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I plan to attend by September 30, _____ January 30, _____ I will attend ☐ full-time ☐ part-time

Print name in full _____ **Last Name** _____ **First Name** _____ **Middle Name** _____

Preferred first name _____ **Gender** ☐ female ☐ male

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

* You must accurately number (SSN) in order to verify your identity for admission, transfers, and campus employment purposes. If you do not have your SSN, please provide your date of birth. If not provided on other admission applications, 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** _____

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

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

Date of Birth (month/day) _____ **Country of Birth** _____ **Are you a U.S. Citizen?** ☐ Yes ☐ No

Country of Citizenship _____

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

preferred Language spoken at home _____ **Are you of Puerto-Rican or heritage?** ☐ Yes ☐ No

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

Check the University(ies) to which you are applying. Enclose \$40 fee (EA/EM campus checked).

Intended Major

	1st Choice Major	2nd Choice Major		
☐ University of Maine (Orono)	_____	_____	☐ Residence Hall	☐ Off-Campus
☐ University of Maine at Augusta	_____	_____	☐ (see housing offered)	
☐ University of Maine at Farmington	_____	_____	☐ Residence Hall	☐ Off-Campus
☐ University of Maine at Fort Kent	_____	_____	☐ Residence Hall	☐ Off-Campus
☐ University of Maine at Machias	_____	_____	☐ Residence Hall	☐ Off-Campus
☐ University of Maine at Presque Isle	_____	_____	☐ Residence Hall	☐ Off-Campus
☐ University of Southern Maine	_____	_____	☐ Residence Hall	☐ Off-Campus

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

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I have previously applied to _____ as a degree candidate. **Yes** _____ **No** ☐ No previous applications

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

If applying to a university offering Graduate, 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 gpd majors; please indicate an intended university major above.

Forthare Unicersity Application Form 2016

**Kealeboga Aiseng,Israel A.
Fadipe,Phillip Mpofu**



Forthare Unicersity Application Form 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 **Lessons To Be Learnt From The World's Great Icons Life Experiences.** Bheki S.V.

Ntshingila, 2016-11-23 The book is about the late Mr Nelson Mandela the unrepentant crusader and freedom fighter against the obnoxious apartheid regime in South Africa who became an instant toast of the entire world which is a reminder that in each person there is a seed of greatness expected to be discovered and to be used to make this world a better one for all who live in it instead of experiencing hatred and brutality What makes a person to succeed is not how bad she or he thinks but is high optimism thinking big willingness to learn from other s mistakes and life experiences There is a lot we can learn from Madiba s life experience and I don t doubt that the world is also learning something constructive or destructive from you If you are not constructive to others how would you be constructive to yourself Remember greatness is a phenomenon that could be associated with anyone with a positive mind Good better best never let it rest till your good is better and your better is best *The Oxford Handbook of Language and Society* Ofelia García, Nelson Flores (Linguist), Massimiliano Spotti, 2017

This book challenges basic concepts that have informed the study of sociolinguistics It proposes a critical poststructuralist perspective that examines the socio historical context that led to the emergence of dominant sociolinguistic concepts and develops new theoretical and methodological tools that challenge these dominant concepts (u)Mzantsi Classics Samantha Masters, Imkhitha Nzungu, Grant Parker, 2022-10-15 An Open Access edition of this book will be available on publication on the Liverpool University Press and African Minds websites Though Greco Roman antiquity classics has often been considered the handmaid of colonialism its various forms have nonetheless endured through many of the continent s decolonising transitions Southern Africa is no exception This book canvasses the variety of forms classics has taken in Zimbabwe Mozambique and especially South Africa and even the dynamics of transformation itself How does u Mzantsi classics of southern Africa look in an era of profound change whether violent or otherwise What are its future prospects Contributors focus on pedagogies historical consciousness the creative arts and popular culture The volume in its overall shape responds to the idea of dialogue in both the Greek form associated with Plato s rendition of Socrates wisdom and in the African concept of ubuntu Here are dialogues between scholars both emerging and established as well as students some of whom

were directly impacted by the Fallist protests of the late 20 teens Rather than offering an apologia for classics these dialogues engage with pressing questions of relevance identity change the canon and the dynamics of decolonisation and potential recolonisation The goal is to interrogate classics the ways it has been taught studied perceived transformed and even lived from many points of view

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

Political Economy of Contemporary African Popular Culture Kealeboga Aiseng,Israel A. Fadipe,Phillip Mpofu,2024-04-01 Drawing on examples from across the continent this volume examines socially significant aspects of contemporary African popular culture including music cultures fandoms and community mass and digital media to demonstrate how neoliberal politics and market forces shape the cultural landscape and vice versa Contributors investigate the role that the media politicians and corporate interests play in shaping that landscape highlight the crucial role of the African people in the production and circulation of popular culture more broadly and furthermore demonstrate how popular culture can be used as a tool to resist oppressive regimes and challenge power structures in the African context Scholars of political communication cultural studies and African studies will find this book particularly useful

Spear Paul S. Landau,2022-06-07 Spanning the years just before and just after Nelson Mandela s 1962 arrest this entirely fresh history of Umkhonto we Sizwe MK or Spear of the Nation and its revolutionary milieu brings to life the period in which Mandela and his comrades fought South Africa s apartheid regime not only with words and protests but also with bombs and fire

Year of Fire, Year of Ash Baruch Hirson,2016-06-15 We can say without fear of being contradicted by history that June 16 1976 heralded the beginning of the end of the centuries old white rule in this country Nelson Mandela Originally banned on publication by the apartheid government Year of Fire Year of Ash is an eye opening account of how in June 1976 20 000 school students faced down the tanks and guns of a vicious racist regime in a revolt that galvanized the black working class and became a pivotal turning point for the anti apartheid movement More than this the

book overturns much of the conventional logic that served to explain the event at the time showing it was not simply a student protest but part of a wider uprising Released in this new edition to mark the fortieth anniversary Year of Fire Year of Ash provides an unparalleled insight into the origins and events of the uprising from its antecedents in the 1920s to its role in inspiring global solidarity against apartheid As South Africa experiences a new wave of popular discontent and as new forms of black consciousness come to the fore in movements around the world Baruch Hirson s book provides a timely reminder of the Soweto revolt s continued significance to struggles against oppression today

The Geopolitics of Postdigital Educational Development Michael A. Peters, Benjamin J. Green, Olivera Kamenarac, Petar Jandrić, Tina Besley, 2025-11-03 This volume examines the evolving role of education in contemporary geopolitical landscapes where technological innovation global networks and national interests redefine its purpose Moving beyond territorial geopolitics it explores education as a critical asset in postdigital societies embedded in techno nationalist agendas and global power structures In AI genomics nanotechnology and quantum technologies education serves dual functions shaping epistemic authority and underpinning knowledge economies These developments challenge paradigms of truth consciousness and equitable knowledge access The chapters engage with discourses on digital sovereignty postdigital privilege democracy and resistance illustrating how education restructures global power relations Synthesizing perspectives from geopolitics digital transformation and postdigital educational development it underscores understanding education as a contested terrain where global equity inclusion and ethical technological governance are negotiated This book is particularly suited for researchers of postdigital education The Geopolitics of Postdigital Educational Development is complemented by *Postdigital Education for Development* also edited by Michael A Peters Olivera Kamenarac Ben Green Petar Jandri and Tina Besley

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

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