

Application for Undergraduate Admission

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Print name in full _____
Last Name First Name Middle Name

Preferred first name _____ Gender (optional): ☐ female ☐ male

Social Security Number* _____ Name used on previous records: _____

* Your social security number (SSN) is used to verify your identity for administrative, financial aid, and campus employment purposes. (e.g., maiden)
We need your SSN to process your financial aid. If not provided on your admission application, you will be required to provide it at a later date.

Current mailing address _____
Street City State/Province Zip/Postal Code Country

E-mail Address _____ City/State/Prov. of legal residence _____

Home phone () _____ Cell phone () _____ Preferred phone () _____

Are you a legal resident* of Maine? ☐ Yes ☐ No If yes, date you became a legal resident _____

*lived in Maine for 12 consecutive months, for purposes other than education. Proof may be required.

Permanent mailing address _____
(if different from current) Street City State/Province Zip/Postal Code Country

Date of Birth (mm/dd/yy) ____/____/____ Country of Birth _____ Are you a U.S. Citizen? ☐ Yes ☐ No

Country of Citizenship _____

If you are a U.S. Permanent Resident, indicate alien registration number on your Permanent Resident Card. Ad _____

(optional) Language spoken at home _____ Are you of Franco-American heritage? ☐ Yes ☐ No

(optional) Please indicate if you are one of the following: ☐ American Indian or Alaska Native ☐ Asian or Pacific Islander
☐ Black (non-Hispanic) ☐ Hispanic ☐ White ☐ Other _____

Check the University(ies) to which you are applying. Enclose \$40 for EACH campus checked.

Intended Majors

	1st Choice Major	2nd Choice Major		
<input type="checkbox"/> University of Maine (Orono)	_____	_____	<input type="checkbox"/> Residence Hall	<input type="checkbox"/> Off-Campus
<input type="checkbox"/> University of Maine at Augusta	_____	_____	(no housing offered)	
<input type="checkbox"/> University of Maine at Farmington	_____	_____	<input type="checkbox"/> Residence Hall	<input type="checkbox"/> Off-Campus
<input type="checkbox"/> University of Maine at Fort Kent	_____	_____	<input type="checkbox"/> Residence Hall	<input type="checkbox"/> Off-Campus
<input type="checkbox"/> University of Maine at Machias	_____	_____	<input type="checkbox"/> Residence Hall	<input type="checkbox"/> Off-Campus
<input type="checkbox"/> University of Maine at Presque Isle	_____	_____	<input type="checkbox"/> Residence Hall	<input type="checkbox"/> Off-Campus
<input type="checkbox"/> University of Southern Maine	_____	_____	<input type="checkbox"/> Residence Hall	<input type="checkbox"/> Off-Campus

If off-campus, indicate site/center _____ TOTAL Fees Enclosed \$ _____

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Intended degree: Major 1: ☐ Bachelor's Degree ☐ Associate Degree Major 2: ☐ Bachelor's Degree ☐ Associate Degree
☐ Certificate ☐ Certificate

If applying to a university offering Business; Elementary, Secondary, or Special Education; Fine Arts; International Affairs; or Music, indicate the specific course of study or option within your intended major _____

Pre-professional options: If applying to a university offering any of the following pre-professional programs, please indicate your interest:

☐ Pre-Dental ☐ Pre-Law ☐ Pre-Medicine ☐ Pre-Optometry ☐ Pre-Pharmacy ☐ Pre-Veterinary ☐ TEAMS

Pre-professional advising options are not majors; please indicate an intended academic major above.

Application Forms Of Fort Hare University For 2016

Bank, Leslie, Cloete, Nico



Application Forms Of Fort Hare University For 2016:

Proceedings of the University of Fort Hare Teaching and Learning Conference (UFHTL 2023) Thabisa Mayisela, Liezel Cilliers, 2024-06-18 This is an open access book Blended Learning as a Blueprint for Higher Education Transformation across the higher education landscape there is talk of consolidating the gains of COVID 19 and the leveraging of advances with blended learning to mitigate challenges and benefit student learning The main purpose of the colloquium is to explore the possibilities complexities and affordances of the Fourth Industrial Revolution 4IR in Higher Education in so far as they relate to teaching and learning This will be achieved through the interrogation of practices and experiences with respect to enablement enhancement and support of programmes and arrangements as well as students and lecturers practices and experiences

