
Mayo Medical School	81-90	-	US
University of Queensland	81-90	71-80	Australia
University of São Paulo	81-90	61-70	Brazil
Utrecht University	81-90	81-90	Netherlands
Yonsei University	81-90	-	South Korea
University of Arizona	91-100	-	US
University of Florida	91-100	81-90	US
London Business School	91-100	-	UK
London School of Hygiene and	91-100	-	UK

Institution name	THE WRR 2014	THE WRR 2013	Country / Region
Tropical Medicine			
Nanyang Technological University	91-100	71-80	Singapore
University of New South Wales	91-100	81-90	Australia
Université Pierre et Marie Curie	91-100	81-90	France
Rutgers, the State University of New Jersey	91-100	81-90	US
RWTH Aachen University	91-100	-	Germany
Technion Israel Institute of Technology	91-100	-	Israel

<http://www.theguardian.com/news/datablog/2014/mar/06/worlds-top-100-universities-2014-reputations-ranked-times-higher-education>

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## The Bologna Process

### *Bologna cycle structure*

Student workload/duration for the most common Bologna programmes			
<b>Bachelor programmes</b>	240 ECTS (4 academic years)	<b>Master programmes</b>	60 ECTS (1 academic year)
<b>Bachelor/Master cycle structure models most commonly implemented</b>	240+60 ECTS (4+1 academic years)		

## Participation in EU programmes

### 1. Tempus

Ukraine has participated in the Tempus Programme since 1993.

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008- 2012)

Institutions	Total	Number of projects	SM

		JP	
NATIONAL TECHNICAL UNIVERSITY "KHARKIV POLYTECHNIC INSTITUTE"	9	8	1
TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV	8	4	4
ZHUKOVSKY NATIONAL AEROSPACE UNIVERSITY "KHARKIV AVIATION INSTITUTE"	8	7	1
SUMY STATE UNIVERSITY	7	5	2
TAURIDA NATIONAL V.I.VERNADSKY UNIVERSITY	7	5	2
IVAN FRANKO NATIONAL UNIVERSITY	6	3	3
LVIV NATIONAL POLITECHNIC	6	5	1
KHMELNITSKIY NATIONAL UNIVERSITY	6	4	2
NATIONAL TECHNICAL UNIVERSITY OF UKRAINE "KYIV POLYTECHNIC INSTITUTE"	6	5	1
OLES GONCHAR DNIPROPETROVSK NATIONAL UNIVERSITY	5	5	0

## 2. Impact of the Tempus Programme

Ukraine joined Tempus in 1993. The projects carried out in Ukraine at that time focused on improvement of university governance and management, upgrading of old curricula and development of new courses and programmes and professional development of teachers, especially in disciplines such as economics, foreign languages, social science, European studies and law. Ukrainian HEIs carried out projects such as: *Establishing Social Work and Social Policy as Higher Education Disciplines in*

*the Ukraine (1994); 'AGFED' Agricultural & Food Economics Development in Ukraine (1997); Training of Marine Lawyers in European Law (1998); Establishment of a National Innovation Centre (1999); Development of a New Framework for M.Sc. Thesis Work (1999).*

During the third phase of the TEMPUS Programme in 2000-2006 there was a shift to new national priorities for Ukraine and a focus on new disciplines. Ukraine's participation in the Tempus III programme coincided with its wish to join the European Higher Education Area in line with Bologna Process, which was reflected in the projects undertaken. The list of priority disciplines for that period included, in addition to economics and business management, agrarian science, ICT and environment, as reflected in accepted projects such as: *Education development in environmentally safe energy (2000); Restructuring the B.Sc. in economics and management (2001); Electronic Media*

*Resource Centre, Ukraine (2002); Master of Business Administration & Information Technology (2002); Agricultural Policy and Administration in Ukraine towards European Integration (2003).*