Anchored in Place Bank, Leslie, Cloete, Nico, 2018-11-05 Tensions in South African universities have traditionally centred around equity particularly access and affordability historical legacies such as apartheid and colonialism and the shape and structure of the higher education system What has not received sufficient attention is the contribution of the university to place based development This volume is the first in South Africa to engage seriously with the place based developmental role of universities In the international literature and policy there has been an increasing integration of the university with place based development especially in cities This volume weighs in on the debate by drawing attention to the place based roles and agency of South African universities in their local towns and cities It acknowledges that universities were given specific development roles in regions homelands and towns under apartheid and comments on why sub national place based development has not been a key theme in post apartheid higher education planning Given the developmental crisis in the country universities could be expected to play a more constructive and meaningful role in the development of their own precincts cities and regions But what should that role be Is there evidence that this is already occurring in South Africa despite the lack of a national policy framework What plans and programmes are in place and what is needed to expand the development agency of universities at the local level Who and what might be involved Where should the focus lie and who might benefit most and why Is there a need perhaps to approach the challenges of college towns secondary cities and metropolitan centers differently This book poses some of these questions as it considers the experiences of a number of South African universities including Wits Pretoria Nelson Mandela University and especially Fort Hare as one of its post centenary challenges

Higher Education Pathways Ashwin, Paul, Case, Jennifer M., 2018-12-14 In what ways does access to undergraduate education have a transformative impact on people and societies What conditions are required for this impact to occur What are the pathways from an undergraduate education to the public good including inclusive economic development These questions have particular resonance in the South African higher education context which is attempting to tackle the challenges of widening access and improving completion rates in a system in which the segregations of the apartheid years are still apparent Higher education is recognised in core legislation as having a

distinctive and crucial role in building post apartheid society Undergraduate education is seen as central to addressing skills shortages in South Africa It is also seen to yield significant social returns including a consistent positive impact on societal institutions and the development of a range of capabilities that have public as well as private benefits This book offers comprehensive contemporary evidence that allows for a fresh engagement with these pressing issues **ICMLG2016-4th**

International Conference on Management, Leadership and Governance Dmitry Vasilenko and Natalia Khazieva, **ICEL 2017 - Proceedings of the 12th International Conference on e-Learning** Laurie O. Campbell, Richard Hartshorn, 2017 Media Diversity in South Africa Julie Reid, 2021-12-30 This timely book argues that the Global North's research methods and traditional assumptions are not valid to the media landscapes and audiences of the Global South With South Africa as the focus the authors offer a new understanding of media diversity along an audience centred approach Disappointingly research shows that most South African citizens most of whom are economically marginalised are found to experience extremely low levels of media content diversity in their personal media diets The contributing factors are inter related and complex but include the inequitable distribution of media content a lack of African language media and most especially the cost of media access which is unaffordable to many In this book the authors examine what went wrong with post apartheid attempts to democratise the media landscape and why the experienced levels of media diversity by the majority South African audience remain so woefully low While media diversity is usually measured by policymakers sector stakeholders or by market related imperatives this book foregrounds the perspective of the media consumer In doing so traditional media measuring is inverted leading to a more in depth understanding of how ordinary people in the Global South receive media content how much and why The authors offer a holistic analysis of the ineffectuality of key media policymaking processes projects and institutions while also suggesting how these could be transformed to create a more diverse and broadly accessible media landscape *Corrupted* Jonathan D Jansen, 2023-02-01 In South African higher education the images of dysfunction are everywhere Student protests Violence Police presence Rubber or real bullets Class disruptions Burning tyres Damaged buildings Injury and sometimes death Reports of wholesale corruption Year after year often in the same set of universities the problem of routine instability seems insoluble The financial academic and reputational costs of ongoing dysfunction are high especially for those universities caught up in the never ending struggle to overcome apartheid legacies Any number of explanations have been ventured including a lack of resources shortage of capacity rural location corrupt officials and endemic conflict *Corrupted* takes a deeper look at dysfunction in an attempt to unravel the root causes in a sample of South African universities At the heart of the problem lies the vexed issue of resources or more pertinently the relationship between resources and power who gets what and why Whatever else it aspires to be commonly a place of teaching learning research and public duty a university in an impoverished community is also a rich concentration of resources around which corrupt staff students and those outside of campus all vie for access Taking a political economic

approach Jonathan Jansen describes the daily struggle for institutional resources and offers accessible sensible insights He argues that the problem won't be solved through investments in capacity building alone because the combination of institutional capacity and institutional integrity contributes to serial instability in universities Rather durable solutions would include the depoliticisation of university councils and appointments of academics with integrity and capacity to manage and lead these fragile institutions This groundbreaking and long overdue study will offer a promising way forward for universities to better serve their communities and the country more broadly

Journal of Cultural Management and Cultural Policy/Zeitschrift für Kulturmanagement und Kulturpolitik Constance DeVereaux, Steffen Höhne, Martin Tröndle, Tiago de Oliveira Pinto, 2024-03-04 The Journal of Cultural Management and Cultural Policy offers international perspectives on a wide range of issues in cultural management and cultural policy research and practice Intangible cultural heritage refers to the practices expressions skills knowledge and cultural spaces that cultural communities use to represent share and pass down cultural identities This issue explores the sustainability of intangible cultural heritage increasingly at risk from contemporary commercial and political forces With special focus on performing arts the contributors cover issues pertaining to the intangible past including policies management practices juxtapositions of innovation and tradition cultural integrity cultural value and relevant ethical questions

Publishing from the South Sarah Nuttall, Isabel Hofmeyr, 2024-11-01 In 2022 Wits University Press marked its centenary making it the oldest most established university press in sub-Saharan Africa While in part modelled on scholarly publishers from the global North it has had to contend with the constraints of working under global South conditions marginalisation within the university budgetary limitations small local markets unequal access to international sales channels and the privileging of English language publishing over indigenous languages This volume explores what the Press has achieved and what its modes of reinvention might look like In widening and deepening our understanding of the Press as an example of a global South scholarly publisher this volume asks how publishing can contribute to a broader understanding of Southern knowledge production Featuring contributions from scholars publishers and authors this multi-voiced volume showcases the history of the Press's publishing activities over 100 years from documenting its evolution through book covers and giving credence to some of the leading black intellectuals and writers of the early 20th century and the success of those works in spite of their authors racial marginalisation to the role of women both in publishing and in the spaces afforded to women's writing on the Press's list The collection concludes with essays by contemporary authors who detail not only their experiences of working with Southern publishers but also the politics and influences governing their decisions to choose the Press over a Northern publisher Publishing from the South shows the strategies deployed by the Press to professionalise Southern knowledge making and in the process demonstrating how university presses in the global South support the scholarly missions of their universities for both local and global audiences

Going to University Case, Jennifer, Marshall, Delia, 2018-02-09 Around the world more young people than ever before

are attending university Student numbers in South Africa have doubled since democracy and for many families higher education is a route to a better future for their children But alongside the overwhelming demand for higher education questions about its purposes have intensified Deliberations about the curriculum culture and costing of public higher education abound from student activists academics parents civil society and policy makers We know from macro research that South African graduates generally have good employment prospects But little is known at a detailed level about how young people actually make use of their university experiences to craft their life courses And even less is known about what happens to those who drop out This accessible book brings together the rich life stories of 73 young people six years after they began their university studies It traces how going to university influences not only their employment options but also nurtures the agency needed to chart their own way and to engage critically with the world around them The book offers deep insights into the ways in which public higher education is both a private and public good and it provides significant conclusions pertinent to anyone who works in and cares about universities *Annual Report* Armaments Corporation of South Africa Ltd,2016

Addressing Multicultural Needs in School Guidance and Counseling Taukeni, Simon George,2019-10-04 Globalization and shifting demographics have led to a call for an immediate change in education based counseling Future school counselors must be equipped with 21st century skills that are applicable across cultural boundaries and applied in a global context Addressing Multicultural Needs in School Guidance and Counseling is a pivotal reference source that provides a framework for school counselors and life skills teachers to implement globally focused comprehensive school guidance and counseling programs in schools as well as intervention strategies that effectively deal with psychosocial issues facing students and their families Highlighting topics such as child abuse diversity awareness and antisocial behavior this publication explores skills applicable to the global cultural shift and the methods of guiding students to reach a higher level of self fulfillment in their lives It is ideally designed for school administrators school counselors psychologists educational professionals academicians researchers and students *Transforming Higher Education in Asia and Africa* Fred M. Hayward,2020-03-01 Analyzes twelve strategic planning efforts in higher education in eight countries in Asia and Africa Drawing on over fifty years of on the ground experience Fred M Hayward s *Transforming Higher Education in Asia and Africa* analyzes change processes in higher education in eight Asian and African countries The twelve cases range from the push to upgrade and transform higher education in Afghanistan in the midst of a war to the successful struggle against apartheid in South African institutions as well as thwarted efforts in Sierra Leone and Madagascar Providing both practical lessons learned and hope for communities globally Hayward demonstrates that higher education change and even transformation which is more fundamental and structural can occur even in the most difficult environments Successful transformation requires well crafted strategic and budget plans with careful implementation monitoring and effective leadership at multiple levels Yet also critical are a commitment to human development a desire for freedom and belief in