As from 2000, participation in the Tempus projects broadened beyond the scope of HEIs and was opened to companies, nongovernmental and non-profit organisations and authorities. Accordingly, participants in Tempus projects in Ukraine included the Secretariat of the Cabinet of Ministers of Ukraine, the Ministries of Education and Science, of Environmental Protection and of Agricultural Policy, regional state administrations, municipalities, entrepreneurs' associations and students' unions, agricultural companies, seaports and research institutes. As a consequence of Tempus projects, new courses and curricula were developed that meet the current requirements of the Ukrainian labour market. University teachers confirm that cooperation with European colleagues within the Tempus project enabled them to obtain new knowledge and Master new teaching skills and evaluation techniques which resulted in greater competitiveness of their universities and improved their status and standing. Many projects focused on use of ICT and involved purchase of equipment and software and implementation of courses in E-learning format. They contributed to the universities' capacity building as well as to the establishment of a distance education culture in Ukraine. Such projects included: *Elearning - The virtual law library and Law Consultancy Centre (2002); Accreditation and standardisation of distance education (2005); Adaptive Information and Communication Technologies for Education and Visually Impaired Students in Ukraine (2005); Practicum to Improve Ukrainian eLearning System (2006); ICT, media, libraries, elearnin (2008).*

Since 1994 more than 120 Ukrainian universities have participated in Tempus. On the whole, the Tempus programme facilitated the internationalization of Ukrainian universities, helped to establish long-term partnerships between them and their European counterparts and contributed to the initiation of new research projects or exchange programmes. On many occasions, Tempus

projects helped to set up a dialogue between HEIs and the Ministry of Education and Science or its regional branches; between faculty and administration and between employers, teachers and students.

Not all Ukrainian universities have implemented the Bologna principles and transferred to a three-cycle education system. But those universities where changes have taken place and whose curricula fully meet the Bologna requirements link their progress and success to Tempus projects participation.

Projects dealing with implementation of Bologna principles: *ECTS-implementation at Ukrainian universities (2004); Workshops for the Introduction of Practical Approaches in Transforming Higher Education in Ukraine*

*(2005); All-Ukrainian Network of ECTS regional consultants points (2005); Quality Assurance in Ukraine (2006); Accreditation and licensing in the Ukraine (2006); Training for the Implementation of the European Higher Education Area Third Cycle in Ukraine (2006); Development of strategy of UA students international mobility using the ECTS opportunities (2006); Training courses in Ukraine on Bologna process (2006).*

A network of University ECTS Regional Consultation Centres was created thanks to Tempus project "All-Ukrainian Network of ECTS regional consultants points" (2005). Recognizing the important role of the centers, the mentioned experience has been studied by and disseminated to other Universities in Ukraine.

Tempus projects have helped to strengthen the cooperation between universities and enterprises, e.g. by establishing career development centres for students. Examples of such projects: *University-Industry Centres: Model for Cooperation* (2004); *Establishing Mechanisms of cooperation and interaction between universities and employers* (2006); *Bridging the gap between University and Business* (2004); *Promoting Technology Transfer and Entrepreneurial Activities in Ukrainian Universities* (2006); *Career & Employability Centre: new service for graduates* (2006); *Establishment of mechanism of cooperation and interaction between universities and industry at the regional level as an element of development strategy of universities* (2006).

Tempus project "Career and Employability Centre: New Service for Graduates" (2006) provided students with an opportunity to take part in study visits to European universities and training sessions focused on career support and job search techniques, thus enhancing their employability.

In the framework of the project *Crisis Analysis and Decision-Making in Ukraine* (2005), an EUUA integrated Master course in crisis analysis and decision-making was developed and simultaneously introduced in four Ukrainian universities of various types. The course is based on advanced information technologies and existing European experience.

In the new Tempus IV (2007-2013) calls for proposals, Ukraine's national priorities have placed a strong emphasis on implementing the Bologna Principles.

Projects selected within four calls for proposals with participation of Ukrainian partners cover topics such as: the three-cycle system in social work education, a new Master curriculum for intellectual property law, curricular reform in space technology, engineering, automation/mechatronics, E-commerce, geographic information technology, tourism, railway transport, intellectual transport systems, education measurement, educational management, environmental management, industrial ecology, renewable energy and environmental technology, foodstuff expertise and quality control, medical education, social psychology, land governance etc. The project Master "Interoperabilit  / Securite / Certification" dans le domaine du Transport International Ferroviaire (2008) actively involved employers and created new solid Master programme on railway transport that incorporated latest development in the sphere of railway and helped to prepare specialists of international level.

The study "Knowledge triangle educationknowledge- innovation" undertaken within the project "Towards research and entrepreneurial university models" (2008), outlined the ways to effectively apply European experience in property rights protection. The project created departments of innovation in partner universities and contributed to reforms in the area of technology transfer. While improving the image of Ukraine as a space power, the Tempus project "Curricula Reform in Space Technology" (2008) had extended the network of space ground stations from Brussels to Krasnoyarsk. It also established university labs of micro-satellites and regional coordination and technological bureaus that

serve as a linkage between university and labour market in aerospace sphere. The project "Quality Assurance tools for the Management of Internationalization" (2008) helped Ukrainian universities to reform the governance system by employing internationalization strategy.

Building upon developments in internationalization of higher education, another Tempus project "E-internationalization for Collaborative Learning" (2009) launched Eplatform "International Clearing House" that enables knowledge sharing among professors from Ukraine and Europe, gives an opportunity to create joint international courses and enhance skills in international teambuilding.

In order to effectively market scientific inventions of universities, the project "Innovation cross-universities network for development of partnership with enterprises" (2009) trained representatives of partner universities to turn scientific products into business models.

Besides the ones mentioned, 38 projects of Tempus IV pursued with participation of Ukrainian higher education institutions, have generated variety of sustainable outcomes that led to creation of education centre network on modern technologies of local government, establishment of a West-East teacher education network, implementation of research and entrepreneurial university models in higher education, development of quality assurance system and others.

## **2. Erasmus Mundus**

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Masters Courses and Joint Doctorates) – with scholarships Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Masters Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical "lot" on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelors, Masters, Doctorate, post-Doctorate – and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects.

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such

as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

**Institutions participating in the programme up to and including 2011**

<b>Institutions</b>	<b>Action 1 Joint Programmes</b>	<b>Action 2 Partnerships</b>	<b>Action 3 Attractiveness projects</b>
<b>DNIPROPETROVSK NATIONAL UNIVERSITY</b>		X	
<b>DONBAS NATIONAL ACADEMY OF CIVIL ENGINEERING AND ARCHITECTURE</b>	X		
<b>DONBAS STATE TECHNICAL UNIVERSITY</b>		X	
<b>DONETSK NATIONAL TECHNICAL UNIVERSITY (DNTU)</b>		X	
<b>DRAGOMANOV NATIONAL PEDAGOGICAL UNIVERSITY</b>		X	
<b>INTERNATIONAL EDUCATION ADVISING CENTER</b>			X
<b>IVAN FRANKO LVIV STATE UNIVERSITY</b>		X	
<b>KROK UNIVERSITY HIGHER EDUCATION INSTITUTION</b>		X	
<b>LVIV POLYTECHNIC NATIONAL UNIVERSITY</b>		X	
<b>NATIONAL ACADEMY OF MUNICIPAL ECONOMY KHARKIV</b>	X	X	
<b>NATIONAL AEROSPACE UNIVERSITY "KHAI"</b>		X	
<b>NATIONAL AVIATION UNIVERSITY</b>		X	
<b>NATIONAL O.O. BOHOMOLETS MEDICAL UNIVERSITY</b>		X	
<b>NATIONAL TARAS SHEVCHENKO UNIVERSITY OF KYIV</b>		X	
<b>NATIONAL TECHNICAL UNIVERSITY OF UKRAINE 'KYIV POLYTECHNIC INSTITUTE'</b>		X	X
<b>NATIONAL UNIVERSITY OF FOOD TECHNOLOGIES</b>			X

<b>NATIONAL UNIVERSITY OF "KYIV-MOHYLA ACADEMY"</b>	X	X	
<b>NIZHYN STATE MYKOLA GOGOL UNIVERSITY</b>	X		
<b>ODESSA I.I. MECHNIKOV NATIONAL UNIVERSITY</b>		X	
<b>ODESSA NATIONAL ACADEMY OF FOOD TECHNOLOGIES</b>			X
<b>ODESSA NATIONAL POLYTECHNIC UNIVERSITY</b>		X	
<b>OLES HONCHAR DNIPETROVSK NATIONAL UNIVERSITY</b>		X	
<b>TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV</b>		X	
<b>TAURIDA NATIONAL V.I. VERNADSKY UNIVERSITY</b>		X	
<b>VASSIL KARAZIN NATIONAL UNIVERSITY OF KHARKIV</b>		X	
<b>YURIY FEDKOVYCH CHERNIVTSI NATIONAL UNIVERSITY</b>		X	
<b>KYIV NATIONAL UNIVERSITY OF TRADE AND ECONOMICS</b>		X	

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