democracy and recognition that high quality higher education is essential to national development This book provides detailed and informative accounts of system transformation policymaking leadership and development in several developing countries These areas are largely neglected in the literature It also provides an account of the value of coordination and planning in developing effective higher education systems and institutions It is clear that the author has long experience and expertise in the topics and regions addressed Brendan Cantwell Michigan State University *Achieving Nelson Mandela University?* Sibongile Muthwa, Denver A. Webb, 2024-08-20 South Africa's higher education sector is rooted in the country's divided past A significant State driven restructuring from around 1997 to 2005 resulted in what is largely the current configuration of public universities But just over two decades later for a variety of reasons the higher education sector in South Africa appears beset with numerous challenges Nelson Mandela University is one of the public universities that emerged from the restructuring process The university is in an ongoing state of evolution of becoming It developed out of the amalgamation of the University of Port Elizabeth Port Elizabeth Technikon and incorporation of the Port Elizabeth campus of Vista University as Nelson Mandela Metropolitan University in 2005 In 2017 it was renamed Nelson Mandela University after the world renowned statesman rather than the metropolitan area in which the university is primarily located The renaming was conceptualised as more than a marketing opportunity to rebrand the university but as an opportunity to reorientate the university to reposition Nelson Mandela University as an engaged and socially embedded university in the service of society striving to be the academic expression of the values and ethos of its iconic namesake Endeavouring to be something greater and different from the norm imbues its strategy public statements and practices The determination to achieve Mandela University serves or is intended to serve as both an organising principle and a lodestar A cross section of writers from different backgrounds situates Nelson Mandela University within the contemporary historical moment from which it emerged and examines its subsequent evolution While Nelson Mandela University has performed the usual work expected of any university it has also sought to turn the university outwards to achieve a higher purpose framing itself as a values based university on a journey to become something else In *Achieving Nelson Mandela University* the university attempts to give an account of itself The book is an intellectual and scholarly reflection on where the university has come from and where it is seeking to go

Conservation Agriculture in Africa Saidi Mkomwa, Amir H. Kassam, 2022-01-11 Tillage agriculture has led to widespread soil and ecosystem degradation globally and more particularly in the developing regions This is especially so in Africa where traditional agricultural practices have become unsustainable due to severe exploitation of natural resources with negative impacts on the environment and food system In addition agricultural land use in Africa today faces major challenges including increased costs climate change and a need to transform to more sustainable production intensification systems Conservation Agriculture has emerged as a major alternative sustainable climate smart agriculture approach in Africa and has spread to many African countries in the past decade as more development and research including

in sustainable mechanization has enabled its extension and uptake. It is key to transforming Africa's agriculture and food system given its ability to restore soil health, biodiversity and productivity of millions of smallholder farms as well as larger scale farms. This book is aimed at all agricultural stakeholders in the public, private and civil sectors in Africa engaged in supporting the transformation of conventional tillage agriculture to Conservation Agriculture. The book will be of interest to researchers, academics, students, development stakeholders, public and private sector investors and policy makers as well as institutional libraries across the world.

Handbook of Research on Advocacy, Promotion, and Public Programming for Memory Institutions Ngulube, Patrick, 2019-01-11. Memory institutions such as archives, libraries and museums collect, arrange, describe and preserve their collections and holdings in order to make them accessible to the community. However, these institutions remain underutilized and are struggling to raise awareness of their existence and attract users and funders. The *Handbook of Research on Advocacy, Promotion, and Public Programming for Memory Institutions* is a collection of innovative research on emerging strategies such as advocacy, outreach, marketing and public programming to promote memory institutions and engage the community. While highlighting topics including customer service, solutions, social media and collection development strategies, this book is ideally designed for heritage management and information professionals, curators, museum management, archival specialists, librarians, policymakers, researchers and academicians.

Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century Edward Shizha, Ngoni Makuvaza, 2017-04-17. What have postcolonial Sub-Saharan African countries achieved in their education policies and programmes? How far have they contributed to successful attainment of the targeted 2015 Millennium Development Goals (MDGs) on education? What were the constraints and barriers for developing an education system that appeals to the needs of the sub-region? *Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century* Post Millennium Development Goals is an attempt to demonstrate that Sub-Saharan Africa has the potential and capability to provide solutions to challenges facing its desire and ability to provide sustainable education to its people. To that end, the contributors are academics with an African vision attempting to come up with African home-grown perspectives to fill the gap created by the lapse of the MDGs as the guiding vision and framework for educational provision in Africa and beyond. The book seeks to articulate and address African issues from an informed as well as objective African perspective. The book is also intended to provide insights to scholars who are interested in studying and understanding the nature of postcolonial education in the Sub-Saharan African region. Given the objectives and themes of this book, it is intended for academic scholars, undergraduate and graduate students, human rights scholars, curriculum developers, college and university academics, teachers, education policy makers, international organisations and local and international non-governmental organisations that are interested in African education policies and programmes. *Rethinking Postcolonial Education in Sub-Saharan Africa in the 21st Century* provides contemporary reflections from multiple perspectives and re-positions the issue of education at the forefront of the debates on African

development Lamine Diallo Associate Professor Wilfrid Laurier University Canada The book is a welcome addition to discourses and analyses on education in sub Saharan Africa with reference to a postcolonial critique and the Millennium Development Goals framework on education in Africa Michael Tonderai Kariwo PhD Instructor and Research Fellow University of Alberta Canada

Smart Cities and Smart Spaces: Concepts, Methodologies, Tools, and Applications

Management Association, Information Resources,2018-09-07 As populations have continued to grow and expand many people have made their homes in cities around the globe With this increase in city living it is becoming vital to create intelligent urban environments that efficiently support this growth and simultaneously provide friendly and progressive environments to both businesses and citizens alike Smart Cities and Smart Spaces Concepts Methodologies Tools and Applications is an innovative reference source that discusses social economic and environmental issues surrounding the evolution of smart cities Highlighting a range of topics such as smart destinations urban planning and intelligent communities this multi volume book is designed for engineers architects facility managers policymakers academicians and researchers interested in expanding their knowledge on the emerging trends and topics involving smart cities

Transformations of Higher Education in BRICS Nicholas Sun-Keung Pang,Ewelina K. Niemczyk,2025-09-30 This book aims to study the current transformations of higher education in the Brazil Russia India China and South Africa BRICS countries The conditions imposed by the Covid pandemic exposed many vulnerabilities in higher education systems but also provided valuable lessons that led to the implementation of effective changes Educational changes are being applied to programmes projects practices and policies with varying degrees of success depending on the context the needs of students and staff have changed and considerable attention has been given to the effective continuation of all academic activities through the use of technology often the nature of higher education and its role in society are being contemplated and ways of sustainable development are being debated Therefore contributors from the five BRICS member states present research findings and critical views on the recent development of higher education in their own countries providing an opportunity for a unified effort and collective input to explore the transformation and reform of higher education This book is intended for researchers policymakers and postgraduate students in higher education educational governance and comparative education

Pentecostalism and Human Rights in Contemporary Zimbabwe Francis Machingura,Lovemore Togarasei,2018-06-11 This volume offers updated accounts of Pentecostalism in Zimbabwe and explores most of the dominant themes in contemporary Pentecostalism including leadership competition gender youth and prosperity In addition some chapters investigate emerging themes in studies on Pentecostalism such as disability Contributors to this volume situate Zimbabwean Pentecostalism within the larger continuum of global Pentecostalism and reflect on Pentecostal biblical interpretation the interface between Pentecostalism and African Traditional Religions the use of titles in Zimbabwean Pentecostalism and Pentecostalism s engagement with HIV AIDS The book will appeal to scholars in religious studies and theology religious education disability studies social sciences

history political science development studies gender cultural studies and anthropology as well as general readers

Unveiling the Energy of Verbal Art: An Psychological Sojourn through **Application Forms Of Fort Hare University For 2016**

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